South Gloucestershire and Stroud College

Quality Strategy 2018 - 2020

If you would like this document in an alternate format

Please contact the Human Resources Department

Prepared by:	Gavin Murray
Job Title/Role:	Assistant Principal Quality & Performance
Ref. No.: **Q/P 201**	**Date of this version:** 18th February 2019 **Review date:** 01st March 2020 **Upload to College website**: **YES** **Upload to e-Campus: YES**
Approved by	Corporation
Date:	

Impact Assessment

Main aim and purpose of the policy:	To articulate the Group and College approach to Quality and Quality Improvement			
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?
Age	✓	✓	✓	✓
Disability	✓	✓	✓	✓
Gender Reassignment	✓	✓	✓	✓
Race or Ethnicity	✓	✓	✓	✓
Religion or Belief	✓	✓	✓	✓
Marriage	✓	✓	✓	✓
Pregnancy/ Maternity	✓	✓	✓	✓
Sex	✓	✓	✓	✓
Sexual Orientation	✓	✓	✓	✓
Carers/ Care givers	✓	✓	✓	✓
Persons in care	✓	✓	✓	✓
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:				
How much evidence is there: ***Is there any concern that the policy may operate in a discriminatory way?***	None	A little	Some	A lot
	☐	☐	☐	✓
	None	A little	Some	A lot
	✓	☐	☐	☐

Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	✓	☐	☐	☐	
Disability	✓	☐	☐	☐	
Gender Reassignment	☐	☐	✓	☐	
Race or Ethnicity	✓	☐	☐	☐	
Religion or Belief	☐	☐	✓	☐	
Marriage	☐	✓	☐	☐	
Pregnancy/ Maternity	☐	✓	☐	☐	
Sex	✓	☐	☐	☐	
Sexual Orientation	☐	☐	✓	☐	
Carers/ Care givers	☐	✓	☐	☐	

What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium ☐	Low ☐	Yes ☐	No ✓

I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required

Completed by: **Gavin Murray** *Date:* ***15th February 2018*** ***Reviewed: 13th February 2019***
Position: ***Assistant Principal Quality & Performance***

Quality Strategy

1. Introduction

1.1. South Gloucestershire & Stroud College's (SGS) commitment to quality extends to all learners, customers and clients. Our mission is to positively change people's lives and add value to the social and economic wellbeing of our communities, by providing high quality, innovative, accessible education and training in a friendly culture of mutual respect and support.

2. Statement

2.1. The Quality Strategy is underpinned by a College culture of hard work and high expectation, with a strong commitment to continuous improvement, the pursuit of excellence and high standards. The Quality Strategy seeks to put the learner, their enjoyment, success, progress and progression at the heart of all that we do.

2.2. The strategy will ensure that our systems and processes are SIMPLE, flexible and able to evolve to the changing nature of the further education sector.

2.3. Our culture of quality improvement depends on the competence of our managers and therefore seeks to build upon our outstanding leadership and management; supportive College systems and the commitment and understanding of a skilled, qualified and flexible workforce. This culture operates through systematic quality systems, understood and complied with by all, which leads to meaningful and robust judgements and the instigation of appropriate actions to address poor standards of provision or service: building on strengths in order to ensure continuous quality improvement

2.4. The culture of high expectations is delivered through core values, culture and behaviours as agreed by the Corporation. Leaders role model the values, attitudes and behaviours. Staff will be involved in planning and continuous improvement. The task of leaders is to build a climate of trust and mutual respect and develop staff capabilities

2.5. The strategy is based upon adding value to our learners through a challenging and engaging curriculum that leads to exceptional outcomes and levels of service and developing a self-critical culture of continuous improvement where the needs of all our learners, staff, customers, communities and employers can be met.

3. Objectives:

3.1. All staff have an unrelenting focus on improving the quality of teaching, learning and assessment and adding value to the outcomes achieved by our staff and learners

3.2. Sustained quality excellence requires continuous improvement. This means there is always room for improvement

3.3. SGS will continue to benchmark itself against other top performing colleges but recognises that year on year improvement is a better measure of success

3.4. Quality improvement will be applied to every facet of the College's work in order to constantly review and improve the services it provides

3.5. Quality will be achieved by anticipating and preventing problems rather than by detecting and correcting them after they occur

3.6. Each employee is a customer for work provided by other staff, with a right to expect good work from others, and an obligation to contribute high calibre work

4. Implementation

4.1. The College's approach to quality is based on continuous improvement operating at all levels and areas, both corporate and curriculum; and the ability to accurately identify strengths and areas for improvement and set a clear agenda leading to detailed plans for improvement. Staff are managed against these standards and expectations and all staff have the right to regular individual supervision ("1:1s") and an annual and mid-year appraisal.

