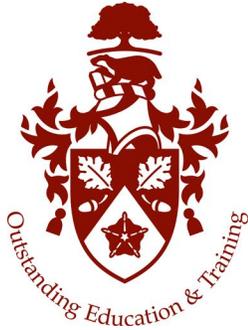


Reviewed and approved at S&F:
June 2021
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July 2021
Next due for review:
June 2022



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

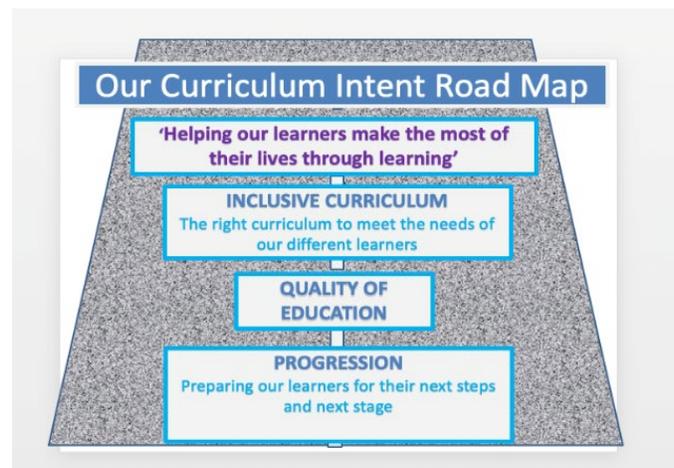
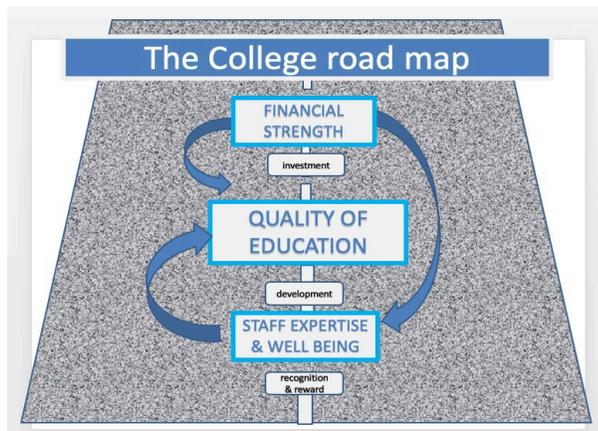
Our Key Priorities :
Outstanding Learning
Outstanding Outcomes
Sustainability and Growth

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.

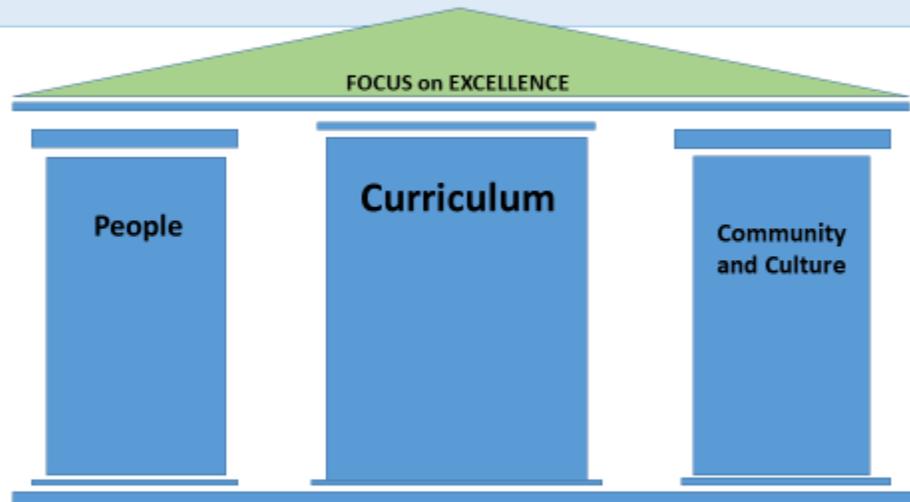
Our breadth of curriculum covers academic, technical and vocational specialisms, including A-levels, BTECs, Apprenticeships and Degree level. A highly inclusive college with learners from all backgrounds and ability levels, our holistic approach to education and training and excellent achievement and 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 a careers-centred curriculum.



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.

