



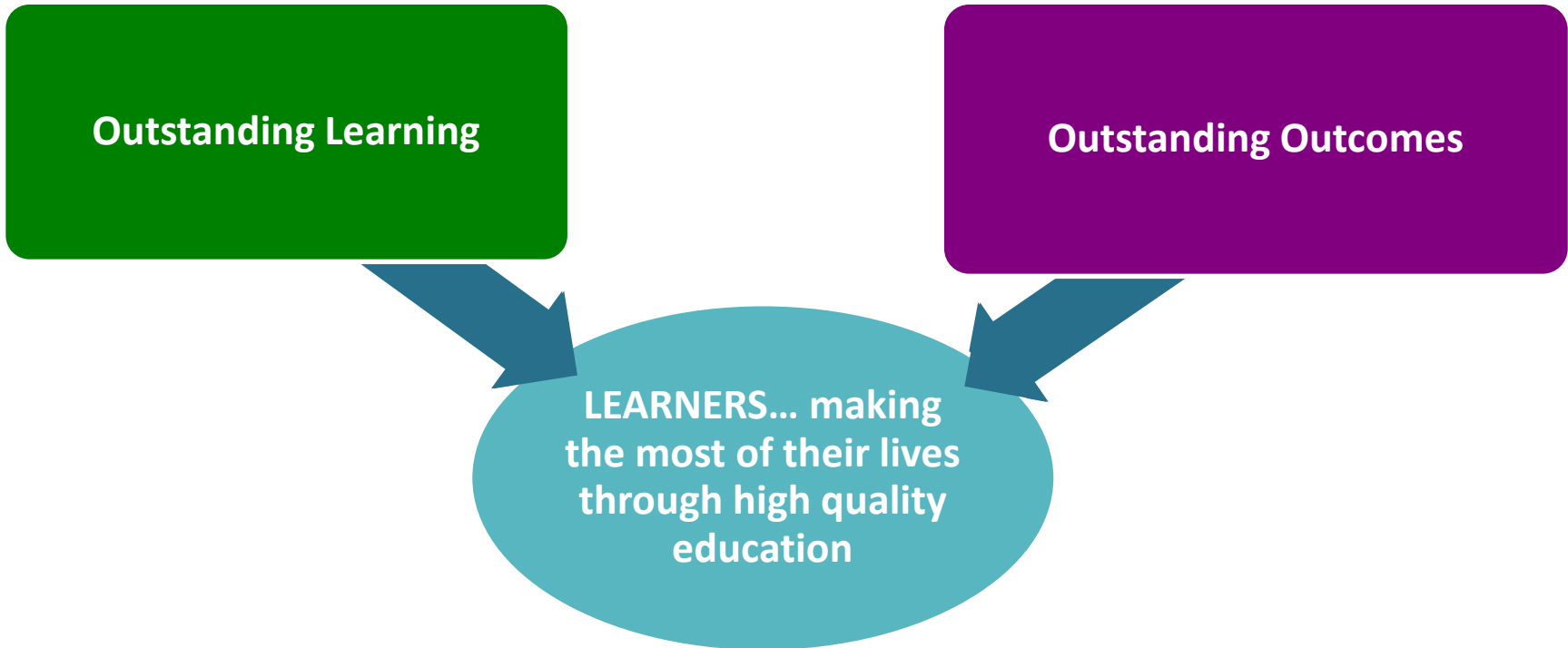
# Quality of Education Strategy 2019 - 2020