4.2. Commitment to quality is an integral aspect in the delivery of College strategic aims and objectives. These objectives take into account the external environment in which the College operates and defines the processes needed to ensure the achievement of these objectives. To achieve our objectives all quality systems are embedded into the day-to-day functions of the College and clearly modelled and supported by managers and leaders. The College will engage an external review agency annually to quicken the impact of improvement activities.

4.3. College policies are set to articulate strategy and to measure that processes work effectively. Procedures enable processes to operate consistently.

Procedures are regularly monitored and evaluated to identify problems, for which corrective actions are implemented and they themselves are monitored and reviewed. Continual improvement is achieved by raising standards as performance targets are reached, reviewing objectives accordingly and benchmarking College performance against the highest performing colleges in the country and the 90th percentile.

4.4. The College defines quality in terms of learner enjoyment, learner success, learner progress (including level 3 value added and progress towards, and in, GCSE English and mathematics), excellent teaching and learning, consistency, plus customer and partner satisfaction. Quality flows from the skill and expertise with which the College and its staff deliver and manage

education. Internally, all staff are, at all times, customers and suppliers for their colleagues

4.5. Key Internal Drivers and Processes fundamental to the Quality Strategy:

4.5.1. **College Mission**

4.5.1.1. We positively change people's lives and add value to the social and economic wellbeing of our communities. We do this by providing high quality, innovative, accessible education and training in a friendly culture of mutual respect and support

4.5.2. **Key Drivers to deliver Quality (See Appendix 2)**

4.5.2.1. To ensure understanding amongst staff, the strategy needs to be simple and easy to understand. Whilst there are measures and procedures in place to secure and maintain quality, three key drivers apply:

- The experience at SGS is outstanding for all;
- An innovative curriculum that supports all to secure a lifetime of sustained employment;
- All stakeholders make outstanding progress and achievement

4.5.3. **Quality Assurance Framework**

4.5.3.1. Quality Assurance Measures are the practical procedures and systems which are fundamental to ensuring the achievement of high standards. These include:

- Improvement Plan (IP);
- Customer/Learner/Staff feedback and College response;
- Key College policies and procedures and Performance Indicators (KPIs);
- Self-Assessment/Evaluation including Departmental Action Plans;
- Management information, data analysis, benchmarking and target setting;
- Portfolio reviews, course and business reviews;
- Human Resource management processes and procedures;
- Performance management;
- Finance management and control processes and procedures;
- Peer practice and review;
- Curriculum Audit by external parties;
- Internal Verification of standards of learner work;

- Internal Audit of business functions;
- Compliments, Suggestions and Complaints procedures;
- Professional development, appraisal and review;
- The STEP UP standards

4.5.4. **Quality Management and Monitoring**

4.5.4.1. Responsibility for the management and monitoring of quality lies with:

- The Corporation;
- The Executive team;
- The Office of the Principal and Vice Principal;
- The College Senior Leadership Team;
- Head of Quality;
- Directors of Curriculum;
- Heads of Sector;
- Team Leaders and Managers across the College;
- Internal Committees, internal and external audit activities (e.g. Peer Review, QAA, Ofsted, EV, etc.);

Key External Drivers and processes fundamental to the Quality Strategy:

4.5.5. Common Inspection Framework (CIF) and Education Inspection Framework (EIF) from Ofsted;

4.5.6. Requirements of relevant qualifications awarding bodies;

4.5.7. The Equality Act and subsequent Equality & Diversity Legislation as from time to time in force;

4.5.8. Framework for Excellence (FfE);

4.5.9. University Partner(s);

4.5.10. QAA annual review of Higher Education and The Higher Education Quality Code;

4.5.11. External Verification activities;

4.5.12. External Audit outcomes;

4.5.13. Requirements of existing or planned external quality awards (e.g. Investors in People (IIP), Matrix, etc.);

4.5.14. Human Resource good practice guides and legislative requirements

5. Responsibilities

5.1. Every member of staff is responsible for quality

5.2. College Senior Managers and the members of the Corporation, recognise their roles in leading continuous improvement within SGS and fully support the principles of Quality Management

