South Gloucestershire and Stroud College

Quality Strategy 2022 - 2025

If you would like this document in an alternate format

Please contact the Human Resources Department

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Job Title/Role:	Vice Principal - Performance, Standards & Effectiveness
Ref. No.: **Q/P 202**	**Date of this version: 01/03/2023** **Review date:** 29/02/2024 (Subject to any legislative changes) **Upload to College website?** **Upload to e-Campus?**
Approved by:	SGS Further Education Corporation
Date:	23/03/2023

MANDATORY INITIAL IMPACT SCREENING

I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee have been consulted?	✓
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	☐
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓

Please list each College Strategic Priority that this policy is designed to address/implement:	1. To be recognised as an outstanding college. 2. To enhance the quality of the experience we provide for our learners and our staff.

EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	Choose an item.
Disability	Choose an item.
Faith or Belief	Choose an item.
Gender	Choose an item.
Race or Ethnicity	Choose an item.
Orientation	Choose an item.
Gender reassignment	Choose an item.
Economic disadvantage	Choose an item.
Rural isolation	Choose an item.
Marriage	Choose an item.
Pregnancy & maternity	Choose an item.
Carers & care leavers	Choose an item.
Vulnerable persons	Choose an item.

Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	☐ / ✗	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	☐	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 17 Access to information Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Choose an item. Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	☐

ENVIRONMENTAL IMPACT ASSESSMENT

Does this policy relate directly or indirectly to any legal or regulatory environmental or sustainability standard(s)?	Yes ☐		No ☒	
If so, please list them:				
Will any aspects of this policy lead to:				
Reduced miles, or provide / improve / promote alternatives to car-based transport (e.g. public transport, walking and cycling car sharing, low emission vehicles, community transport, environmentally friendly fuels and/or technologies)	Yes ☐		No ☒	
Reduce waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise, mining or deforestation? Or increase the amount of College waste that is recycled or composted?	Yes ✓		No ☐	
Reduce water consumption?	Yes ☐		No ☒	
Reduce single use plastic?	Yes ☐		No ☒	
Reduce use of natural resources such as raw materials and energy to promote a circular economy?	Yes ☐		No ☒	
Improve the resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?	Yes ☐		No ☒	
Will it improve green space and access to green space?	Yes ☐		No ☒	
Please list the sections of this policy which specifically target an improved environment:				

SUSTAINABILITY IMPACT ASSESSMENT

Will any aspects of this policy lead to:				
Promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?	Yes ✓		No ☐	
Provide employment opportunities for local people?	Yes ☐		No ☒	
Promote ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?	Yes ☐		No ☒	
Support the local economy through the use of local suppliers, SMEs or engage with third sector or community groups?	Yes ☐		No ☒	
Promote health, increase community resilience, social cohesion, reduce social isolation and support sustainable development?	Yes ☐		No ☒	
Support mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?	Yes ☐		No ☒	
Otherwise create incentives to promote awareness of sustainability, healthy behaviours, mental wellbeing, living independently and self-management?	Yes ☐		No ☒	
Please list the sections of this policy which specifically target improved sustainability:				

What is the *estimated* carbon impact of this policy (in terms of tCO2e)	Increase (+tCO2e) ☐	Decrease (-tCO2e) ☐	Net Zero CO2 ☐

Mandatory initial impact screening completed by:	**Gavin Murray**
Date:	**16/03/2023**
Initial impact screening supported by (Please list each individual):	**Siobhan Turner**

Quality Strategy 2022 - 2025

1. Policy Intent and scope

1.1. South Gloucestershire & Stroud College's (SGS) commitment to quality extends to all learners, staff, customers and clients; and is underpinned by a culture of hard work and high expectation, with a strong commitment to continuous improvement, the pursuit of excellence and high standards. Our Quality Strategy seeks to put the learner, their enjoyment, success, progress, achievement and progression at the heart of all that we do.

1.2. Consequently, the purpose of this policy is to provide a framework for all those who deliver, enable and support learning. The policy aims to ensure that all decisions and activities support the promotion of excellence in Teaching, Learning and Assessment (TLA), success for all and result in the continual and sustainable improvements in practice to enable progression within and beyond college.

