



QUALITY MANAGEMENT POLICY

PRIMARY PERSON RESPONSIBLE FOR IMPLEMENTATION AND MONITORING OF THIS POLICY

JAMES EYTLER, BEVERLEY MELLON (PRINCIPALS)

CONTACT DETAILS

0207 409 7273

ADMIN@ALBEMARLE.ORG.UK

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NEXT REVIEW

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Quality Management Policy

1. 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.

2. 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

3. Role of Heads of Department

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.

4. Target Grades for A Level and GCSE students

Albemarle College seeks to target 90% A* to C, 80% A* - B grades for all A-level students, and a target of 100% 9 - 4 grades for all GCSE students.

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.

5. Role of Teaching Staff in Quality Management

Teaching Staff must take responsibility for Quality Management in their subject area. They must 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.

6. Role of Senior Management in Quality management

Senior Managers 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.

7. Quality Management in Admissions

All applications received are considered by the College Administrator and by the Principal(s) or Vice Principal.

All aspects of the application 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 College Administrator and by the Principals 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.

Offers can be either conditional or unconditional on academic grounds.

Offers will reflect the recommendation of the lead interviewer and if the student wishes to register, their desired programme must reflect the recommendation of the Principals or Vice Principal.

The academic conditions attached to offers would be based on the qualifications being taken.

The Principals 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.

8. Quality Management in 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 Disciplinary & Attendance Board and in accordance with the attendance policy is dealt with (Please see the Attendance and Punctuality Policy).

9. Quality Management and the 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.

Last reviewed February 2025

10. Quality Management and 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 teaching staff and will be conducted by a qualified professional throughout the academic year. Staff will receive two week's notice. Professional standards in practice will be observed over a 25 minute period during a 50 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.

11. Quality Management and 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, Last reviewed February 2025



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.

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

12. Quality Management and Value Added

Albemarle has decided to use our own system based on expected A-level grades calculated from National Datasets incorporating GCSE scores.

13. Quality Management and Staff Training & Development

Improvement of Delivery

All staff involved in the delivery and support of learning and teaching are asked to 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;

Staff should seek and will be given feedback from students regarding the delivery of their subject material (for example, through informal discussions with students);

Staff should 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)

Staff should share and discuss practice with colleagues through processes such as mentoring, the peer observation of teaching and participation in supervisory teams for research students.

Staff should 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.

All certificates are held in the staff files.

14. Quality Management and 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.

15. Quality Management and Safeguarding

See the comprehensive [Safeguarding and Child Protection Policy](#) for more details.

All Staff have undertaken Level 1 Safeguarding Training (updated regularly).
New Staff complete Level 1 training within six months of starting employment
The DSL and DDSL have undertaken regular Level 3 Safeguarding training since July 2015.