

Reviewed by E&P: October 2022

Approved by Corporation: Dec 2022

Next review due: October 2023



Brockenhurst College

Quality Strategy 2022

Our Curriculum Statement of Intent

We recognise that our learners are navigating uncertain and fast-changing times - our society and economy are shifting quickly. Brock has provided outstanding education for the local community for over a century. During this time, we have innovated and changed to make sure we meet peoples' needs.

Through this distinctive mix of tradition, experience, and innovation we will continue to provide the foundations for learners' future success.

- Promotion of the VESPA Mindset (vision, effort, systems, practice, and attitude) so that learners enjoy coming to college, embrace new challenges, develop ambition, take responsibility and acquire the habits for lifelong learning.
- A safe, happy and healthy learner and staff community. We look after each other and help learners grow and build friendships and connections that will last a lifetime.
- Investment in expert, specialist teachers who have a passion for their subject.
- A curriculum that offers a diverse choice of subjects to meet the interests and ambitions of learners, employers, and the local community.
- A curriculum that inspires and challenges learners to achieve their best
- Promotion of equality, diversity and inclusion, to benefit from the diverse community that is Brock .



STRATEGIC PLAN 2022-23

Our strategy is underpinned by our three strategic pillars:

- sound financial health
- active risk management
- rigorous quality assurance.

Our One-Year Strategic Plan 2022-23 focuses on the three themes of **People, Curriculum, and Community & Culture** and is measured by our ambitions in **outstanding learning, outstanding outcomes, and sustainability & growth** for Brock.

This one-year plan provides a summary of these themes and ambitions, followed by a high-level action plan. Updates onto this plan, and progress against the ambitions will be monitored by SMT and overseen by governors on a regular basis.

STRATEGIC THEMES

People

We will be a good place to work and learn and succeed.

Together, with staff, we will

- Attract and retain great people who enjoy their jobs and share our values.
- Develop people's skills, expertise, and talents so they perform to the best of their ability and respond to challenges and opportunities.
- Support innovation and consider new and better ways of doing things.
- Encourage and promote effective team working throughout the College.
- Promote well-being in the workplace.

Together, with learners, we will:

- Set high expectations and challenge, alongside powerful support, for learners to achieve the best outcomes they can
- Provide high-quality information, advice and guidance before, during and after their studies
- Develop and maintain high-quality teaching and learning, so learners learn more, know more and can do more.
- Develop a whole-college approach to learning, informed by VESPA and best research and practice, supporting each other to achieve great things.

Curriculum

We will provide a curriculum that gives learners the best opportunity to progress and develop in life.

Together, we will:

- Develop our courses to provide outstanding opportunities and progression for all our learners.
- Provide a rich and varied range of extra-curricular activities to learners so that they develop personal qualities that will help them flourish in life.
- Listen to learners, employers and other external stakeholders, and act to ensure courses meet fully the demands of people, locality, and the region.
- Work in partnership with employers and other partners to develop opportunities and progression for our learners.
- Collaborate actively with others to seek out best practice and ensure the wider region's needs are met effectively.
- Harness the potential of digital transformation and data across the College to enable us to improve the student experience

Community and Culture

We are Team Brock – five sites (UK and International), one community

Together, we will:

- Provide high-quality, safe college campuses which are equipped to promote learning, and where everyone feels welcome.
- Promote a culture of inclusivity, creativity, ambition, and respect that is visible throughout the whole college community
- Create a good place to work and learn where diversity is celebrated, and all people feel they belong and are valued.
- Work with our partners to create positive impacts for our learners, communities, and our local area.
- Maintain our strong financial management so we can continue to invest in the success of our students, staff, and community.

