

Approved at Corporation: July 2020

Due for review:

PAB: May 2021

S&F: June 2021

Corporation: July 2021



# Brockenhurst College

## Quality of Education Strategy

Vision, Core Purpose, Core Values

**Our Vision and  
Core Purpose:**  
To help people  
make the most of  
their lives through  
learning

**Our Core Values :**  
That learning has the power to unlock the  
potential of each individual  
A belief in educational and social inclusion  
We care about people  
We commit to unequivocal excellence in all  
we do  
That the future should be embraced through  
creativity and innovation

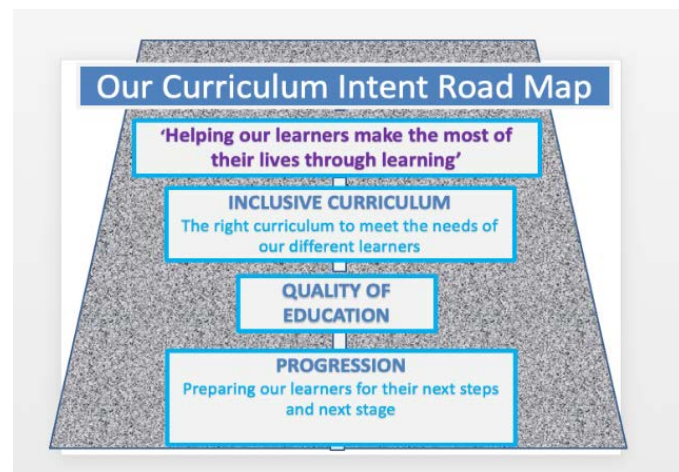
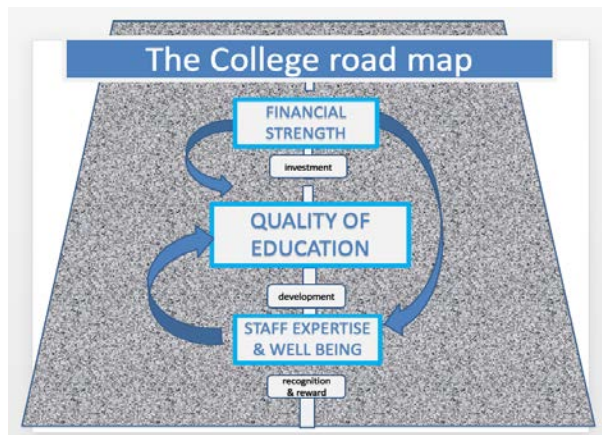
**Our Key Priorities :**  
Outstanding Learning  
Outstanding Outcomes  
Sustainability and Growth

## Who we are

Brockenhurst College, with over 100 years of academic excellence, is a large tertiary college situated in the heart of the New Forest. We serve our local and wider community highly successfully, with our strong focus on enabling learners to make the most of their lives through learning. We have an outstanding reputation, locally, nationally and indeed internationally, with students travelling to study with us from a wide regional catchment area; centres of learning across the New Forest, in Christchurch, Marchwood and Southampton city centre and international students studying with us from 30 countries worldwide.

Our breadth of curriculum covers academic, technical and vocational specialisms, including A-levels, BTECs, Apprenticeships and Degree level. A highly inclusive college with learners from all backgrounds and ability levels, our holistic approach to education and training and excellent achievement and progression records show that our learners consistently achieve the right qualifications and life skills they need for their future success. We achieve this through our focus on outstanding learning, outstanding outcomes, sustainability and growth.

Over the past two years Brockenhurst College has undertaken a thorough review of all its curriculum, resulting in a detailed and comprehensive curriculum strategy. In reviewing and shaping the curriculum strategy the overall key factors that underpin decision making in the College (financial strength, quality of education, staff expertise and well-being) were considered alongside the College's overall curriculum intent. The College's mission is 'to help learners make the most of their lives through learning'. This is realised through an inclusive curriculum, a high quality of education and an absolute focus on progression.



Our commitment to excellence and strong belief in social mobility can be seen in our 'Brock' approach to everything we do. Our governors, teachers, trainers, managers and professional support staff believe in, inspire and support our learners to achieve their full potential and be proud to be part of an exceptional college.

# Our Key Priorities



A Strategic Plan that anticipates, meets and takes advantage of change and opportunities, sustaining a College culture that allows our learners and staff to excel, that supports our vision and core purpose, core values and strategic priorities and enables us to meet the challenges ahead.