2. Contextual Statement

2.1. This Strategy should be read in the context of:
- SGS College Mission and Vision
- SGS Strategic Plan 2022-2025
- (FE) Professional Standards for Teachers and Trainers – England
- (HE) UK Professional Standards Framework
- (HE) Apprenticeship Training Provider Accountability Framework

2.2. It sets out the College's plans to secure further improvements in teaching and learning practices and is subject to an annual review. It also has links to Policy documents relating to Digital Learning Technology (through the Digital Plan); Human Resources (including the capability of staff); Improving Teaching, Learning and Assessment Managing Learner Conduct, Behaviour and Performance.

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.

3. Key drivers

3.1. All staff are required to place 'the learner' at the centre of all decision making. As a single combined force, we will strive together to provide every learner with an outstanding journey starting from independent advice and guidance to progression into work, on to further or higher learning or into independent living; whilst also providing pro-active support which extends equality of opportunity to all.

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

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

3.4. SGS will benchmark itself against other top performing colleges, within the top quartile of FE colleges nationally, but recognises that year on year improvement is a better measure of success.

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

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

3.7. Each employee is also 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. Best practice statements – Curriculum Delivery

4.1. All SGS curriculum will be planned, designed and reviewed in line with the SGS Education Strategy; with a clear intent relevant to the skills, capabilities and expertise that is, or may in the future be, required by employers operating within our local community and region (Due regard will also be had to addressing the intended outcomes of the local skills improvement plan within the Skills and Post-16 Education Act) and the SEND and Alternative Provision Improvement Plan

4.2. Heads of Faculty and Learning Area Managers will support all staff to plan for the delivery of broad education and training, apprenticeship and higher education programmes which prioritise the development of independent, professional learners who (in addition to fulfilling curricula goals) acquire sustainable personal, entrepreneurial, and employment-related skills which prepare them well for their future careers; research and study skills which support progression to further and life-long learning; and lead to sustainable improvements (including qualifications where appropriate) to literacy, numeracy, and digital skills.

4.3. All teaching staff (and those supporting teaching) will endeavour to complete an effective assessment of each learners' initial abilities as they commence their learning journey at SGS to: (1) identify and plan to address gaps in learning; (2) support the setting of appropriate, but challenging, targets for achievement; and, (3) ensure that appropriate support is provided to ensure equality of opportunity in meeting these targets.

4.4. All learners will receive clear, unambiguous and unbiased advice and guidance aligned to achieving the 8 Gatsby benchmarks, Matrix Standards and the National Careers Strategy, which utilises staff expertise to assess the skills, knowledge, behaviours, aspirations and potential of every

individual to ensure that they are provided with a programme of study which best fulfils their current, and expressed future, aspirations and needs.

4.5. All teaching staff (and those supporting teaching) will sequence their delivery to best meet the intended outcomes of the programme of study; and, plan for the personalisation of teaching and learning activities which draws upon each learners' skills, knowledge and prior experiences to provide a programme of instruction, coaching and support which ensures they progress effectively towards their personal goals.

4.6. All teaching staff (and those supporting teaching) will plan the assessment for and of learning that involves the frequent use of a variety of valid, reliable, sufficient, fair assessment methods generating formative, and summative, judgements of learners' progress. They will also:
- Maintain accurate and sufficient assessment records that inform learner targets, the planning of delivery, and the reporting of progress to colleagues, learners, and other stakeholders;
- Provide regular and constructive feedback providing clear targets which, and effective guidance that, enables learners to improve their knowledge, skills competence and behaviours over time.
- Feedback will help learners to clearly identify how the can improve the standard of their work and support them to continue to learn outside of timetabled hours (both at home as well as in college).

4.7. All staff will embrace the SGS+ tutorial and enrichment programme, providing pastoral support for all learners which, delivered in a form appropriate to their needs and mode of study, ensures that learners can fulfil their potential by mitigating, as far as practicable, barriers to achievement (Including, but not limited to, barriers created by the impact of the pandemic, mental ill-health, a lack of equality and diversity and safeguarding concerns).

4.8. All staff will be pro-active at ensuring that all learners have access to appropriate support from: the SGS Careers and Work Experience Team, the Wellbeing Team, Money Management Team, the Learning Support Team, Study Skills and the English and Maths Development Team.

