

## QUALITY ASSURANCE POLICY

### Quality Vision

Rotunda Ltd aspires to provide excellence in education and training, working with partners and other providers operating at school, college and university level. It will draw its learners from the widest range of groups, including learners locally, regionally, nationally and internationally. Rotunda Ltd will ensure equality of opportunity to high quality provision to fulfil its central purpose to improve lives and economic success through learning and skills. It will be an influential voice for further education locally and nationally.

### Rotunda Ltd will:

- Place the needs of every learner at the centre of its mission focussing on progression, employability, and contributing to reducing reoffending.
- Set challenging targets to increase participation through a responsive and aspirational curriculum offer that is aligned to employer needs.
- Provide relevant and inclusive provision which is accessible to learners of all abilities, and which allows for individual pathways supported by high quality advice and guidance.
- Provide innovative and motivational learning environments.
- Make investment which will lead to the provision of centres of excellence and challenge disadvantage and exclusion.

### Rotunda Ltd will seek to:

- Provide leadership for the provision of high quality teaching, learning, and assessment in the sector provide 'best value' in service delivery to play a key strategic role in meeting local, regional and national skills priorities.

### Policy statement

Rotunda Ltd is committed to quality and improving the student's learning experience. The organisations approach to quality is based on continuous improvement. It starts with the generation of strategic objectives that reflect the mission statement. These objectives take into account the external environment in which we function and define the processes we need for day-to-day operations.

Standards are set to measure these processes and procedures are designed to help them operate consistently. These procedures are regularly monitored and evaluated to identify problems, for which corrective actions are implemented, monitored and reviewed. Continual improvement is achieved by raising standards as performance targets are reached and reviewing objectives accordingly.

### Quality policy

- The organisations commitment to quality and customer service extends to all learners, customers and clients.
- Every member of staff is responsible for quality.

- The senior managers and the members of the trustees recognise their roles in continuous improvement of the organisation and fully support the principles of quality management.
- Sustained quality and excellence requires continuous improvement. This means, regardless of how good present performance may be, it can always be improved.
- Quality improvement will be applied to every facet of the organisations work in order to constantly review and improve the services it provides.
- Quality will be achieved by preventing problems rather than by detecting and correcting them after they occur.

### **Quality assurance**

Quality assurance is putting systems into place to ensure that high standards are achieved and embedded. This is achieved through the following:

- Key procedures such as lesson observations and internal reviews
- Quality standards
- Performance indicators
- Benchmarking and target setting
- Curriculum performance monitoring
- Individual performance review
- Quality management
- Feedback from learners and clients.

### **Quality management**

The management of quality will be through:

- The Governance Structure
- The Board of Trustees
- Curriculum Leads
- Performance monitoring processes
- Quality control systems
- Responding to feedback from learners and clients.

Over time the education team will ensure an appropriate degree of consistency in the application of quality assurance procedures and the provision of quality improvement strategies across the different strands of the organisation. Equally, these procedures and strategies will be adapted to best meet different internal or external requirements of particular strands of work.

### **Quality improvement**

It is essential that, in addition to strengthen and diversify quality assurance procedures, sufficient time and attention is devoted to the development and continual evaluation of a wide range of quality improvement strategies. As an organisation which ultimately aspires to be outstanding in every respect, whilst effective quality assurance procedures are critical to identifying areas for improvement and helping to target improvements, the bulk of quality-related

work should take the form of quality improvement initiatives, including the provision of highly effective CPD for all staff.

### **Trustees and quality assurance**

Trustees will receive regular reports on performance and feedback from learners and clients. The Education Programme Manager will monitor these reports in depth. They will monitor Key Performance Indicators (KPIs) on a regular basis through regular staff supervisions. They will also review and monitor quality reports from various activities, so that trustees are fully apprised of the key outcomes of quality assurance arrangements and the forms of quality improvement being used to raise standards and secure further improvements for learners and clients. Each year trustees will approve the Self- Assessment Report (SAR) and monitor the Quality Improvement Plan (QIP) and other key quality action plans.

### **Self-assessment**

Self-assessment will continue to be used as a formal review and evaluation of our performance to check that we are meeting the needs of our learners and customers and achieving our targets. Every aspect of work can always improve, therefore identifying areas for improvement is an opportunity to further this aim.

It is just as important to build on strengths. Everyone is involved and the process is only beneficial if staff are self-critical, open and rigorous in their judgements about strengths that are significantly above appropriate benchmarks. Areas for improvement are those that are below what is expected from our own standards.

### **Learner and customer feedback**

Surveys with learners are carried out each year at appropriate stages of the learner journey and the results are compared to national benchmarks. Results of these surveys will inform course reviews, management and trustee reports. Further learner surveys will be carried out at appropriate intervals.