## Our Strategic Plan will be delivered in the spirit of our Core Values:

We will build on our best traditions and look to the future with ambition, creativity and innovation

We will work with integrity, openness and honesty to create a self-critical culture that strives for excellence

We will value and support each other as individuals and in our teams to achieve our priorities and targets

We will fulfil our tertiary vision, offering a range of provision to meet the needs of our community and our learners

## KEY PRIORITIES 2019 - 20

### The Road Map



The priority is financial strength although this is achieved through staff expertise and wellbeing and the quality of education. In order to achieve this, we will:

## QUALITY OF EDUCATION STRATEGY

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# VESPA



# OUTSTANDING LEADERSHIP & MANAGEMENT

## HIGH CHALLENGE LOW THREAT

- Vision focused on:
  - collaboration
  - collective problem solving
  - accountability and accuracy
  - effective communication
  - integrity
  - high expectations
  - powerful support
  - creativity and innovation.
- Culture where everyone feels valued because there is open, honest, two-way communication where:
  - actions are followed up
  - regular praise and feedback is given
  - feedback is sought
  - ideas are implemented to show staff are valued
  - workload is managed.
- Investment in infrastructure and facilities to provide best educational experience for delivery and management of learning.
- Advance equality, diversity, inclusion, social and organisational mobility.
- Leading by example and providing positive role models
- Horizon scanning to be ahead of emerging themes/issues/opportunities.
- Providing opportunities to nurture, coach, delegate, in order to update and develop staff to allow people to excel and thrive.
- Regularly drawing fully on learners', employers' and staff's views to improve provision, including acting on and reporting back on feedback.
- Continuously developing excellent pedagogy through research and sharing best practice.
- Establishing fair and transparent systems for quality improvement and assurance. Benchmark with others.
- Governors supporting, strengthening and providing challenge to senior leaders and managers to deliver outstanding leadership and management.

# OUTSTANDING PRACTICE FROM A STAFF PERSPECTIVE

- Developing positive relationships through:
  - Believing in learners and what they can achieve
  - Assuming success
  - Making opportunity possible
  - Reducing barriers
- Investing in infrastructure and facilities to provide best educational experience for delivery and management of learning - finance
- Providing a professional and safe learning environment - safeguarding
- Promote and practice equality, diversity and inclusion – attitudes and behaviour
- Contextualising learning in the ‘real’ world and in relation to the final outcome - intent
- Planning an educational programme including assessment to inspire, motivate, engage and prepare for life beyond college – intent.
- Instructions and presentation of knowledge should be well thought through to aid learning – intent and implementation
- Promoting and developing English, maths and IT skills – intent and implementation
- Planning fair and accurate assessment which allows learners to make great progress - impact.
- Ensuring all learners on a course have the same experience in terms of delivery and assessments – implementation and impact
- Assessment marking is consistent – moderation of marking occurs across all course teams to ensure consistency - impact
- Providing high quality feedback and opportunities for learners to reflect on feedback so that they improve and make progress – implementation and impact
- Active involvement in continuous professional self-development

## OUTSTANDING PRACTICE FROM A LEARNER'S PERSPECTIVE (From PAB and Brock Students' Union)

- Staff are passionate about their subject and inspiring - knowing which mistakes you will make and helping you learn
- Staff help and support learners with open communication
- Staff treat learners like adults and instill confidence in learners.
- Staff are positive with constructive criticism – a “positivity sandwich”
- Staff to get to know their learners. They need to know when and how to push learners - when to offer more support, particularly during lockdown. Staff should understand a learner's circumstances and allow for this.
- Staff have high expectations of learners and should be aware of their aspirations so that they can recommend more work tailored to the individual to help prepare for the next steps, for example, university, independent living. Staff should help prepare for the future aspirations of all learners, and not just the here and now.
- A good level of interaction with staff to allow learners to create own meaning through talking with teachers – this makes visualisation easier.
- There is well-managed curriculum delivery so that learners feel supported through the exams
- There is well-structured teaching which helps learners feel more able to achieve good results. Staff are organised.
- Explanations and instructions are clear – theory is illustrated with examples – face-to-face teaching helps with this. Staff should focus on getting the information across.
- Staff teach in a variety of ways adopting different methods so every learner absorbs the information. Multiple resources should be used not just PowerPoints or one textbook
- Staff are invested in learning both in and out of class, i.e. happy to talk with students out of class and go “off piste” but only if relevant
- Staff are flexible in lessons so that questions on line can be posed rather than waiting till the end.
- Learners receive a good level of preparation for final assessments, e.g. on different topics each month.



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- Where there are external assessments there should be more timed papers to better prepare learners for the experience of sitting the examination. There should be an exams-based focus not just a 'fun lesson'. Learners need to know more about the approach and what to expect.
  - Post-lockdown learners want to get more out of the limited face-to-face time with their teachers
  - Learners value individual feedback and one-to-ones are very helpful
  - Learners like opportunities to work with all abilities

## **STRONG PROFESSIONAL SERVICES TEAMS TO SUPPORT THE LEARNER'S JOURNEY**

- Providing innovative and creative communication of offer and success stories.
- Providing highly effective and accessible advice and guidance about student finance.
- Providing strong differentiated support inside the classroom from highly skilled LSAs.
- Providing powerful support from the Intensive Support Team.
- Meticulously managing a safe and secure site
- Providing support and effective communication via our Student Services Team.
- Providing outstanding work experience and careers guidance.
- Providing excellent information, study facilities and services.
- Providing inspiring learning technologies.

