POLICY

QUALITY ASSURANCE POLICY 2016/17 – 2019/20
POLISI SICRHAU ANSAWDD 2016/17- 2019/20

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1.0 SCOPE AND PURPOSE

1.1 Quality Assurance is critical in ensuring that the college delivers outstanding quality learning programmes and support services in order to be recognised as one of the best performing colleges in the UK, with all sector subject areas classified as 'excellent' placing it in the top quartile of providers in the FE sector.

1.2 This policy seeks to build a quality assurance model which will deliver significant, sustained and widespread improvement in learner experiences, programme performance and puts aspiration at the heart of the process.

1.3 This policy covers FE funded programmes, quality assurance arrangements for other College provision is covered by UWTSD's and Swansea University's HE policies for franchise partners, the B-wbl consortium policy and the Adult and Community Learning Pembrokeshire policy.

1.4 This Quality Assurance Policy establishes a quality cycle that ensures that all programmes satisfy the demands of the College's mission statement. To this end, all FE courses will be monitored through reports which are both qualitative and quantitative and the analysis of a number of key performance indicators at course, faculty and college level. Business Support functions will be audited through review of key performance indicators by the Assistant Principal (Resources).

1.5 The process will be managed by the Quality Assurance team in conjunction with Heads of Faculty, Curriculum Area Managers and programme teams; and reported at the Quality Management Group (QuaMG). The QuaMG agenda will be amended to sharpen the focus on programme performance management and assuring quality.

2.0 PROCESS

2.1 The process relies on an annual quality cycle which focusses on in year performance and sets the challenge to course teams to complete programmes to deadline, negating the issue of outstanding work and missing results so that certification is completed at year end.

2.2 The underpinning process is one of self-assessment with action planning**.** Programme teams are required to complete four formally recorded reviews on the on-line review meeting template. Key activities will feature in the review meetings:

October (6-week rule)

- Initial Assessment results reviewed
- GCSE group confirmed
- Attendance monitored
- Students at risk identified
- Confirmation of learners progressing to registration following 6-week rule.
- Review programme targets

December (Mid-year review)

- Mid-Year progression check on learner progress with recommendations for referral/intervention.
- Review attendance

- Confirm External Quality Assurance arrangements.

- Learner Voice feedback

March (Checkpoint)

- Learner progress recorded in individual programme meetings with registrar Curriculum Manager and Head of Faculty.
- Additional support deployed to support to learners where appropriate.
- Progression spreadsheet populated with individual learner feedback on each element of the LAP

July (End of Year review).

- Summative unverified course data published with comparison to National Comparator data
- Learners with outstanding work identified and deadlines set.
- Target setting for course performance going forward completed.
- Review of EQA report and any actions addressed.
- Learner Voice feedback

Staff briefings will be held prior to each review and tutors will hold management weeks to inform the review process on individual learner progress.

2.3 End of Year course team meetings completed by programme teams will be collated by Curriculum Area Managers (CAMs) into a Learning Area Self-Assessment Report (LA SAR). The SAR will contain a QDP detailing a review of previous actions and setting performance targets in an action plan based on current performance. This will be populated with data on success, attendance, learner feedback and the quality of learning and teaching. This analysis will form the review of previous year performance and be completed by half term. As part of the process the best performing and underperforming programmes will be identified with the latter subject to review and possible intervention; or deletion from the annual plan. The LA SARs will inform the college self-assessment report submitted to DfES by March.

2.4 In order to focus on in-year performance CAMs will be required to collate the performance of mid-year review meetings and update previous action plans. Heads of Faculty and CAMs will present findings at the Quality Management Group meeting in January. The membership will evaluate the performance of programmes within each faculty and recommend actions to address any under-performance issues so that immediate interventions can be made.

2.5 Learning walks will be conducted regularly by CAMs, trained peer inspectors and members of the quality team to assess in-year performance, providing an opportunity to respond quickly to issues relating to learning and teaching, performance and learner feedback. A key

focus of learning walks will be to ensure that learners know what their short and medium term targets are for skills development and that targets are being set by the whole programme team on a regular basis and recorded in the learners' eILP accounts. Any areas for development will be recorded and communicated to the Aspire mentors for CPD activities or 1:1 mentoring.

2.6 One of the primary aims of the self-assessment process is to assess programme performance and benchmark against other providers within the sector, this information will be provided annually at end of year review to tutors through the Quality dashboard. Programme performance will inform a revised PMAR / appraisal process.

