Policy/Procedure/Guideline Review

Policy/Procedure/ Guideline:	Nelson and Colne College Group Quality Strategy and Framework
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Nelson and Colne College Group

Quality & Performance Strategy

Focus on Performance and Quality Improvement

Introduction

The fundamental purpose of Nelson and Colne College Group is captured in the College's Group Vision 'We Exist to Create the Extraordinary'. In order to deliver the 'Extraordinary' our Group Vision is supported by 4 Strategic Priorities:

- Aim 1: To deliver Relevant, Impactful, High Quality Curriculum
- Aim 2: To build a Strong Culture and Reputation
- Aim 3: To continue to be Financially Secure and maintain capacity for ongoing investment
- Aim 4: To Create Extraordinary Learning and Working Environments

Our Core Values that support the 'creating the extraordinary' are:

- We get off our backsides
- We own it!
- We push with love
- We never stop at 'good enough'

The purpose of this Quality Strategy is to outline the College's overall Quality and Performance Framework to assist and support the College in achieving its Vision and Strategic Aims.

The College Group will seek to demonstrate that:

- Data on student achievement, the quality of teaching and learning and other relevant information including student feedback and destinations is systematically collected and used to inform the overall quality of education.

- Challenging targets are set to continuously improve the College's performance by drawing on relevant data and feedback from key stakeholders, and that achievement against these targets is measured and recorded against any identified action points in Quality Improvement Plans at Divisional and College level.

- The College delivers a recognised high quality provision that serves its community, stakeholders and employers at a local and regional level.

- The College works collaboratively with partners, other providers and external agencies in reviewing, innovating and improving the experience of learners in further and higher education.

Strategic Outcomes

Continuous monitoring will allow the College to evaluate its progress. Application of the Quality and Performance Strategy and Framework will result in:

- Evidence of continued improvements in, or consistently high and outstanding levels of student achievement.

- Evidence of high numbers of learners reaching their intended destinations and progressing to relevant careers, higher education and positive next steps.

- Evidence of increased numbers of learners achieving their English and mathematics qualifications.

- Evidence of learners not only achieving their qualifications but developing the skills, knowledge and behaviours they need to lead successful lives.

- Evidence of successful employer engagement in the development of a high quality curriculum that is relevant, purposeful and reflects the needs of the employer.

- Evidence of reducing any discernible achievement gaps, addressing social inequalities and ensuring the best opportunity for all individuals.

- Evidence of meeting the needs of adult learners in the community including those most disadvantaged and hard to engage.

Quality Strategy

1. **The Quality Strategy that will:**

    - Provide a Quality Assurance Framework which will ensure outstanding provision across the curriculum and student facing business support areas of the College.

    - Ensure timely intervention and support for areas of underperformance utilising the College's Subject Requiring Improvement Process (SRI).

    - Set and monitor aspirational and challenging targets through agreed KPIs (Key Performance Indicators) for the whole College Group, types of provision and student facing business support areas.

    - Adhere to a planned programme of support and challenge deep dive activities and quality health checks as detailed within the College's Quality Cycle to assure quality compliance.

    - Promote the sharing of identified good practice and continuous improvement strategies across the provision.

    - Provide an efficient and effective examination service ensuring that student achievement is collated and recorded in a timely manner.

    - Ensure effective response to external quality monitoring agencies and external awarding body verification activities.

    - Effectively and accurately measure College in-year performance.

    - Robust quality assurance processes are in place to ensure equality of opportunity to reduce any achievement gaps for disadvantaged learners and those with learning difficulties and/or disabilities.

    - Effectively capture and analyse student, apprentice and employer feedback to proactively support continuous improvement activities and the delivery of outstanding provision.

2. Operational Aims – The Quality Assurance Framework

The Quality Assurance Framework sets out how the College will ensure consistently and improving high quality provision across the curriculum and student facing business support areas of the College by:

- Ensuring a timely and robust annual self-assessment, leading to the development and implementation of clear, focused and timely quality improvement plans (QiPs).