**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 the quality of education

**Strategic Plan Priority:**  
**Outstanding Outcomes**  
**Outstanding Learning**

# Key Priorities



**Key Focus 2019-2020:  
The journey to outstanding**

# Quality of Education 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

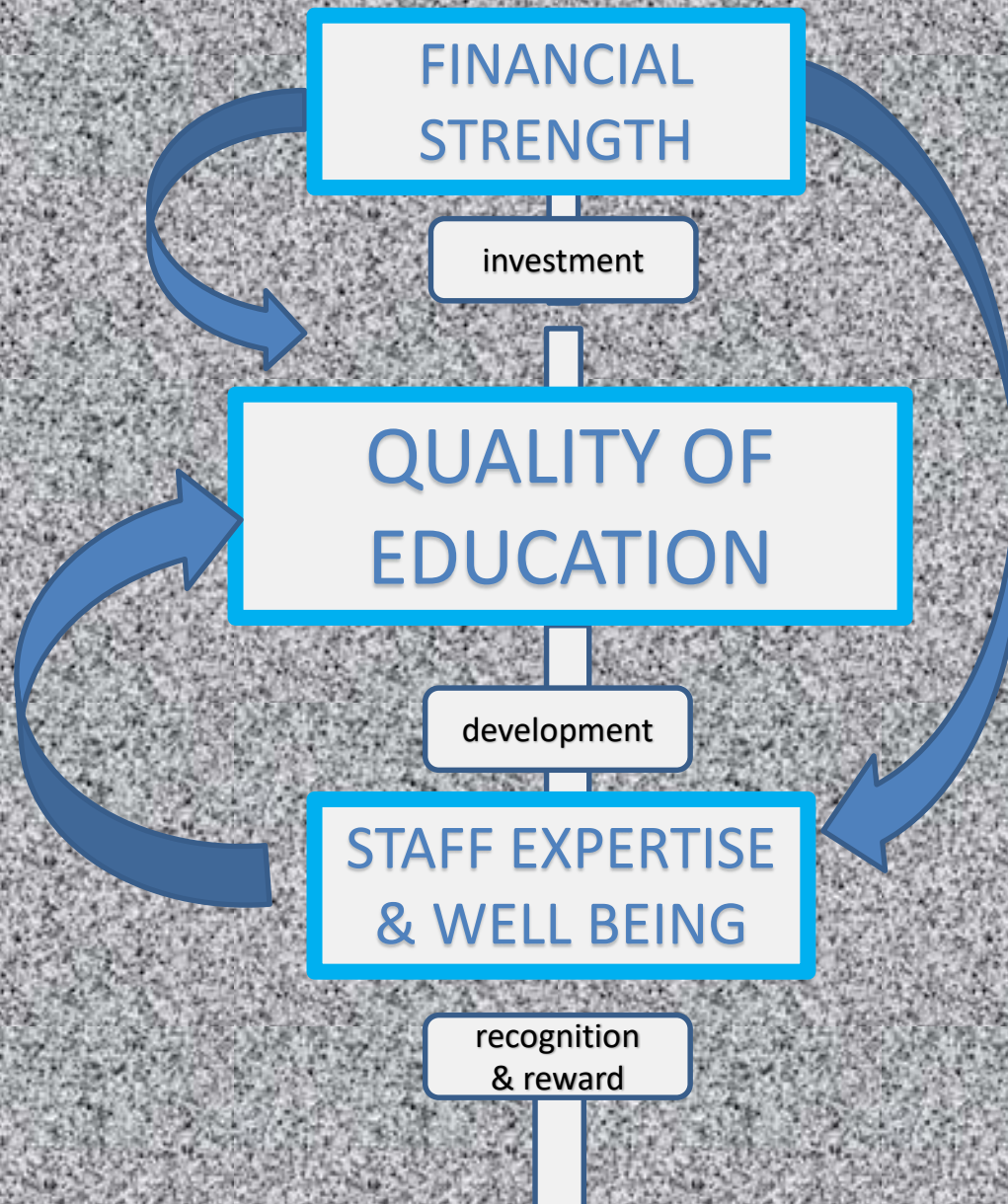
We will value and support each other as individuals and in our teams to achieve our priorities and targets