Learner focus groups will also inform actions to improve the overall provision. Learner representatives are actively engaged with quality through their involvement in focus groups and course review. Learner and customer feedback will be used to bring improvement and change to the services offered by Rotunda Ltd.

## **The Quality Cycle**

The quality process involves a cycle of activities of which self-assessment and action planning are major parts. The key elements are:

- Continuously developing the range and effectiveness of quality assurance systems and tools with the involvement of staff and learners.
- Identifying priorities at different levels, informed by the Strategic Plan.
- Establishing performance indicators/targets against which provision is judged, bearing in mind those used externally, by Ofsted, ESFA, etc.
- Collecting and monitoring data in order to measure performance.
- Identifying areas of strength and areas for improvement at curriculum team level and service team level, linked to the Common Inspection Framework, the Expectations Framework for custodial provision, and the strategic objectives.
- Implementing and monitoring quality improvement plans and team development plans.
- Issuing reports on the results of monitoring and quality issues for the SMT, Trustees, and also to others (subject to Data Protection Act requirements and the protection of staff and learners' interests).
- Encouraging and developing third party assessment of service activity and performance through appropriate audit and observation techniques, seeking external validation or accreditation where appropriate.
- Encouraging continuous updating and skills development of all staff, and in particular use quality improvement strategies to drive up standards and promote outstanding teaching and learning.

## **Teaching Observations**

The observation team will carry out formal observations of a range of teaching and learning situations, including taught sessions, both face to face, online, and group tutorials.

To support standardisation and staff training, a number of observations will be conducted under dual observations. The observation process must be understood and supported by all teaching staff. Observations are essential and are designed to:

- Develop the quality of teaching, learning and assessment in both the classroom and workplace.
- Recognise and disseminate good practice to enhance the quality of learner experience.
- Enhance the performance management process and identify individual and team development needs.
- Measure performance and benchmark against internal and external results.
- Support and add context to the self-assessment process.
- Support the assessment of leadership and management within a particular area.

## **Implementation**

### **All staff**

All staff must:

- Take part in training and professional development in order to drive up standards.
- Follow policies and procedures relating to their work.

### **Senior managers**

Senior managers must:

- Reflect the ambition of the organisation to provide excellence in education and training.
- Identify the strategic priorities in response to internal and external demands and initiatives.
- Manage the annual quality cycle in their areas.
- Help to validate the curriculum/service area SARs and contribute to the college's SAR and QIP.
- Ensure all improvement plans are properly monitored.
- Encourage and develop third party assessment of activities and performance.
- Monitor their managers' compliance with quality issues.
- Oversee the standard of staff performance in their area, ensuring appropriate staff development and induction.
- Respond promptly to feedback regarding their provision, providing reinforcement regarding positive feedback and initiating and monitoring responses to negative feedback.
- Oversee the maintenance of up-to-date policies, strategies and procedures.
- Ensure that all their managers and staff comply with policies and procedures.

### **Curriculum Leaders**

Curriculum Leaders must:

- Lead the drive in their areas for curriculum relevance and best practice teaching, learning, and assessment.
- Develop high quality curriculum SARs and QIPs.
- Ensure courses are robustly reviewed and oversee the responses to underperforming courses being identified.
- Respond rapidly to any Notice to Improve (NTI) being imposed.
- Agree targets in relation to teaching and learning in the light of strategic priorities.
- Communicate targets to staff.
- Contribute to the development and review policies and associated procedures, guidelines and strategies.
- Be fully engaged in the performance monitoring and review process.

## Teachers

Teachers are responsible for:

- Ensuring their own continuing professional development by reflecting on and improving their own performance.
- Completing course reviews and appropriate areas of the curriculum SAR, to ensure the continuous improvement of their own curriculum.
- Ensuring that all members of the delivery team, both teaching and support, comply with the current requirements of the course and are aware of the performance targets such as retention targets, success targets, targets for progression, equality and diversity, and growth.
- Reviewing learner retention, achievement, attendance and, where appropriate added value.
- Reviewing induction, teaching, learning, assessment and verification methods.
- Reviewing learner feedback and responding appropriately.
- Reviewing equality and diversity impact measures.
- Reviewing measures taken to ensure safeguarding.
- Producing a team development plan agreeing targets to maintain strengths, address areas of concern and quality improvements.
- Reviewing progress against targets at course meetings throughout the year.
- Providing effective and appropriate teaching and support for learning.
- Maintaining current course files and ensuring adherence to assessment requirements.
- Participating in the college's internal reviews, observation and performance systems.
- Undertaking appropriate development and training with the intention of driving up standards.

## Rotunda Policy Review Record

Reviewed by:	Approval date:	Review frequency:	Review date:	Signed:
Maxine Ennis	09/04/2024	Annual	10/04/2025	