4.9. All staff will pro-actively seek to ensure that all learners, requiring support, are supported to fulfil their academic potential through the mitigation, wherever possible, of any barriers. In addition, this policy is guided by the College's statutory responsibilities under the Children and Families Act (2014) as defined by SEND Code of Practice (2015).

4.10. All staff will work to ensure dynamic contributions from learners through a wide range of fora, resulting in quantitative and qualitative analysis of feedback, followed by effective, timely, action to address learner requests and requirements within the budget envelope.

5. Quality Improvement Procedures

5.1. 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 appraisal known as the 'Annual Conversation'.

- All College managers will use the Annual Conversation system to outline the yearly expectations of all staff, in line with our strategic plan and key performance indicators. Senior staff in each business area will quality assure a sample of Annual Conversations within their area,
- The performance of individuals will be monitored via the Annual Conversation system and regular meetings with staff, and encompass intelligence gained through our quality assurance processes and the Voice of the Learner forums.
- Actions for improvement should be added to relevant Improvement Plans.

5.2. The following quality assurance activity will support the continuous improvement process of education and training programmes for 16-18-year-olds, adult learning programmes and apprenticeships:

- **Student Governors, Student Council, Learner Representatives and consultation with learners through surveys and other fora**, will support a collective understanding what it is like to be a student at SGS, what we do well and what we could work to improve at College, faculty, department and course level;
- **Annual Self-Assessment and Quality Improvement Planning** at course, departmental and provision level (In-line with the [Education Inspection Framework FE](#));
- **Ad hoc and risk determined internal review** (or external deep-dive activity) will support the scrutiny of departmental performance, examine the effectiveness of improvement actions and highlight additional in year actions needed to secure positive outcomes for learners and other stakeholders;
- **Curriculum Support and Challenge Meetings** (held termly) will support the monitoring scrutiny of faculty and departmental performance;
- **Assessment Boards** (conducted termly) will support the monitoring of individual learner performance and will highlight in-year where individual or course actions need to be taken to support improvements in individual and/or course performance;
- **Internal and external verification activity**, will assess the assessment of learners and highlight recommendations and actions for improvement;
- **Teaching, Learning, Assessment and Support observation** processes, will support the scrutiny of teaching, learning and assessment and improve the learners experience and outcomes;
- **Learning Walks**, conducted during Learning Excellence weeks will support the thematic scrutiny learner experience to improve that learners experience and associated outcomes;
- **Work scrutiny and Standards Audits** will support the assurance of and development of teaching, learning and assessment and ensure learners are making the expected progress and again receiving a positive experience.

- **Employer Partnership Panels and the Local Skills Improvement Plan (LSIP)** will support the assurance of and development of curriculum content to ensure that learners are developing the knowledge, skills and behaviours required by employers to meet local, regional and national skills needs.

5.3. For Higher Education provision the following quality assurance processes will support the continuous improvement to provision in line with Office for Students regulation and the [QAA revised UK Quality Code for Higher Education:](#)

- **Annual Self-evaluation and Quality Improvement Planning** monitoring and review of all HE courses and provision;
- **Peer evaluation and scholarly activity**, to support improvements to the learners' experience;
- **Progress and end of year progression boards**, to support improvements to learners' experience and outcomes.
- **Support and Challenge Meetings** (held termly) will support the monitoring scrutiny of faculty and departmental performance;
- **Assessment Boards** (conducted termly) will support the monitoring of individual learner performance and will highlight in-year where individual or course actions need to be taken to support improvements in individual and/or course performance;
- **Internal and external verification activity** (of levels 4 and 5 provision), will assess the assessment of learners and highlight recommendations and actions for improvement;
- **Teaching, Learning and Assessment observation** processes, will support the scrutiny of teaching, learning and assessment and improve the learners experience and outcomes;
- **Learning Walks**, conducted during Learning Excellence weeks will support the thematic scrutiny learner experience to improve that learners experience and associated outcomes;
- **Work scrutiny and Standards Audits** will support the assurance of and development of teaching, learning and assessment and ensure learners are making the expected progress and again receiving a positive experience.