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

**VESPA**

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

# The College Road Map



# Our Curriculum Intent Road Map

**'Helping our learners make the most of their lives through learning'**

## **INCLUSIVE CURRICULUM**

The right curriculum to meet the needs of our different learners

## **QUALITY OF EDUCATION**

## **PROGRESSION**

Preparing our learners for their next steps and next stage

# Quality of Education: Our approach

## Strategic Plan

### Development of Learning Strategy

#### Quality of Education

Outstanding  
Leadership and  
Management

Intent  
Implementation  
Impact

Attitudes and  
Behaviour

Personal  
Development

Outstanding  
Effectiveness

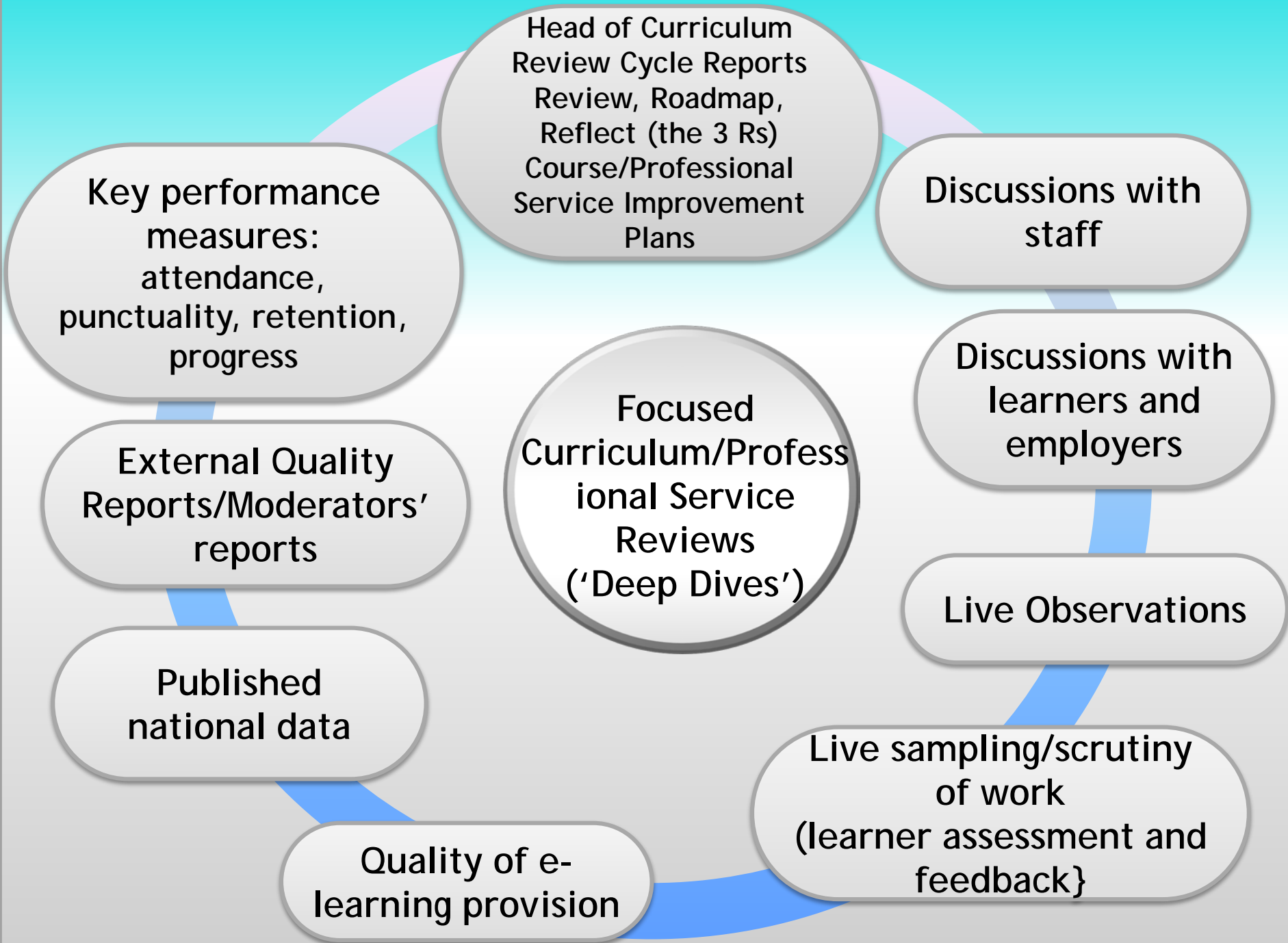
# The role of Governors

- To provide confident, strategic leadership and create strong accountability for, and oversight of educational performance to ensure continuous and sustainable improvement
- To ensure that all the internal processes in relation to the quality of provision are robust, reliable and accurate
- To know and understand the College's strengths and weaknesses
- To support and strengthen the College's leadership and contribute to shaping its strategic direction
- To ensure that the provider meets its statutory responsibilities
- To provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems
- To know and scrutinising the sources of information and data that are available to them to assess the effectiveness of provision.
- To ensure the College is meeting its responsibility with regard to English and mathematics.
- To be 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 Principal 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





# 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 including the FE Choices Employer Survey, 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 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

Senior Managers will develop, implement, monitor and review strategies and policies in relation to the quality of education

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

# Quality of Education Process

**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
- through audit, ensuring that all staff comply with the quality strategy, policies and procedures

# Quality of Education Process

## College managers will

- Ensure that staff engage in the processes 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 a 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 Assistant Principal: Learning and Quality 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

# Quality of Education Process

**College Staff** are responsible for:

- supporting and participating fully 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 needs
- identifying their own personal development needs
- engaging in Continuous Professional Development

# Quality Process

**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

# When things go wrong . . .

## 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/October
- **Curriculum Area Audit.**
- **Curriculum/Professional Service 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