2.7 Learner feedback will form an integral element of quality assurance and data will be supplied to curriculum managers and teams through a range of mechanisms as outlined in the Learner Involvement strategy. This feedback will inform action planning to improve the learner experience.

2.8 In line with the Learning and Teaching strategy secondary sources of evidence will be audited on a regular basis throughout the year and inform the quality assurance and review process. Again a key focus will be the target setting in learners eILP accounts to ensure short and medium term targets are being set, are understood by learners and progress monitored.

The quality assurance cycle is outlined in Appendix 1 and the inter-relationship between key quality policies in Appendix 2.

3.0 MANAGEMENT

In order to manage the quality assurance cycle the quality team will:

3.1 Attend Admissions Management Group meetings to influence the entry requirements for learners ensuring that programme managers recruit the right learner onto the right programme at the right level maximising their potential to succeed.

3.2 Work with tutors and managers through the 6-week assessment period to ensure that learners are placed on the most appropriate individual learning programme.

3.3 Monitor attendance through management reports and raise awareness of trends of poor programme attendance reporting directly to Heads of Faculty at Curriculum Cluster who will communicate to CAMs. The top six performing programmes for completion and success

together with an up to date attendance report per faculty will be streamed through the staff and learner Myday accounts creating a culture of performance and aspiration.

3.4 Audit schemes of work and assessment strategies at the end of September so that learners have an assessment plan which will enable them to experience positive incremental progress in the achievement of units and programmes and move forward in their learning. A disciplined process of coursework submission will be realised through the procedures outlined in the "Late submission of Work Policy".

3.5 Hold termly quality review meetings (QRMs) following formal reviews with CAMs and programme leaders to scrutinise learner coursework progress and timely submission of work. Management weeks held prior to formal programme reviews will allow learners the opportunity to complete outstanding coursework and external tests ensuring a timely completion at year end.

3.6 Introduce on-line module evaluation through SOLA sessions so that unit and programme managers can inform their quality review meetings with learner feedback.

3.7 Work with programme teams to develop the use of the individual learner eILP accounts using them to their full potential and providing an immediate feedback loop to learners and their parents where appropriate, of progress.

3.8 Review the learning and teaching strategy in favour of widespread adoption of ungraded learning walks, the emphasis will be on establishing a basic minimum standard with feedback identifying strengths and areas for development in teaching practice; which will inform appropriate CPD.

3.9 Manage an intervention strategy for programmes deemed to be underperforming which will include programme target setting and learning walks to monitor the learner experience. The intervention will address areas for development so that performance can be improved.

3.10 Influence the agendas for Quality Days to ensure that excellent learning and teaching practice is shared by excellent practitioners, communication with awarding organisations is the norm and that topical issues are addressed by specialists. Learning fayres will be a celebration of excellent teaching with ideas shared across college placing the spotlight

firmly on quality improvement. The quality team will seek to acknowledge and reward high performing practitioners for their expertise.

3.11 Manage the receipt and communication of awarding organisation reports to appropriate managers and teams and ensuring that follow up actions are completed so that successful sign off can be achieved in a timely fashion. Actions from verifier visits will be a standing item at QuaMG meetings.

3.12 QuaMG will report the progress of these initiatives through regular meetings and specific agenda items as profiled by the quality performance calendar.

4.0 ROLES AND RESPONSIBILITIES

4.1 **Tutors**

- Work with programme leaders to report on the progress of their learners through the eILP account or review documents.
- Set targets for learners through the eILP.
- Refer learners to additional support as appropriate.

4.2 **Programme leaders**

- Comply with the 6-week rule to ensure the right learners are on the right programme at the right level.
- Complete the Quality Review meetings
- Provide learner detail for Checkpoint and progression board records.

4.3 **Curriculum Area Managers**

- Work with programme teams to ensure that sufficient data is available in order to ensure that learners' progress can be judged accurately, appropriate interventions made and additional support deployed.
- Work with the HCQA and HsoF to present detail on learner progress at key meetings in the quality cycle.

4.4 **Heads of Faculty**

- To update on programme and learner progress at key meetings in the quality cycle.
- To oversee the checkpoint and progression board strategy so that key interventions can be made to maximise learner success.

4.5 **Head of Curriculum and Quality Assurance**

- To oversee the Quality Assurance process ensuring compliance with systems and procedures to maximise learner success.