Our Strategic Ambitions in Relation to Quality

Ambition	Strategic Measures in 2023
Outstanding learning	<ul style="list-style-type: none"> • Quality of Education is consistently good, with clear plans to get to outstanding. • 95% of curriculum areas self-assess as at least good of which 25% self-assessing as outstanding. • Apprenticeships to be self-assessing as good. • All categories of provision type self-assess as at least good with apprenticeships improving to good. • 95% of teachers do not require re-observation in the formal lesson observation scheme. • 90% learner satisfaction.
Outstanding outcomes	<ul style="list-style-type: none"> • Achievement rate of 90% for whole college provision. • 16-18 achievement rate is improved to above the latest published national average. • 16-18 retention rate improved to above the latest published national average. • Apprenticeship achievement rates are improved to be in line with the latest published national average. • 90% of learners’ progress onto a positive destination. • Achieve an Outstanding inspection for the social care home stay provision inspection.
Sustainability and growth	<ul style="list-style-type: none"> • Increase in number of 16-18 learners to 2,922. • Meeting income targets for adult education, apprenticeships, HE and International in line with the budget. • Increase in provision of adult professional courses (target of 5 new courses covering accounting and bookkeeping; leadership and management; education and training; counselling; and digital skills). • Expand HE offer (target of 3 new courses starting in 2024-25 Academic year). • Develop preparations for T-level program to be introduced in 2023. • Successful implementation of Canvas, Prospect and EMILY V2. • Staff satisfaction is improved to 85%. • Completion of the SEND Independence Hub on time and within budget. <p>Financial targets:</p> <ul style="list-style-type: none"> • ESFA Health Rating - “GOOD”. • Achievement of banking covenants. • Maintaining the confidence of our key financial stakeholders, the DfE and our bank. • Sufficient cash generation to service our debt and invest in our facilities and systems.

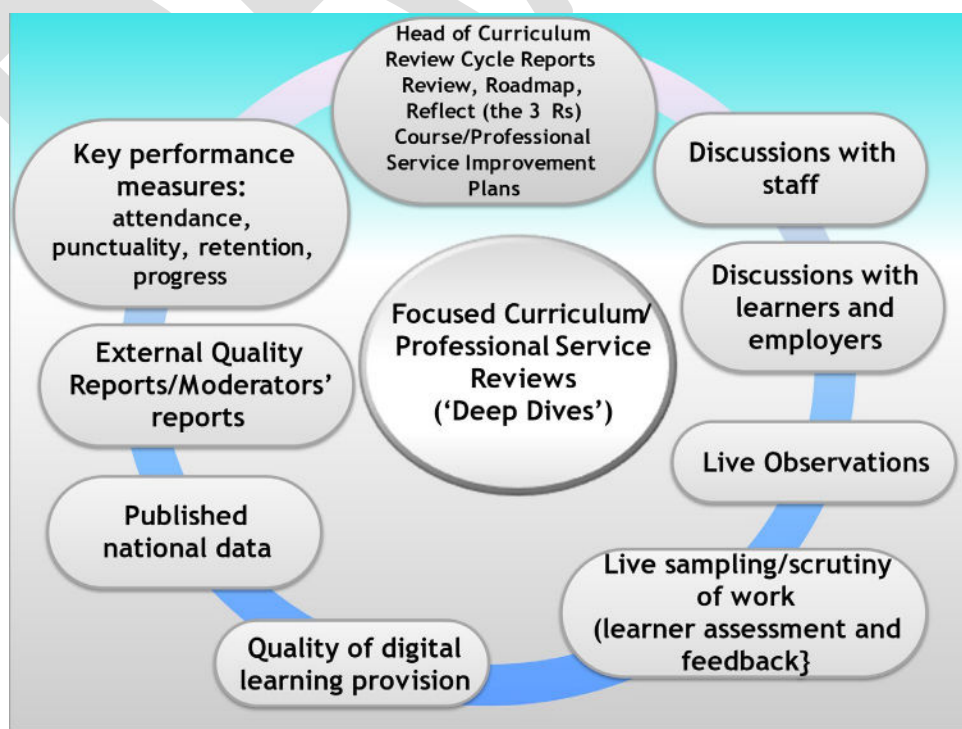
Strategic Actions Relating to Quality 2022-23

These are not the summary of all actions but are intended to highlight important or new areas of work, linked to the strategic themes and ambitions.

