



QUALITY MANAGEMENT POLICY

PRIMARY PERSON RESPONSIBLE FOR IMPLEMENTATION AND MONITORING OF THIS POLICY

JAMES EYTLE, BEVERLEY MELLON (PRINCIPALS)

CONTACT DETAILS

02074097273 admin@albemarle.org.uk

LAST REVIEW DATE

Feb 2018

NEXT REVIEW

Feb 2019

Quality Management Policy

Introduction

The Quality Management Strategy is driven by a change in culture that is focused on providing high quality learning opportunities in a supportive environment that responds to the education and training needs of each learner. Every member of staff ensures responsibility for the Quality of their own area.

Core Values

All learning provision at Albemarle College will be of the highest quality.

Albemarle College seeks to

- * Improve the quality of education consistently through robust self-evaluation and appropriate support
- * Provide accurate and appropriate information about the quality and range of education
- * Give learners confidence that the programme they choose will be delivered to the highest possible standards
- * Will routinely to collect and analyse evidence and data about their services and the outcomes they deliver for learners
- * Review and reflect on current practice to see where improvements can be made

Our overall aim is to “put learners first” which means:

1. ‘Our learners and customers are paramount’
2. We expect excellence in everything we do. Satisfying our learners is core to what we all have to do every day. We want our learners to recommend us for our good work.
3. Working together, with mutual respect and support.
4. Acting with integrity at all times

Head of Departments are responsible for the following in maintaining Quality Management:

Ensuring that all staff comply with the current requirements of the course and are aware of the performance targets such as retention targets; exam success targets; targets for progression and growth.

To improve teaching, learning and assessment and maintain high standards across their provision, Heads of Departments should:

- take full overall responsibility for the quality of teaching, learning and assessment across all types of programmes
 - ensure that they are rigorous and self-critical in their evaluation of the quality of teaching, learning and assessment and that they set, and frequently review, ambitious targets for improvement
 - evaluate the quality of teachers' practice by using a wide range of indicators of the impact of their work on learners' progress and their development of skills and knowledge
 - draw fully on learners' views about the teaching, learning and assessment that they receive to inform self-assessment and improvement actions
 - support and develop all teachers to improve by ensuring that the fundamental aspects of good quality teaching underpin all teachers' practice
- provide high quality and relevant development opportunities for all staff
- use the expertise available in teacher education departments more widely to support actions for improvement.

Target Grades for A Level and GCSE students

- Albemarle College seeks to target 90% A* to C for all students at A Level and GCSE, and a target of 80% A* to B grades.

- Albemarle College seeks to enable 95% of students to obtain a first choice or second choice university place based on their offers from the UCAS service

- Senior Management will continue to ensure that these targets are disseminated to all staff and that all staff will strive to achieve these targets.

Teaching Staff are responsible for Quality Management

To ensure that they fulfil their role in achieving consistently high standards for learners, teachers should:

- have consistently high expectations for their learners, based on an accurate assessment of their starting points and an understanding of how the course or programme relates to their plans for the next step in their careers
- be flexible in their selection of teaching and learning methods, approaches, activities and resources according to the aims of each session and the development needs of all the learners
- ensure that they measure the effectiveness of these approaches and activities on developing the skills and knowledge of all learners in each session
- ensure that their assessment practice is of a consistently high standard and used frequently to provide learners with relevant constructive feedback that helps them understand and put into place what they need to do to achieve their ambitious targets
- work collaboratively, where possible, with other providers to share good practice and learn from each other, and be prepared to take calculated risks and be innovative in their practice.
- support learners to achieve greater autonomy in their learning in a planned and structured way so that they develop a range of study skills, including, in peer and self-assessment, a reflective approach to their own learning and the ability to be self-critical about their own performance
- use assessments that are realistic, challenging and require learners to use a wide range of skills

Senior Management of the College should

- maintain the clear focus by all staff on the organisational values and priorities
- sustain the momentum of improvement activities and ensuring that all staff remain aspirational and maintain and build on the excellent provision
- continue to develop capacity in management and teaching teams
- promote innovation and providing strong support for using new ideas and approaches
- ensure that all teaching teams work collaboratively and in a fully transparent way
- maintain excellent communication at all levels, promoting professional dialogue

about teaching and learning, and consistently taking an approach to tackling issues to ensure high quality

- relentless and rigorous monitoring of the quality of provision by using a range of quality assurance functions, including robust use of a range of data on learners' performance.