4.6 **Deputy Principal**

- The responsibility for the Quality Assurance policy rests with the Deputy Principal.

5.0 INTERVENTION

On occasions the learner experience and programme performance can be impeded by individuals or teams through practice which is compromised by non-compliance with minimum standards and expectations. These practices may manifest themselves in non-completion, non-attainment, poor attendance and early withdrawal by learners on the programme, resulting in learner dissatisfaction and poor programme performance.

In order to address these issues the Head of Curriculum and Quality Assurance in discussion with the quality management group will identify underperforming programmes within faculties and action the following intervention strategy.

5.1 The following parameters will be used to trigger intervention:

Attendance less than 90%
Retention less than 90%
Success less than 85%
Learner Voice feedback
Audit findings
Motivation and Behaviour

5.2 Members of the quality team will be deployed to specific programme teams to monitor performance and the quality of learning and teaching and work with the CAM to inform management actions.

5.3 The Aspire coaches will work with CAMs and Heads of Faculty to identify key goals for the teams, a GROW plan (Goals, Reality, Options and Way forward) will be established and regularly updated through 1:1 and team meetings. The GROW plan will be complete when goals have been achieved and the programmes returns to expected performance levels.

5.4 The Head of Curriculum and Quality Assurance (HCQA) will conduct targeted learning walks in programmes subject to intervention and will feedback to tutors and CAMs on performance, learning and teaching, the quality of learner work, literacy and numeracy and learner feedback. Other learning walks will be undertaken by curriculum managers routinely to monitor programme performance.

5.5 If the learner experience and or the programme performance continues to be below expectations the Curriculum Area Manager should work with the quality team in order to add additional focus. Where staff under-performance is identified it may be necessary to invoke relevant procedures in consultation with the HR team in order to improve performance.

5.6 In extreme cases of under-performance the programme will be put into special measures and its place in the annual plan reviewed. Graphical illustration of the process is included in Appendix 3.

5.7 The HCQA will undertake an impact assessment on those programmes subject to intervention and report findings to the Quality Management Group once performance data is finalised for the year.

5.8 Special measures

Continued failure to improve poor performance will result in special measures being invoked which involves:

- Meeting with Deputy Principal to review ongoing inclusion in Annual Plan;
- Review of all aspects of the programme from recruitment to certification including SV reports, results, progressions and destinations;
- Detailed action plan to address shortcomings;
- If appropriate, where staff under performance has been identified, relevant procedures will be invoked.

6.0 MINIMUM EXPECTATIONS OF TEACHING STAFF

6.1 Teaching staff are required to fully complete and submit the appropriate Awarding Body paperwork to claim results for completed programmes by the last day of the term in which the course finishes and prior to taking annual leave.

6.2 It is acknowledged that in exceptional circumstances, some learners may still have work outstanding, in which case a full storyboard and action plan including deadlines for submission from the progression board will be needed. Awarding bodies may well have certification deadlines where-by all outstanding work will need to be submitted and marked by a set deadline so that certification can be applied for. Teaching staff must adhere to these deadlines and process claims accordingly.

6.3 The Internal Quality Assurance (IQA) process is well defined in the IQA policy, however IQAs responsible for the quality assurance of programmes need to ensure that robust moderation and verification sampling takes place in preparation for awarding body external quality assurance in a timely manner.

6.4 Teaching staff are required to ensure that no outstanding registers for which they are responsible exist, prior to leaving to take annual summer leave.

7.0 QUALITY ASSURANCE GUIDELINES

7.1 In order to support the Quality Assurance Policy, there are several policy documents which inform procedures within the quality framework. These are:

- Absence and Withdrawal Policy
- Academic Appeals Policy
- Admissions Policy
- Assessment Malpractice Policy
- Capability Policy
- Complaints Policy
- Examinations Policy
- Internal Quality Assurance Policy
- Peer and Graded Observation Guidelines

8.0 THE WELSH LANGUAGE

The College is committed to the promotion of the Welsh Language and will endeavour to address and support the needs of the Welsh speakers in accordance with the College's Welsh Language Scheme.

YR IAITH GYMRAEG

Mae'r Coleg yn ymrwymedig i hyrwyddo'r iaith Gymraeg a bydd yn ymdrechu i ddelio ag anghenion siaradwyr Cymraeg â'u cefnogi yn unol â Chynllun Iaith Gymraeg y Coleg.