Theme	Action	SMT Owner	Planned Outcome	Timeline
PEOPLE	Implement a Teaching & Learning Plan that supports actions to deliver the targets for outstanding learning and outstanding outcomes listed in the strategic ambitions and curriculum KPI's.	AP L&Q	Well understood T&L Plan in place, agreed by SMT, responsive to identified quality improvement needs. Strategic priority targets are met.	By Sep 2022 Monitored regularly by SMT and Governors
	Implement and monitor actions arising from areas of improvement within the staff satisfaction survey.	VP C&Q	Improved staff satisfaction.	Pulse survey in November 2022 to monitor progress
	Implement new systems to improve student experience and reduce staff workload.	VP C&Q	One VLE for the whole college (Canvas) EMILY V2.0 and Prospect.	By Sep 2022 By Dec 2022
	Develop and implement a mental health strategy/ policy	AP L&Q	Attendance rate of 90% present in class Positive responses on learner and staff satisfaction and wellbeing surveys	By Dec 2022 Monitored regularly by SMT and Governors
	Plan a budget incorporating a 2% pay rise to be implemented subject to affordability.	VP DF	Improved staff satisfaction.	Sep 2022

QUALITY PROCESSES

- **College-level Self-Assessment** is data rich and measured against the most challenging national benchmarks, alongside qualitative data collected through Focused Curriculum Reviews to establish the Quality of Education (intent, implementation and impact). Judgements regarding strengths and weaknesses will be accurate and based on rich evidence.
- **College-level Quality Improvement and Development Plan** clearly identifies areas of weakness, with a clear analysis of root cause, clearly identified actions to address weaknesses and challenging targets against which success of actions will be assessed 'in year'.
- **Review, Roadmap, Reflection (3 'R') Activity** is carried out annually at an individual and course level at the start of the academic year. The aim is to ensure that all teachers/trainers/assessors review their individual and course roadmaps (intent, implementation and impact) for learners and reflect by identifying individual and course level actions for the following academic year which will lead to continuous improvements.
- **Quarterly Head of Curriculum Review Cycle** with the Principal and Assistant.
- Every course taught is graded according to a four-point scale (1 = outstanding; 2 = good; 3 = requires improvement and 4 = inadequate. Every course graded as 3 or 4 must produce a **Course Improvement Plan (CIP)** to address the root cause of the outcome requiring improvement, alongside a focused action plan with significant emphasis in evidentiary impact as measured against challenging SMART targets.



STAKEHOLDER VIEWS

The College effectively captures learners' views through student surveys, Student Union, Student Parliament, comments, compliments, complaints, National Students' Survey (HE), Ofsted Learner View, Focused Curriculum Reviews.

The College establishes the views of employers through various methods include the Employers' Forum Group, Focused Curriculum Reviews.

The College gains parents' views through various avenues e.g. parental survey, compliments and complaints.

The College captures staff views through an annual staff survey alongside Focused Curriculum Reviews.

QUALITY PROCESS

Responsibilities for the achievement of these aims

Senior Managers and Governors identify the strategic priorities (roadmap) for the College in response to internal and external demands and initiatives.