The following should be considered for inclusion and cross-referencing to other policies to reflect a coherent approach:

Admissions

- All application forms received are considered by the College Administrator and by the Principal(s) or Vice Principal.
- All aspects of the Application Form and accompanying documents are taken into account with selecting students for interview.
- New applicants must provide evidence of prior qualifications in the forms of statement of results or exam certificates.
- Applicants resident in the UK are required to attend the college for the interview. International students would be offered the option of being interviewed by via Skype by the College Administrator and by the Principal(s) or Vice Principal.
- Students will be assessed at interview by the by the College Administrator and by the Principal(s) or Vice Principal and they may require further assessment by subject tutors. There may be a verbal or written assessment as deemed appropriate to the student.
- All documentation will be collated and held in the student files.
- Any student expressing interest in the college is invited to attend a 'Taster Lessons'. These sessions allow the visitor to be taught by a subject tutor before deciding their final subject selection.
- Offers can be either conditional or unconditional on academic grounds.
- Offers will reflect the recommendation of the lead interviewer and if the students wishes to register, their desired programme must reflect the recommendation of the Principal(s) or Vice Principal.
- The academic conditions attached to offers would be based on the qualifications being taken.
- The Principal(s) or Vice Principal reserve the right to amend the programme of a student depending on GCSE or AS or A Level grades achieved after the offer was made.

Attendance

Albemarle College expects every student to have a 100% attendance record and, therefore, to attend every timetabled lesson unless they experience a genuine illness or mitigating circumstance.

If, however, a student's attendance falls below 90% or a student has a continued pattern of lateness, the student is referred to the Attendance Board and in accordance with the attendance policy is dealt with using the following procedural systems:

- Attendance Board Referral Form [to be completed by tutors]
- Shortlist Meeting held by the Attendance Board the week prior to the event
- Attendance Board [OCT, NOV, DEC, JAN/FEB, MAR]

The Attendance Board has the following facilities at its disposal and chooses the most appropriate course of action for the student concerned:

- Evening Study [Monday-Thursday 5.45-7pm]
- Supervised Library Sessions [Monday-Friday 9-5:30pm]
- Saturday Study, [10am-2pm]
- Signing-in procedure [daily]
- Welfare Officer meeting
- Student Contract

These matters may be discussed with the student's parents or guardian using the following forum

- Parents' Evening [twice yearly]
- Meeting with Parents on advice of Personal Tutor
- Letter to Parent or Guardian
- E-mail to Parent or Guardian

Staff Recording and Reporting of Attendance – Responsibilities of Teachers

Subject Tutors will electronically complete the class register at the start of each lesson. This data will be sent in real time to the College Receptionist, the College Administrator and the College Librarian

The College Administrator follows-up the reason by using the call log, emails received and teacher's notifications. Any outstanding absence is followed up by the College Receptionist.

The teacher records attendance and lateness on the electronic and paper register.

The College Receptionist informs the teacher of reasons for absence.

Teachers are responsible for completing a Personal Tutor Referral Form in the event that a student has recurrent attendance or lateness issues, and can refer a student to the Attendance Board.

The student will also be referred to the Welfare Officer if it is deemed there is a welfare issue, or simply because no appropriate explanation has been received.

Breaches of Attendance Policy

If Attendance Board recommendations are not complied with, the Principal will exercise his judgement by liaising with the parent/guardian, the personal tutor, the Vice Principal and the Welfare officer as appropriate.

For **International Students**, in the event of the student being sponsored for a Tier 4 VISA the Principal will ensure the College Administrator informs the student that they are in breach of the terms of issue of their VISA and will inform UKBA after 10 consecutive contact points are missed.

College Development Plan

The Principals of Albemarle are responsible for the College Development Plan. There is a regular review of how the College could best develop and suggestions are taken from the suggestions box in the staff room, staff meetings and the staff questionnaire, introduced in 2015.

Lesson Observations

Albemarle College has high expectations of the professional expertise and the execution of duties of its tutors and teaching staff. The College expects staff to establish fair, respectful, trusting, supportive and constructive relationships with students to ensure that they achieve their full educational potential. All teaching staff are made aware of the policies and practices of the workplace and the need to demonstrate professional and positive values and behaviour.

Albemarle College expects its teaching staff to reflect on and improve their practice and take responsibility for identifying and meeting their developing professional needs. Staff should act upon advice and feedback and be open to coaching and mentoring, showing a constructive and creative critical approach to their practice in the classroom.

The College expects its teaching staff to know the relevant assessment requirements and curriculum content relating to the subject which they are qualified to teach and to keep up to date with changing syllabuses and Examination Board rubric. Teaching staff should be prepared to practise differentiation where necessary and be aware of students who may struggle with literacy or numeracy problems and address these immediately and professionally.

Lesson observations are compulsory for all teaching staff and will be conducted by a qualified professional during the second half of the Spring Term. Staff will receive one week's notice. Professional standards in practice will be observed over a seventy five minute lesson and a full record kept. Teachers will be expected to use a range of teaching strategies and resources, including IT, taking account of diversity and promoting equality and inclusion. The observer will assess the practitioner's management of classroom behaviour and provide timely, accurate and constructive feedback on planning, teaching, monitoring and assessment.

Student Mock Performance & Exam Performance

Mock exams are an important part of the student's learning and it is essential that the student attends and completes ALL Mock Exams.

Should a student be absent for a Mock Exam, they must recognise that the date and time of the Mock will **NOT** be re-arranged and their grade will be entered as Absent.

If you fail to attend a mock exam without adequate explanation from your parent/guardian, the following actions will be taken:

- A verbal warning from the subject teacher.
- A meeting with the Curriculum Manager/Personal Tutor will be arranged.
- The student will be given his/her final warning.
- Repeated non-attendance in Mock Exams will result in the student not being entered for national examinations.

