



# Quality Strategy

## **Our Vision and Core Purpose:**

To help people  
make the most of  
their lives through  
high quality  
learning &  
opportunities

## **Objective:**

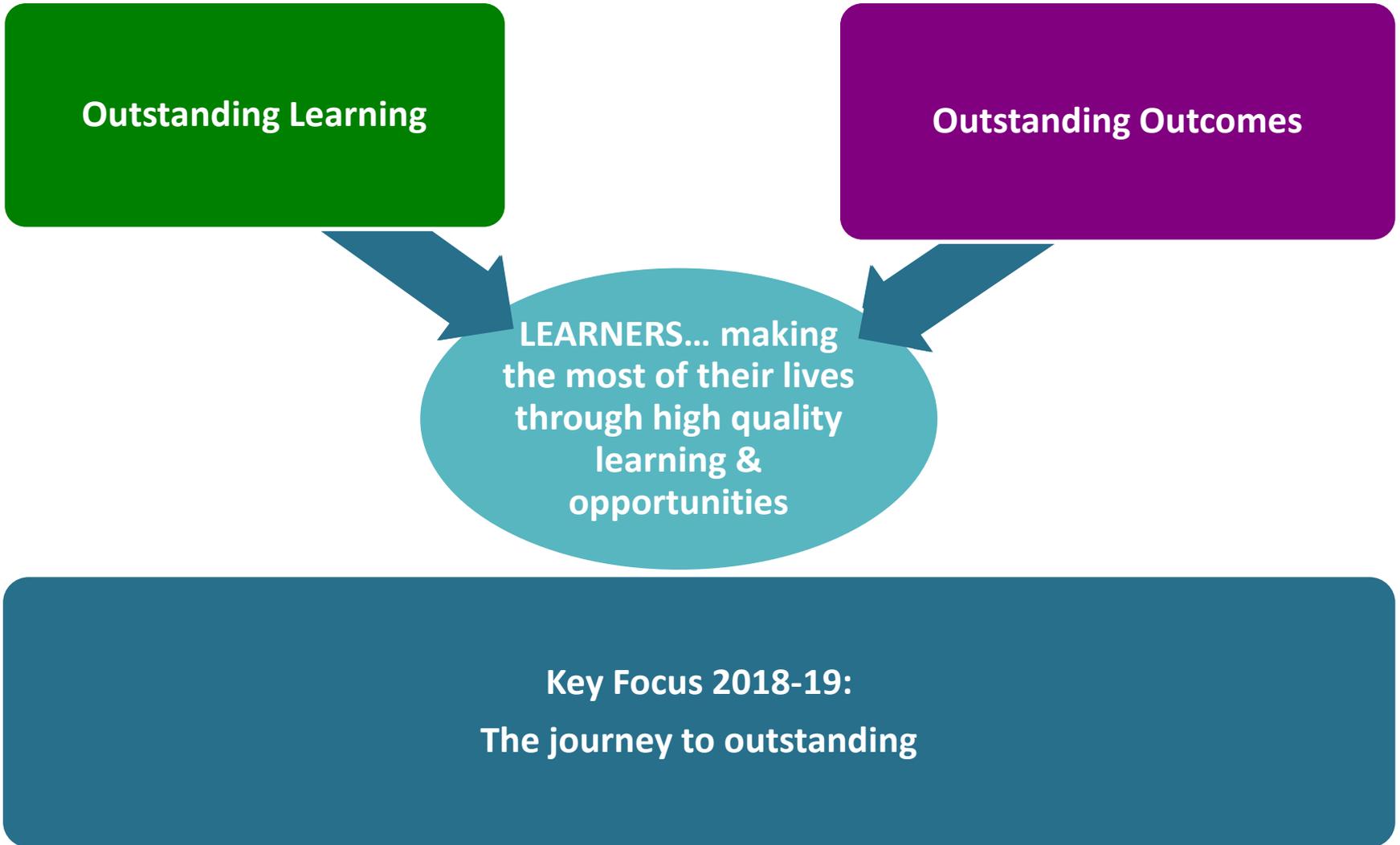
To embed effective quality processes which  
are rigorously implemented through a  
culture of continuous improvement with  
particular emphasis on the close and regular  
monitoring of learner progress against  
target.

## **Strategic Plan Priority:**

**Outstanding Outcomes**

**Outstanding Learning**

# Key Priorities



# Quality Strategy

As with our Strategic Plan, we will deliver our Quality Strategy 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

Education and Training Foundation's Professional Standards for Teachers and Trainers  
Standards for Professional Services

# Quality Strategy: Our approach

Strategic Plan

Development of Learning Strategy



# The role of Governors

- Governors are accountable for ensuring that all the internal processes in relation to the quality of provision are robust, reliable and accurate
- Governors are responsible for knowing and scrutinising the sources of information and data that are available to them to assess the effectiveness of provision.
- Governors know their responsibilities in relation to English and mathematics and ensure the College is meeting its responsibility with regard to English and mathematics.
- Governors are aware of early warning signs of potential issues with the quality of provision and take appropriate action
- Where courses are graded 3 or 4 assign Governor Champions to ensure rapid improvements are evidenced for current learners in year.