5.4. The quality assurance of sub-contracted provision will be conducted in line with the [College's sub-contracting policy](#).

5.5. The following quality assurance arrangements will apply to all Learner support provision (Learner Support Services, Wellbeing Support, SGS+ Tutorial and Enrichment Team, Careers and Work Experience, SGS Libraries+ and the Digital Services Team):

- **External benchmarking**, for example, through the Matrix Standard;
- **Annual Self-evaluation** and monitoring of service provision in line with the College's Strategic Priorities and Key Performance Indicators (KPIs);
- **Peer evaluation**, to support improvements to the learners' experience;
- **Bi-annual monitoring meetings** to monitor progress against specific in year KPIs and Quality Improvement Planning to identify in year improvements that require action;

- The functional areas listed in 5.5 will fall into scope during some of the core provision quality assurance activity, alongside additional activity, including;
    1. Mystery shoppers
    2. Ungraded observations of performance (IAG/CIAG teams)

5.6. The following quality assurance arrangements will apply to all other business support provision:

- **Annual Self-evaluation** and monitoring of service provision in line with the College's Strategic Priorities and Key Performance Indicators (KPIs);
- **Peer evaluation**, to support improvements to the learners' experience;
- **Bi-annual monitoring meetings** to monitor progress against specific in year KPIs and Quality Improvement Planning to identify in year improvements that require action;

6. Policy <u>Implementation</u>

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

- The Corporation;
- The Executive team;
- The Office of the Principalship;
- Vice Principals, Assistant Principals and College Directorate;
- The College Senior Leadership Team;
- Learning Area Managers and Programme leaders;
- Team Leaders and Managers across the College;
- Internal Committees, including the Inclusion Committee;
- Internal and external audit activities (e.g. Peer Review, QAA, Ofsted, WECA, EVs, EQAs etc.).

7. Enforcement

7.1. Every member of staff is responsible for quality. Wilful disregard for this policy or actions taken, which are incompatible with the spirit of this strategy may result in disciplinary action under the <u>SGS Disciplinary Policy and Procedure (staff) (including Senior Post Holders).</u>

8. Related Policies, Procedures, Charters, Plans, Guidance and Legislation

8.1. **External**
- Education and Skills Funding Agency – <u>Funding methodology</u> (including conditionalities to funding and catch-up funding)
- Education and Skills Funding Agency - <u>Minimum Standards</u>
- Institute for Apprenticeships and Technical Education - <u>Quality Strategy</u>
- Office for Students - <u>Regulatory Framework</u>
- QAA <u>Quality Code</u>
- National Achievement Rate <u>Tables</u>
- <u>FE Choices</u>
- <u>National Student Survey (HE)</u>
- <u>The Equality Act 2010</u>
- <u>The SEND Code of Practice 2015</u>

8.2. **Internal (LINK)**
- SGS Self-assessment process (Appendix 1)
- SGS Professional Development Policy
- SGS Compliments, Suggestions and Complaints Policy and Procedure
- SGS Education Strategy
- SGS Teaching, Learning and Assessment Strategy
- SGS Improving Teaching, Learning and Assessment Policy
- SGS Diversity, Equity, Inclusion and Belonging Policy
- SGS Transparency Information and Access and Participation Plan
- SGS Human Resources Policy
- SGS Assessment Policy
- SGS Sustainability Strategy
- SGS Digital Strategy
- SGS Skills Strategy
- SGS Stakeholder Engagement Strategy
- SGS Students as Partners Strategy (HE)
- SGS Codes of Conduct (Including the SGS Behaviour Policy)
- SGS Careers Service Action Plan
- SGS Standards Verification and Confirmation of Assessment Decisions within Apprenticeship Standards

9. Impact

9.1. Through compliance with this policy we will 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

10. Appendices

10.1. Appendix 1: Revised Self-assessment & evaluation process

Appendix 1: Revised Self-assessment & evaluation

Sector Impact assessments and future actions agreed
Cross College Self-assessment/evaluation validated
Judgements recommended to Corporation for publication

Heads of Faculty

Sector level
REVIEW & SIGN OFF
IMPACT ASSESSMENT of Improvement Objectives