Study Leave is determined at the discretion of the Principals. Historically AS students have been authorised to have study leave during the period of their AS exams, normally from the second week in May to the end of the first week in June.

A2 and 1Year students (both A level and GCSE) must attend all lessons up to the end of the A level or GCSE programme, which ends the Friday before the May Half Term.

A2 or 1Year students who have external exams during this period may miss morning lessons when their exam is in the afternoon session. However they must attend afternoon lessons if their exam was held in the morning.

Teaching Staff may request Revision Lessons during the AS study leave period for AS students.

Revision lessons may be requested for A2 students during the May Half Term and in the first two weeks in June.

As there will be high demand for rooms, revisions lessons will be timetabled between 430 and 630 during term time weekdays.

Student Development

Each student has an initial consultation with one of the Principals to establish goals and objectives, plan a strategy for sitting examinations (particularly important for modular courses) and to ensure that the correct subjects are chosen. They are then assigned a personal tutor who will monitor their progress and give them any help and advice they may need throughout their time at Albemarle.

We have two primary objectives:

- To empower students to achieve exam success by encouraging hard work and independence of thought.

- To provide students with a foundation on which to build, encompassing careers guidance, work experience and life-skills coaching.

Each student joining the college has an initial consultation with one of the Principals to establish goals and objectives, plan a strategy for sitting modular examinations, and to ensure that the correct choice of A levels and/or GCSEs is made. This is the first stage in a careers guidance programme tailored to suit the individual student. All students are assigned a Personal Tutor to monitor their progress using Individual Learning Plans and provide help and advice on academic as well as pastoral matters. Albemarle's careers guidance programme has been strengthened through partnership with a number of visiting professionals, and our network of university professionals from a variety of fields.

These sessions provide a weekly opportunity for all students to benefit from a range of activities. Visiting academics advise on the UCAS application process; speakers from professions such as banking and finance, medicine, law and publishing outline jobs and career paths; students learn techniques for isometric testing, debating, problem solving and essay writing.

Students will obtain their results from their Curriculum Managers, and will be guided as to what those results actually mean in terms of university firm and insurance offers made. They will be given advice on the next steps to take once the results have been analysed. All our A-level students leave Albemarle to go on to study at a reputable university, generally in the UK. We have a range of specialist programmes including work experience, which help to prepare students for university and beyond. Many students find choosing the right degree course a daunting task so we equip them with the tools they need to make the right choice. We arrange university tours accompanied by Albemarle tutors and through our extensive alumni network, students are able to gain a real insight into many different degree courses at a wide range of universities. All of our senior tutors have close connections with top universities and are available to give advice to students and providing mentoring. The [Principals](#) themselves take an active role in career planning and arranging work experience, essential to setting students on the right path to success. When students leave Albemarle, they remain very much a part of our extended family and can call on us at any time for advice and support.

Students are encouraged to participate in the cultural programme of the College.

Value Added

Albemarle has decided to reject ALIS because it did not incorporate the international students we have admitted.

The College is reviewing the use of ALPS for students starting Sept 2015 and first results to be used by summer 2017.

In the meantime, the college has moved from the ALIS system to a value added system based upon expected A level grades calculated by the National Dataset based on GCSE scores. However this is a temporary measure prior to a full review regarding the usefulness of the ALPS system.

Staff Training & Development

All staff involved in the delivery and support of learning and teaching:

- a. reflect on the effectiveness of their practice and the ways in which this might be enhanced (for example, on the basis of the day-to-day observation of the impact of teaching). This will include consideration of their practice in relation to their designated role in learning and teaching as part of Annual Staff Review;
- b. where appropriate, consult with students prior to or following a change being made (for example, through informal discussions with students);
- c. evaluate the effectiveness of changes (for example by checking in a subsequent session, via peer observation or as part of annual module evaluation), and (where appropriate) where these have been effective to disseminate this (for example within department, more widely within Albemarle via staff development workshops/learning and teaching);
- d. share and discuss practice with colleagues through processes such as mentoring, the peer observation of teaching and participation in supervisory teams for research students.
- e. Staff attend the annual conference where they will gain expertise from guest speakers on aspects of areas which have been prioritised for further development throughout the academic year. Staff are encouraged to attend INSET/CPD meetings and to act as examiners for the exam boards.
- f. All certificates are held in the staff files.

Staff Appraisal Reviews

Staff Appraisals are performed no less than every 2 years with most being performed annually

New members of staff are prioritised and have an appraisal within term two or three of their first academic year

Staff appraisals involve feedback from staff regarding College improvements, self evaluation and requests for CPD and resources which are undertaken the following academic year.

Areas for development identified through the observation process are addressed within the appraisal.

Safeguarding

See the comprehensive safeguarding policy reviewed and updated in Feb 2016.

All Staff have undertaken Level 1 Safeguarding Training (updated regularly)

New Staff complete Level 1 training within 6 months of starting employment

DSL and DDSL have undertaken level 3 safeguarding training July 2015

Reviewed Feb 2018