OUTSTANDING QUALITY OF EDUCATION



Quality of Education Pillars

People

- People-centred culture – positively welcoming all
- Proud and ambitious for self and college community
- Training people for new or improved careers
- Your College, Your Voice – learners and apprentices, employers and staff value the active role they play to create an inclusive and vibrant community
- All contribute to a culture of continuous improvement through an inclusive, respectful and positive feedback process

Curriculum

- Dynamic and relevant, careers-focused curriculum for today and the future to equip learners and apprentices with the knowledge, skills and confidence learners and apprentices need for their future aspirations
- Informed by learners, employers and other external stakeholders to ensure courses meet fully the demands of the individual, local and regional communities
- Everyone is highly ambitious for disadvantaged learners and those with additional needs and as a result these learners rapidly gain new skills and knowledge and grow in confidence.
- High quality information, advice and guidance contribute to success – right learner, right course
- Needs of learners are carefully considered in the planning and delivery of courses
- Teachers, trainers and assessors structure session content logically
- Sessions are inspiring, engaging, challenging and productive for all learners and apprentices so that they rapidly acquire the knowledge, skills and confidence they need to be successful
- Teachers, trainers and assessors use assessment to track learners' and apprentices' progress very well and to intervene rapidly to support them when they fall behind.

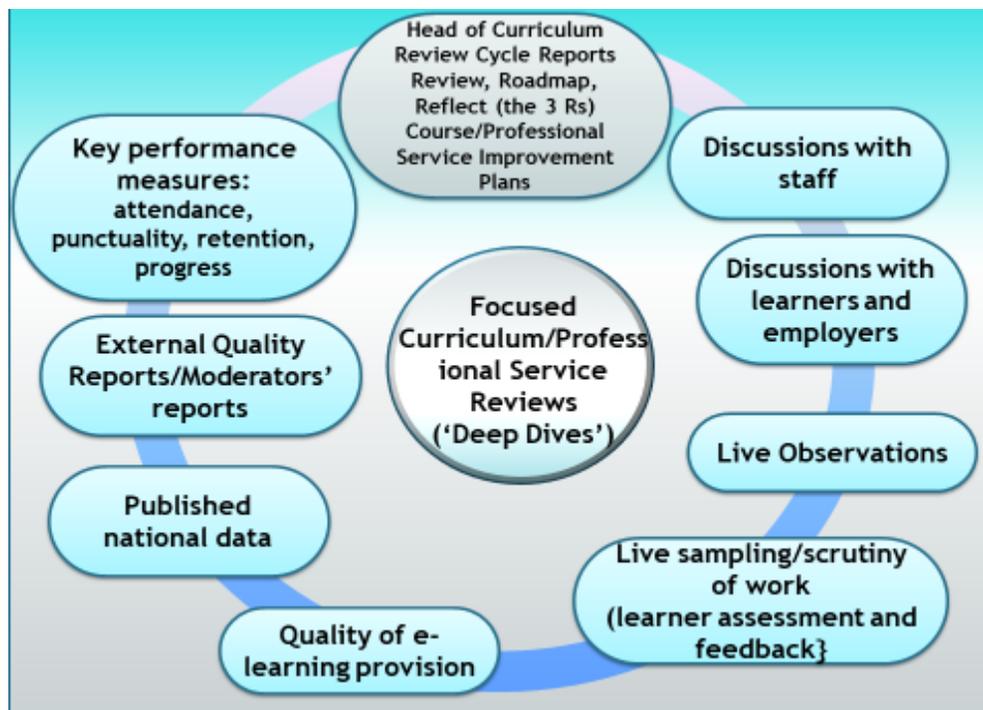
- Learners on vocational courses and apprentices benefit from excellent resources that very closely match industry standards which raises aspirations and consolidates learning
- In GCSE and A-level courses, teachers use frequent assessments which replicate actual examinations, to check understanding and address any gaps in learning
- All teachers, trainers and assessors provide constructive and motivational feedback so that learners know what they need to do to improve further. Feedback on written work promotes the development of professional writing skills to prepare learners and apprentices for the future
- Learners on education programmes for young people, benefit from well-planned and relevant work experience or work-related activities
- A rich and varied range of extra-curricular activities are available to learners so that they develop personal qualities that will help them flourish in life
- As a result of a highly effective curriculum:
 - Attendance is high (90% plus)
 - Learner and apprentice feedback is positive
 - Learners and apprentices make very good progress
 - Progression to positive destinations is strong – further higher education and employment
 - Learners and apprentices continue on their courses and are successful

Community and Culture

- Team Brock – 5 sites (UK and International), 10 centres, ONE COMMUNITY
- Culture of inclusivity and respect
- Philosophy of belief and optimism
- Enjoyment of learning is at the core to project a positive attitude to engender commitment to enable everyone to perform at their best - “no one left behind”
- Leaders and managers ensure that staff feel well cared for, valued and supported.
- Leaders and managers promote and develop a strong collaborative culture between sites and centres so that all staff are very proud of and enjoy working at the college.

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.
- 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, 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 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
- 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.

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.

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

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