Senior Managers

- develop and review College strategies and policies and ensure they are fit for purpose and current
- develop, implement, monitor and review strategies and policies in relation to the quality of education
- actively involve staff in order to inform decision making
- monitor performance of current learners against targets and report to Governors on a regular basis

The Assistant Principal: Learning and Quality is responsible for:

- raising awareness about national quality and standards issues
- involve staff in design and implementation of quality of education processes
- providing guidelines for all teams across the College
- reviewing and updating the College Self-Assessment Report and College Quality Improvement and Development Plans
- identifying and sharing great practice
- monitoring the implementation performance management processes
- ensuring that common criteria are applied in quality assurance
- validating the evidence used in self-assessment, including seeking the views of independent, external parties
- monitoring Awarding Organisation Reports and ensuring excellence is celebrated and weaknesses addressed

College managers will

- ensure that staff engage in the process identified to ensure a high quality of education
- monitor, track and, where necessary, take timely action to address any areas for development that arise from the processes designed to ensure high quality of education
- conduct professional performance reviews of their staff.
- collect feedback from relevant stakeholders
- carry out focused curriculum/provision reviews supported where appropriate by peers, the appropriate Assistant Principal and the Senior Management Team.
- Prepare for Head of Curriculum Performance Reviews
- Heads of Curriculum and Professional Services Managers will ensure that all team members:
 - abide by the College policies and procedures
 - understand their responsibility to report to their line manager, leaders or senior leaders when they are made aware that these policies and procedures are not being followed or are being contravened

College staff are responsible for:

- supporting and participating fully in the quality processes identified
- knowing and implementing the College's policies and procedures
- reporting to their line manager, leaders or senior leaders, when they are made aware that these policies and procedures are not being followed or are being contravened
- taking action to address weaknesses and areas for development in order to meet the College's need
- identifying their own personal development needs
- engaging in Continuous Professional Development.

Teaching staff/Assessors/Lecturers, in addition, are responsible for:

Reviewing throughout the year:

- Quality of education:
 - Curriculum design, coverage, sequencing and appropriateness
 - Implementation – curriculum delivery, teaching (pedagogy), assessment – formative and summative
 - Impact – attainment and progress (including national assessments); development of reading, destinations of learners
- Behaviour and attitudes of learners
- Personal Development

Providing quick target checks of how learners are progressing from their starting points to allow for effective tracking, monitoring and timely action to be taken where appropriate.

Performance Development

COURSE IMPROVEMENT PLAN (QIP)

PROFESSIONAL SERVICE IMPROVEMENT PLAN (PSIP)

Intensive Support Triggers:

Head of Curriculum/Professional Service identified: as a result of ongoing internal quality of education processes such as focused curriculum, referral audit, external quality assurance reports.

SAR process identified: course identified as requiring improvement – Sept/Oct

Curriculum Area Audit

Curriculum/Professional Services Area Review identified

Progress Against Target Audit

Individual Intensive Support Triggers:

Line Manager identified: as a result of ongoing internal quality assurance processes such as focused curriculum/professional reviews, standardisation, audit, external quality assurance reports and complaints.

Course/Professional Service Improvement Plan identified: when it becomes clear that an individual focus is required to address performance.

Not engaging in the College processes – following up on actions and targets.

Not engaging with the Quality of Education Processes.

Focused curriculum/professional service reviews.

Failing to make progress against target.

PERFORMANCE MANAGEMENT PROCESS

Informal Stage

Stage 1:

SUPPORTED IMPROVEMENT PLAN (SIP) 2-4 weeks

- Includes review of practice to inform support required
- Action Plan with SMART targets and success measures
- Possible outcomes:
 - Complete
 - Some progress - keep on SIP
 - Not complete – progress to Performance Improvement Plan

Stage 2:

PERFORMANCE IMPROVEMENT PLAN (PIP) 2-4 weeks

- Action Plan with SMART targets and success measures
- Possible outcomes:
 - **Formal Capability Process** – Formal process begins
 - **Formal Disciplinary Process** – Formal process begins

Our Key Enablers

Budget and financial framework

Curriculum Statement of Intent and Curriculum Plan

Quality Improvement and Development Plan (QIDP)

Teaching & Learning Plan (incorporating CPD)

Digital Strategy

Quality Strategy

Quality Cycle

Capability Policy and Procedure

Disciplinary Policies and Procedures

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