In addition, governors are also responsible for:

- agreeing strategy and setting appropriate cross-College targets to ensure improvement and an unrelenting focus on the quality of teaching, learning and assessment
- receiving reports in relation to College performance, and challenging and supporting the Senior Management Team to ensure progress

# Teaching, Learning and Assessment

## (See Teaching, Learning and Assessment Policy)

- To create a common vision for teaching, learning and assessment
- To provide a framework within which staff can develop their own teaching and learning methods to meet the individual needs of our learners
- To provide the highest quality learning experiences for all our learners, leading to high levels of achievement, enjoyment and positive progression

# Quality Assurance

- College-level Self-Assessment is data rich and measured against the most challenging national benchmarks. 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'
- All curriculum areas and provision self-assessments will include accurate identification of key strengths and weaknesses alongside a full justification of these areas of strength and weakness (that is, the evidence for these strengths and weaknesses as identified by the teams)
- All curriculum areas and provision types produce an annual Quality Improvement and Development Plan which focuses on fewer actions to address the root cause and a greater emphasis in evidentiary impact as measured against challenging SMART targets.
- Curriculum Area Audits will ensure a more holistic report on the quality of the provision
- 'Course requires improvement' and interventions are used effectively to address areas of weakness





**Self-Assessment  
Review  
Quality Improvement  
& Development Plan**

**Key performance  
measures:  
In year progress,  
attendance,  
punctuality,  
retention.**

**Meeting with a  
sample of study  
programme staff**

**Stakeholder focus  
groups (learners,  
employers, parents  
and guardians)**

**Internal Quality  
Review Process**

**Internal Quality  
Review Processes**

**Quality of e-  
learning provision**

**Live sampling of  
learner work,  
feedback and  
progress**

**Live Observations**

# Stakeholder Views

- The College effectively captures learners' views through student surveys, Student Union, Student Parliament, comments, compliments, complaints, FE Choices Survey, Ofsted Learner View, Learning Walks
- The College establishes the views of employers through various methods including the Employers' Forum Group
- The College gains parents' views through various avenues e.g. parental survey
- The College captures staff views through an annual staff survey

# External Validation

- The College will be 'inspection ready' at all times
- Senior leadership team will be link managers for each key judgement and provision-type inspector
- The College will continue to engage in peer review, particularly at leadership and management level.
- The College will continue to seek external validation of the progress it has made through external kite marks e.g. Matrix
- External quality assurance and examinations aim to validate internal systems and any areas of weakness will be successfully addressed.

# Quality Process

Involves a cycle of activities in which Self-assessment, Quality Improvement Plans and Curriculum Area Audit activities. The major elements are:

- Identifying priorities at different levels of the College, informed by the Strategic Plan
- Analysing performance against national averages performance and identifying root cause of strong performance (to share great practice) and weak performance (to identify actions which will address underperformance)
- Implementing and monitoring quality improvement and development plans
- Establishing performance indicators/targets against which provision is judged (proposed impact measures)
- Collecting data in a reliable and valid way to measure performance 'in year' against challenging targets
- Reporting on quality issues to the Governors
- Assigning Governor Champions to under performing areas.

# Quality Process

## Responsibilities for the achievement of these aims

Senior Managers and Governors identify the strategic priorities 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

Senior Managers will develop, implement, monitor and review strategies and policies

Senior Managers will actively involve staff in the processes and seek feedback from staff in order to inform decision making

Senior Managers will monitor performance of current learners against target and report to Governors on a regular basis

College managers will

- Self-assess their area of provision to contribute to the College's Self-Assessment Report
- Conduct professional performance reviews of their staff
- Collect feedback from relevant stakeholders
- Line managers will carry out lesson observations supported where appropriate by the Assistant Principal: Curriculum and/or Assistant Principal: Learning and Quality
- Curriculum Area Managers and Provision Managers will ensure that course teams complete learner surveys; keep electronic records of marks; share resources; share good practice on teaching, learning and assessment; abide by the College policies

# Quality Process

## Responsibilities for the achievement of these aims

**College Staff** are responsible for:

- supporting the principles of self-assessment
- being familiar with and implementing the College's policies and procedures
- participating fully in the self-assessment process in connection with their relevant area
- taking action to address weaknesses and areas for development in order to meet the targets set
- identifying their own personal development needs
- engaging in Continuous Professional Development

# Quality Process

## Responsibilities for the achievement of these aims

**Teaching Staff/Assessors** are responsible for:

- Reviewing learner retention, achievement and target-setting throughout the year
- Reviewing induction
- Reviewing teaching, learning and assessment on a half-termly basis in line with the Teaching, Learning and Assessment Policy
- Providing quick target checks of how learners are progressing from their starting points to allow for predicted achievement rates to be reported to senior managers and governors

# Quality Process

## Responsibilities for the achievement of these aims

**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 self-assessment, supervising the self-assessment process and production of the self-assessment report
- Reviewing and updating the 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
- through audit, ensuring that all staff comply with the quality strategy, policies and procedures

# When things go wrong . . .

## Course Requires Improvement (CRI)

### Course Improvement Plan (CIP)

#### Intensive Support Triggers:

- **Curriculum Head identified:** as a result of ongoing internal quality assurance processes such as learning walks/lesson drop-ins, student feedback, marked work audit, standardisation, referral audit, external quality assurance reports.
- **SAR process identified:** course identified as requiring improvement – success rates, value added, progression – Sept/October
- **Curriculum Area Audit.**
- **Curriculum Area Review identified**
- **Progress Against Target Audit**
- If it becomes clear that an individual focus is required to address performance then **Supportive Improvement Plans** will be put in place in the first instance.

# Individual Intensive Support Triggers

- **Line Manager identified:** as a result of ongoing internal quality assurance processes such as learning walks/lesson drop-ins, student feedback, marked work audit, standardisation, referral audit, external quality assurance reports.
- **Course 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 Professional Standards**
- **Curriculum Area Audit.**
- **Progress Against Target Audit.**

# 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