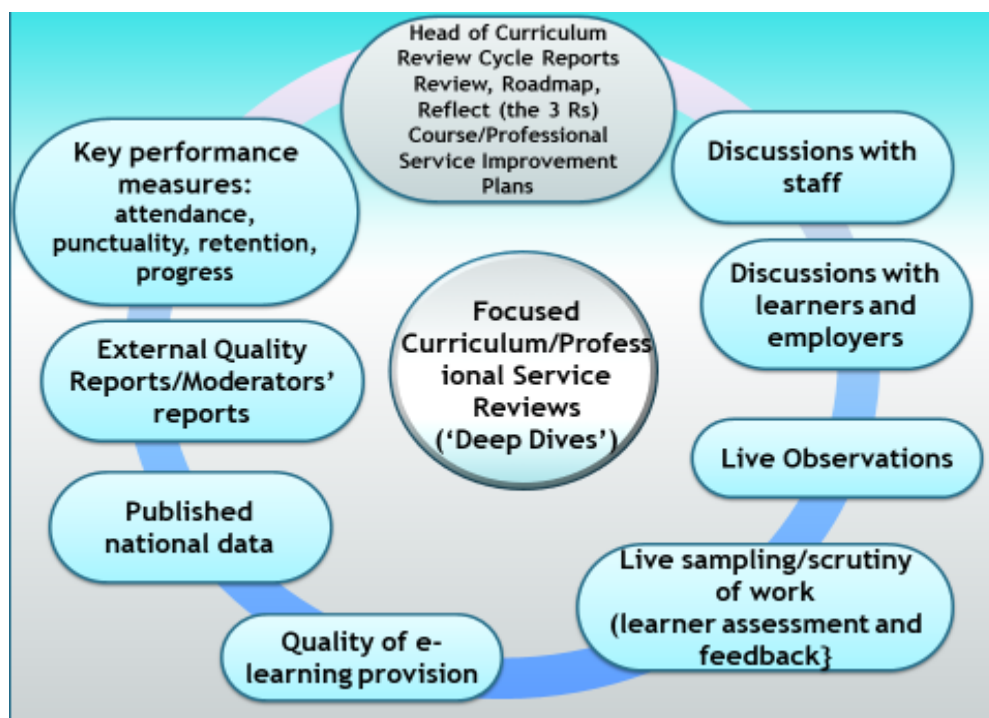
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# THE ROLE OF GOVERNORS

- Providing confident, strategic leadership and create strong accountability for, and oversight of educational performance to ensure continuous and sustainable improvement.
- Ensuring that all the internal processes in relation to the quality of provision are robust, reliable and accurate.
- Knowing and understanding the College's strengths and weaknesses.
- Supporting and strengthen the College's leadership and contribute to shaping its strategic direction.
- Ensuring that the provider meets its statutory responsibilities.
- Providing challenge and holding senior leaders and managers to account for improving the quality of learning and effectiveness of performance management systems.
- Knowing and scrutinizing the sources of information and data that are available to them to assess the effectiveness of provision.
- Ensuring the College is meeting its responsibility with regard to English and Mathematics.
- Being aware of early warning signs of potential issues with the quality of education and take appropriate action.

# QUALITY OF EDUCATION PROCESS

- **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 Principals for Sixth Form, Learners and for Learning and Quality.
- 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.



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# STAKEHOLDER VIEWS

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

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

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

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

# QUALITY OF EDUCATION 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 target 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
- providing guidelines for all teams across the College regarding the Quality of Education Processes
- 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.
- 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 of Education 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.

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# Performance Development

**COURSE IMPROVEMENT PLAN (CIP)**

**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, referral audit, external quality assurance reports.

**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.**

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# 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

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## ACCOMPANYING RELEVANT POLICIES

Appeals

Apprenticeship Provision Monitoring and Tracking

Assessment and Verification Policy and Handbook

Assessment Malpractice Policy

Capability Policy

Compliments, Comments and Complaints

Conflict of Interest

Continuous Professional Development

Controlled Assessment Policies

Development of Learning Strategy

Disciplinary Policy

Monitoring and Tracking Policies and Procedures

Overarching Academic Offence Policy

Plagiarism Policy

Professional Standards

Set Work Submission Procedure

Staff Code of Conduct

Teaching, Learning and Assessment Policy