- Termly Curriculum Performance Reviews of all College and Divisional key performance indicators and progress against improvement planning activities as documented on the relevant Quality Improvement Plan (QIP).

- Maintaining up to date key quality policies and procedures in order to deliver the commitments of the Quality Strategy and Framework.

- Developing and implementing an Annual Quality Cycle for all types of College provision which sets out key dates for monitoring activities and measuring in-year progress against quality improvement plans and key performance indicators.

- Regular and timely consultation with the community, employers, students, parents and staff to inform levels of impact and satisfaction.

- Regular and effective training and skills updating for all staff regarding quality processes and standards.

- Providing timely and accurate management reports on all aspects of the Quality Assurance Framework to the Senior Leadership Team, Governors and Staff.

- Ensuring robust processes and measures for assessing and monitoring the quality of teaching, learning and assessment.

- Maintaining rigorous quality assurance arrangements which provide objective assessments of the quality of provision and which facilitate an open and transparent accounting for performance.

- Ensure there are no discernible achievement gaps in relation to equality, ensuring the best opportunity for all individuals.

2a   Ensure timely intervention and support for areas of underperformance by:

- Identifying areas of underperforming provision through the annual Subject Requiring Improvement Process (SRI) and in year regular monitoring through the application of the College's Curriculum Performance Review Process and Quality Cycle to ensure and support the development of robust and timely in year action planning.

- Supporting managers and staff in implementing improvement and intervention strategies.

- Ensuring sharing of good practice across the College.

- The timely and regular review of Divisional QIPs and Business Support Area Departmental Plans as detailed in the College's Quality Calendar.

2b   Monitor ambitious and challenging targets for agreed Key Performance Indicators (KPIs) by:

- Monitor and report on agreed targets for College by site and provision types, for achievement and retention, value added, destinations, attendance, the quality of teaching and learning, value added and student satisfaction, based on national benchmarks and previous performance.

- Monitor and report on agreed KPIs for student facing business support areas.

- Ensuring valid and accurate data to support the above.

2c. Adhere to a planned programme of audits via Support and Challenge activities and quality health checks designed to assure quality compliance by:

- Agreeing an annual Deep Dive cycle, as documented on the College's Quality Calendar encompassing the accurate assessment of the quality of teaching and learning, effectiveness of student target setting, feedback, marking and review to support progress and positive outcomes.

- Engaging with external agencies to provide external validation, review and audit if required.

2d Cultivate and assure consistently 'Extraordinary' Teaching and Learning experiences, promoting the sharing of identified good practice and continuous improvement strategies across the provision by:

- Ensuring examples of good practice are identified, celebrated and promoted across the divisions, through the delivery of a robust and effective divisional professional development plans

- Ensuring that College's 'Be Phenomenal' professional programme, the distribution of weekly teaching tips, the Be Phenomenal Newsletters, interactive online teaching, learning and assessment tutorials and Communities of Practice on the College's VLE platform are shared, discussed and disseminated by the Quality Team, Heads of Division and through Divisional and Team Meetings.

- Ensuring timely support is provided where underperformance is identified including effective intervention strategies.

2e. Provide an efficient and effective examination service by:

- Ensuring all students are registered with the appropriate awarding body in a timely and accurate manner.

- The effective scheduling of all College paper based and on line examinations.

- Ensuring all examinations and assessment practices are carried out in line with awarding body and Joint Council Requirements and Guidelines.

- Ensuring all results are recorded on College systems in an efficient, accurate and timely manner.

- Ensuring students and staff are notified of examination outcomes in a timely manner.

2f. Ensure effective response to external quality monitoring agencies by:

- Organising and supporting cross College responses to external agencies, including Ofsted, IQER and Awarding Bodies ensuring positive outcomes.

Monitoring and Review of the Quality Strategy

The Quality Strategy will be subject to regular review by the Senior Leadership Team and the Curriculum and Quality Sub-committee reporting to the full Governing Body.

