



Addict Dance Academy

Quality Assurance and Improvement Policy

2018 – 2019

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Responsibility:	Principal Gareth Chown, Administrator Stefanie Freeman

ADDICT DANCE ACADEMY

QUALITY ASSURANCE AND IMPROVEMENT POLICY

1. Policy Statement

- 1.1. The College is committed to a policy of continuous quality assurance leading to quality improvement. This means robust, accurate and ongoing self-assessment which leads to real improvement in the quality of provision and learner experience and success. The self-assessment process is a grass roots upwards process which involves the whole College community. Self-assessment is validated through Self-Assessment Report and Action Plan (SARAP) review meetings and other review meetings held by key groups such as Principles, Programme Leaders and Lecturers on reports such as the College Annual Operating Priorities and College Self-Assessment Report. External peer evaluation of College Quality Assurance processes also takes place. Satisfactory and less than satisfactory performance is challenged.

2. Policy Scope

- 2.1. The purpose of this policy is to establish guidance regarding key aims and actions relating to College quality assurance procedures.

3. Policy Aims

- 3.1. The College aims to have robust and accurate self-assessment which leads to real improvement. To achieve this, we must:
- Create staff confidence in the self-assessment process.
 - Expect all staff and members of the College community, including students, to contribute to self-assessment and to quality improvement.
 - Operate within a coherent quality cycle which is published in the Quality Assurance and Improvement Handbook.
 - Use external peer evaluation of College reports and processes to assist quality improvement.
- 3.2. The College aims to be outstanding in all areas of College business. To achieve this, we must:
- Provide opportunities for all staff to develop outstanding practice.
 - Analyse the capabilities of our staff through observation feedback, learner and parent voice feedback and other ways and provide the appropriate professional development to ensure they have the skills necessary to deliver outstanding practice. For teachers this will focus on the skills to deliver inspirational teaching and learning.
 - Analyse all staff Personal Development Reviews (PDR) and identify staff development needs in order to form a year's programme of CPD events.
 - Ensure the lesson observation cycle is accurate and is used to improve teaching and learning through action points and targeted staff development.
 - Share good practice within the College, in all areas of College business, through a variety of mechanisms.
 - Establish the aspiration for outstanding teaching and learning.

- Challenge satisfactory and less than satisfactory performance through Self-Assessment Report and Action Plan Review meetings, other opportunities such as PDR and through direct interventions such as Internal Quality Review.
 - Recognise and celebrate outstanding performance of all staff.
- 3.3. The College aims to enable outstanding success for all our learners.
- 3.4. The College aims to provide accurate and formative assessment and verification. To achieve this, we must have accurate formative assessment which informs learners how to successfully achieve their summative assessment.
- 3.5. The College aims to carry out rigorous action planning and monitoring. To achieve this, we must:
- Devise action plans that will achieve year on year improvement.
 - Rigorously monitor quality improvement plans and targets.
 - Review meetings.
 - Inform all staff, including senior management on the ongoing monitoring of quality improvements.
- 3.6. The College aims to achieve very high satisfaction for all our learners, parents, and employees. To achieve this, we must:
- Learn from and act upon learners', parents', and staff's comments in surveys and forums to improve their experience.
 - Ensure these surveys are available in alternative formats and on the College website as appropriate in order to maximise response rates.

4. Review and Consultation

This policy will be reviewed annually by the Policy Advisor and Principal. As part of the review, the views of learners and staff from different equalities groups, will be sought and taken into account. Any recommendations for change will be passed to the Senior Management Team.