6. Core related Policies, Procedures and Frameworks

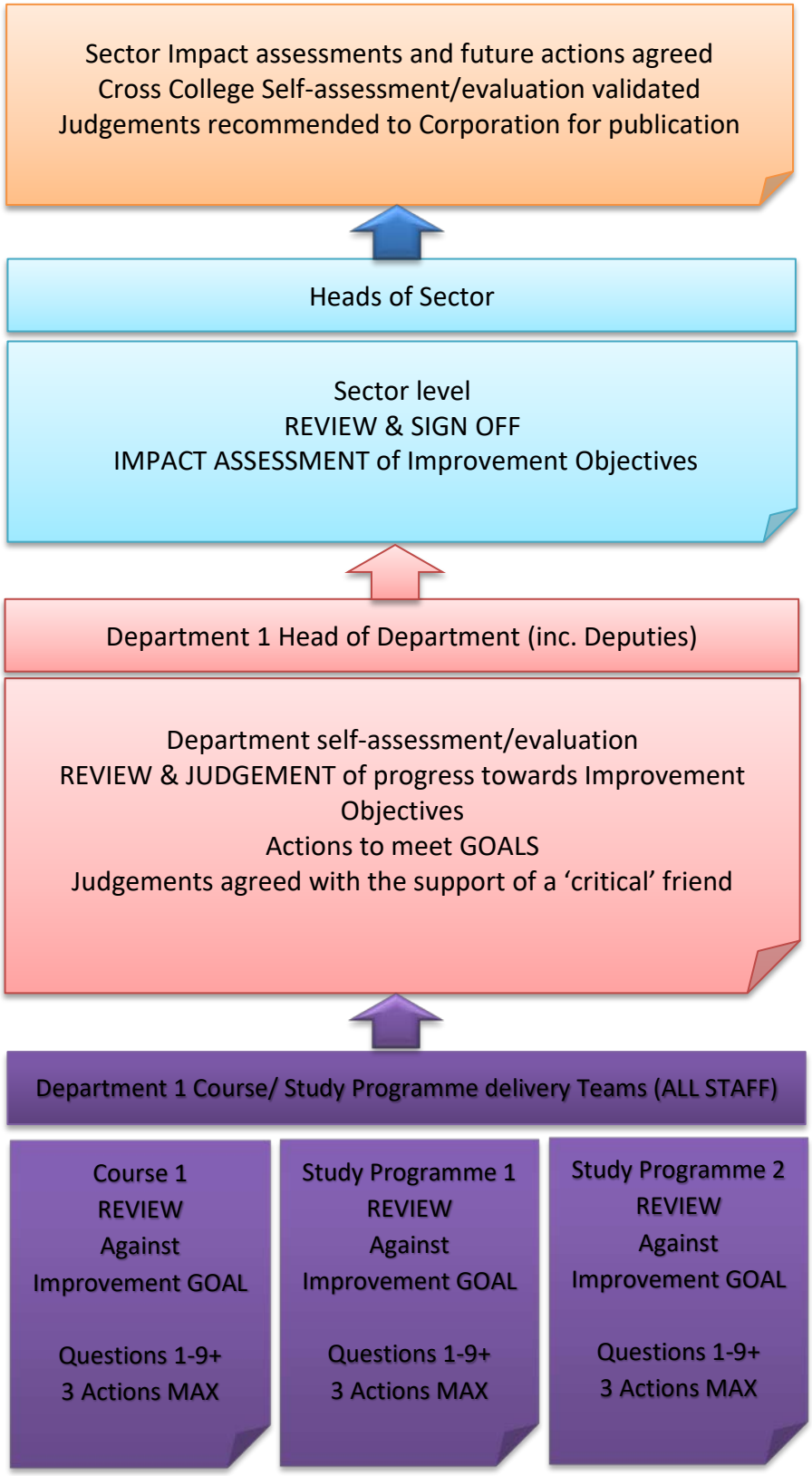
6.1. SGS Self-assessment process (Appendix 1)

6.2. Professional Development Policy

6.3. Compliments, Suggestions and Complaints Policy and Procedure

6.4. Improving Teaching, Learning and Assessment Policy

Appendix 1: Revised Self-assessment & evaluation



Appendix 2 – 2018 – 2020 Quality Improvement Outcomes

THE EXPERIENCE AT SGS IS OUTSTANDING FOR ALL

Improvement Outcome 2:

An innovative curriculum supports all to secure a lifetime of sustained employment

Improvement goals:

1. A knowledge-based curriculum that develops sound academic, technical, professional and higher skills and the character traits fundamental to the College's core values and fundamental British values.

2. Technical, Apprenticeship and Traineeship provision is outstanding.

3. All stakeholders receive thorough and impartial advice and guidance (including careers guidance) to enable them to make informed choices about their current learning and future plans.

sgs
South Gloucestershire and Stroud College
THE EXPERIENCE AT SGS IS OUTSTANDING FOR ALL
Improvement Outcome 3:
All stakeholders make outstanding progress and achievement
Improvement goals:
1. All stakeholders are ambitious and have clear improvement plans and goals.
2. All stakeholders gain the literacy, numeracy, digital skills and qualifications needed to secure skilled employment or to progress in their career.
3. Achievement is at least equal to the top 10% of General Further Education Colleges.