Quality Framework 2020 / 2021

Activity	Person(s) Responsible	Purpose
Self-Assessment Process	Deputy Principal – Curriculum and Quality Vice Principal – Adult & Apprenticeships Assistant Principal – Academic Curriculum Assistant Principal – Technical Curriculum Interim Director of Quality	An annual process intended to assess strengths and areas for improvement across all areas in the College. The Self-Assessment Process is structured to reflect all key aspects in the Education Inspection Framework. The report is accompanied by a Strategic Quality Improvement Plan (QiP) which is monitored through the year at regular intervals to assess progress against Nelson and Colne College Group priorities contained in the strategic plan. The Senior Leadership Team, Governors and external critical friends assist in the validation of the judgements. Key judgements are: • Quality of Education • Behaviour and Attitudes • Personal Development • Outcomes for learners. The Self-Assessment Report is submitted to Governors and made available to key stakeholders including the ESFA and Inspectorates.
Curriculum Performance Review Process (CPR)	Deputy Principal – Quality and Curriculum Interim Director of Quality Assistant Principal – Academic Curriculum Assistant Principal – Technical Curriculum	A termly process to assess and review divisional performance across all curriculum areas. A schedule of Curriculum Performance Reviews (CPRs) are planned at the beginning of each academic year and are detailed on the Annual Quality Calendar. The termly review assesses the in-year quality of provision reviewing a range of quality indicators including outcomes for the observations of teaching, learning and assessment, learning walks, stakeholder surveys, in-year retention, attendance and predicted value added. The CPR assesses the progress students are making across all provision and includes a review of the Divisional Quality Improvement Plan to ascertain progress and impact against the agreed success criteria.

Activity	Person(s) Responsible	Purpose
Support and Challenge Weeks	Deputy Principal – Quality and Curriculum Interim Director of Quality	Throughout the academic year a schedule of Support and Challenge Weeks are scheduled across different types of provision to ascertain the in-year quality of education. A series of activities including the observation of teaching, learning and assessment, learning walks, review of feedback, marking and target setting, in addition to discussions with students regarding their progress and experiences of College life are assessed. Following the Support and Challenge Week a report is developed detailing key strengths and key areas for improvement by the Support and Challenge Lead and shared with the Senior Leadership Team and relevant Head of Division. Following the report all areas for improvement and related actions are documented on the Divisional Quality Improvement Plan and implemented across the relevant provision. Progress and impact are regularly and routinely reviewed and assessed by the Quality Team and reported to the Senior Leadership Team.
Observation of Teaching, Learning and Assessment Cycle	Deputy Principal – Quality and Curriculum Interim Director of Quality	Observations of teaching, learning and assessment contribute significantly towards forming a judgement on whether teaching, learning and assessment are effective in supporting students' progression and positive outcomes. The College's Observation of Teaching, Learning and Assessment Policy and Cycle is to encourage an 'open door' culture support managers and staff in driving forward improvements in teaching, learning and assessment through formal and developmental lesson observations. It is the aim of the College that all new teaching staff are subject to an observation within six weeks of commencing employment after a developmental observation has taken place. In addition, all existing staff can request a developmental observation at any time. All staff are subject to one formal observation in a three-year period. Outcomes of all observation activity is reported to the Senior Leadership Team on a termly basis and informs CPD activities for individuals and teams. Following all observations areas of strength and development are recorded and associated development plans and if appropriate support is agreed and implemented. Good practice is shared across teams and provision to further enhance teaching, learning and assessment across different type of provision.

Learning Walk Schedule ad Process	Deputy Principal – Quality and Curriculum Interim Director of Quality	Learning Walks provide a vehicle for the College's teachers, trainers, assessors and leadership team to engage in professional discussion which are positive, helpful and developmental and that inform improvements in the learning experience. The aim of the Learning Walk Policy and Schedule is to develop an 'open door' culture whereby teaching, training and assessing colleagues are both encouraged to, and can be confident in contributing to good practice both within their own teams, and across the organisation as a whole. Regular learning walks are scheduled and completed by the Quality Team, Heads of Division and senior managers. The outcomes of the learning walks are used to identify key themes and inform continual professional development in specific curriculum areas and provision types. Outcomes and related action planning is reported to the Senior Leadership Team on a termly basis identify specific trends, impact of actions and in-year distance travelled.
Internal Quality Assurance and Assessment	Heads of Division & Heads of Curriculum Curriculum Leaders (vocational and adult and commuity) Programme Leaders (Apprenticeships) Lead Internal Quality Assurers Quality Team	The College has a robust Internal Assurance Policy and process specific to all types of provision. This policy is key to ensuring robust quality assessment on all programmes. The Internal Quality Assurer (IQA) will sample the planning, level and accuracy of marking of all assessments including RARPA on courses across all types of provision. - A schedule for IQA and appropriate tracking documents must be held by the Curriculum Leader/Programme Leader. - Internal Verifiers must have the appropriate verification qualification at L3 or L4. - Ensuring the rigour of assessment on all accredited qualifications and non-accredited provision is key to student and College success. - The IQA process ensures the quality and accuracy of assessment. - Timely standardisation meetings will be held for all courses at regular and timely intervals. This process is monitored by the relevant Head of Division. - The Quality Team monitor and review the effectiveness and accuracy of internal quality assurance activities through the completion of half termly IQA

		review activities. Outcomes are reported to the relevant Head of Division and Senior Leader.
Stakeholder Satisfaction Surveys	Interim Director of Quality	The College has a Learner Voice Policy which details a schedule of student surveys completed each year across all types of provision at specified times. Surveys include 16-18 and 19+ students on full time and part time provision, higher education students, apprentices and employers. They provide valuable information to course and divisional managers to assist quality improvement. All surveys are scheduled and documented on the College's Quality Calendar. Reference to actions taken as a result of survey outcomes are included within the College's Curriculum Performance Review Process and self-assessment reports and Divisional Quality Improvement Plans. 'Induction' and 'on course' surveys are used across the curriculum departments for all groups of students. Focus groups are used across various curriculum areas to provide further detail for improvement planning purposes. The surveys also assess the effectiveness of student facing business support areas and inform improvement planning activities to further enhance and improve the Student experience. An employer survey is completed on an annual basis which informs and supports continuous improvement activities.
Annual Quality Cycle	Deputy Principal Quality and Curriculum Interim Director of Quality,	A comprehensive cycle of quality activities throughout the academic year that proactively monitor the quality of education across all types of provision and include a schedule of 'deep dive' activities including the review of student progress, target setting, effectiveness of internal quality assurance and student voice outcomes. The Quality Cycle encompasses all stages of the student journey and proactively assesses the quality of provision being delivered. Performance against targets and the impact of improvement planning activities are regularly tested, reviewed and reported.

Subjects Requiring Improvement (SRI) Process	Deputy Principal Quality and Curriculum Interim Director of Quality	This is a formal process that reviews all provision, including classroom based and apprenticeship and identifies course underperformance through a number of indicators encompassing retention, pass and achievement rates, attendance, QDP learner survey outcomes, EV report outcomes, value added and high grades. Provision is reviewed and flagged at regular intervals. Reports are completed to detail in-year progress and meetings are held with staff delivering on courses identified as potentially not meeting performance targets. In year action plans are discussed and reviewed. In addition, support strategies are discussed, identified and implemented if appropriate. All subjects flagged as requiring improvement are assessed and reviewed at the termly CPR.
External Verification	Interim Director of Quality Head of Division	All validating organisations have their own methods of ensuring compliance and Quality Assurance. Most will involve an external moderator or external quality assurer either visiting the College or asking for samples of work. They will look for compliance with their regulations and procedures and assess the rigour of the internal systems. A report is submitted to the College detailing their findings. All reports must be sent to the Quality Department who monitor actions required and progress. All reports are graded either red/amber/green and updates to achieve will be required by the Quality Lead in a timely manner. Progress is also monitored by the Director of Quality, in conjunction with the Head of Division. External Moderators can advise the validating organisations that verification or further enrolments should be withdrawn as a result of an unsatisfactory visit.
Key Performance Indicators (KPIs)	Deputy Principal – Quality and Curriculum Interim Director of Quality,	Student outcomes are a key indicator of the College performance and are scrutinised by the Senior Leadership Team, inspectorates and Governors. Targets include retention, pass and achievement, attendance rates, progression rates, value added and learner voice. Relevant staff are set targets linked to KPIs in their Be Phenomenal – My Goals Development Plan. Pro-Achieve and EBS software is used throughout the College to monitor this data and regular reports are made to the Curriculum College Team, Senior Leadership Team and

| | | Governors. The Quality Department is tasked with ensuring the validity and reporting of this data.

Weekly attendance reports are compiled to monitor progress and the impact of improvement strategies across all types of provision. |
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| **Inspection** | Deputy Principal Quality & Curriculum

Assistant Principal – Academic Curriculum

Assistant Principal – Technical Curriculum

Vice Principal

Interim Director of Quality | Ofsted carries out inspections on a cyclical basis. The last Ofsted inspection was in 2008 for Nelson and Colne College, 2016 and 2018 at Accrington and Rossendale College. Strengths identified are expected to be continued and built on and areas for improvement rectified. Following an Ofsted Inspection Post Inspection Actions Plans are development and have been monitored since inspection.

A College Ofsted Plan for the next Ofsted Inspection has been developed and details key activities from the point of inspection notification through to the end of the inspection. |
| **Value Added**
High Grades
Distance Travelled | Deputy Principal Quality & Curriculum

Interim Director of Quality

Assistant Principal – Academic Curriculum

Assistant Principal – Technical Curriculum | The College uses the ALPS system for Value Added for academic and level 3 vocational qualifications and reports are reviewed on publication. In addition, in-year data entry for vocational and academic courses is completed on a half termly basis to ascertain the progress students are making against their target grades and inform the implementation of timely intervention strategies to ensure students' progress and achieve. Outcomes are reported to the Senior Leadership Team and reviewed at the termly Curriculum Performance Review.
Value added assesses the progress made by a student from their initial assessment and starting point and indicates whether the College has supported the student to achieve higher outcomes than initially predicted.
16-18 Vocational and Academic Value Added targets are set and reviewed at the termly Curriculum Performance Reviews. |

| Destination Collation and Reporting | Deputy Principal Quality & Curriculum

Interim Director of Quality | In order to ensure that the College's Curriculum Intent and Implementation is accurate and effective, destinations of students are recorded and monitored. Intended destination is captured prior to the completion of the student's programme of study or course. Further analysis is received from UCAS to establish and confirm the actual destination of level 3 students to university. Sustained destination reporting is also undertaken six months after the student has competed their programme of study or course to establish if their intended destination was achieved and sustained. In addition, the impact of an apprenticeship is also established in terms of promotion, added value to the business and salary increase.

Intended and actual destination is collated, analysed and reported to the Senior Leadership Team and Governors at key points in the academic year and details the percentage of students gaining positive destinations at College and Divisional Level. Destination reporting also examines the destination outcomes for disadvantaged students and those students from various ethnic backgrounds and at different levels. The analysis and review of student destinations informs the effectiveness of the College's curriculum planning process to ensure the College's curriculum offer is fit for purpose and provides the skills, knowledge and attitudes to all students to attain their intended destination in their curriculum specific area. |

Policies related to this Quality Strategy and Framework:

Observation of Teaching, Learning and Assessment
Learning Walk Policy
Learner Voice Policy
Student Destination Policy
Internal Quality Assurance Policy: Accredited Learning
Internal Quality Assurance Policy: Non-Accredited Learning
Internal Quality Assurance Policy: Apprenticeships