9.0 DOCUMENT CONTROL

Document Control

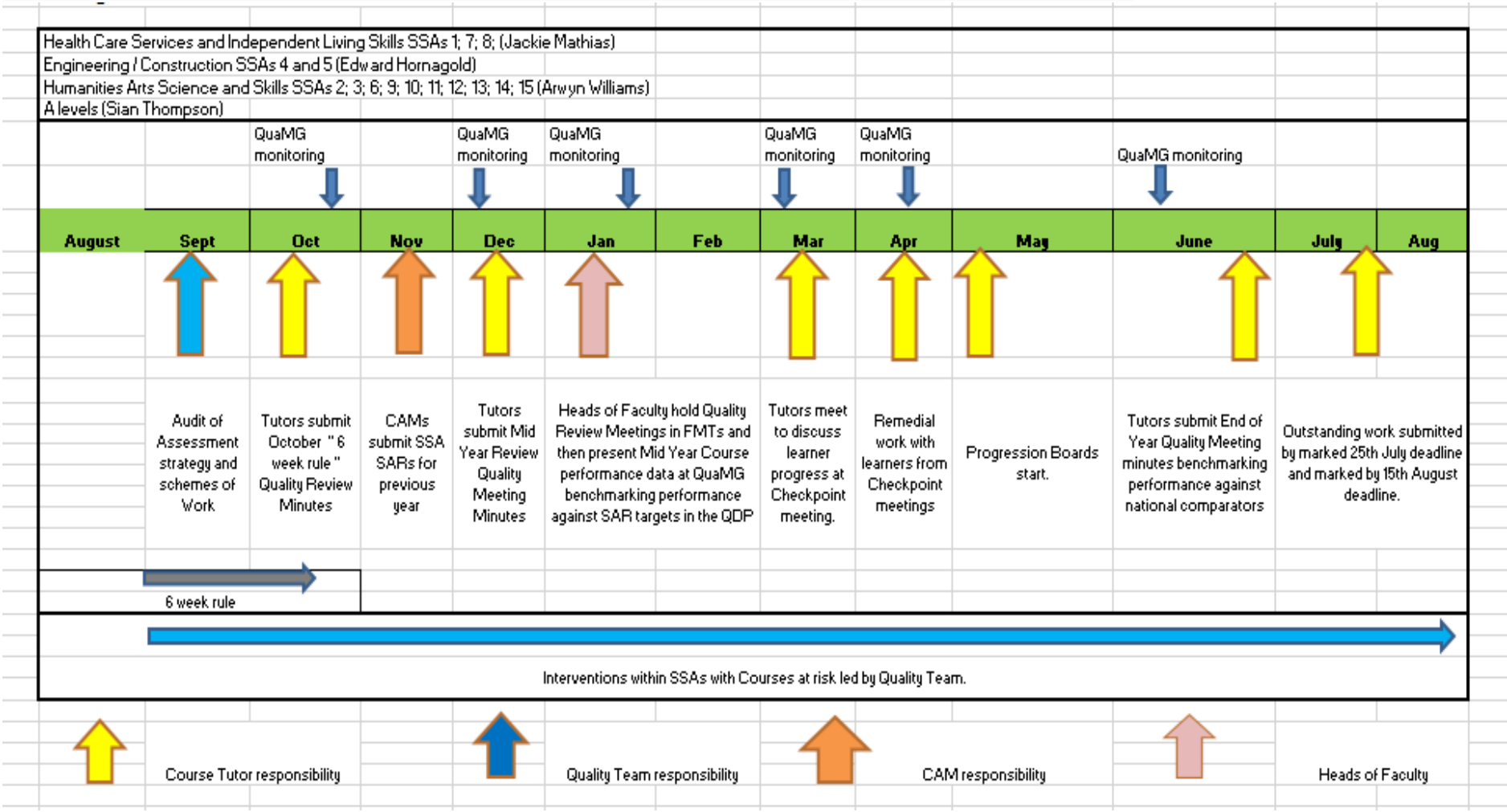
Version	Description	Date	Creator	Reviewer	Authoriser	Document Custodian

1	FIRST ISSUE	19/10/16	PMRobinson	B.Walters	S.Lusher	D. Meddings
Signed			*PMRobinson*	*B.Walters*	*S.Lusher*	*D. Meddings*

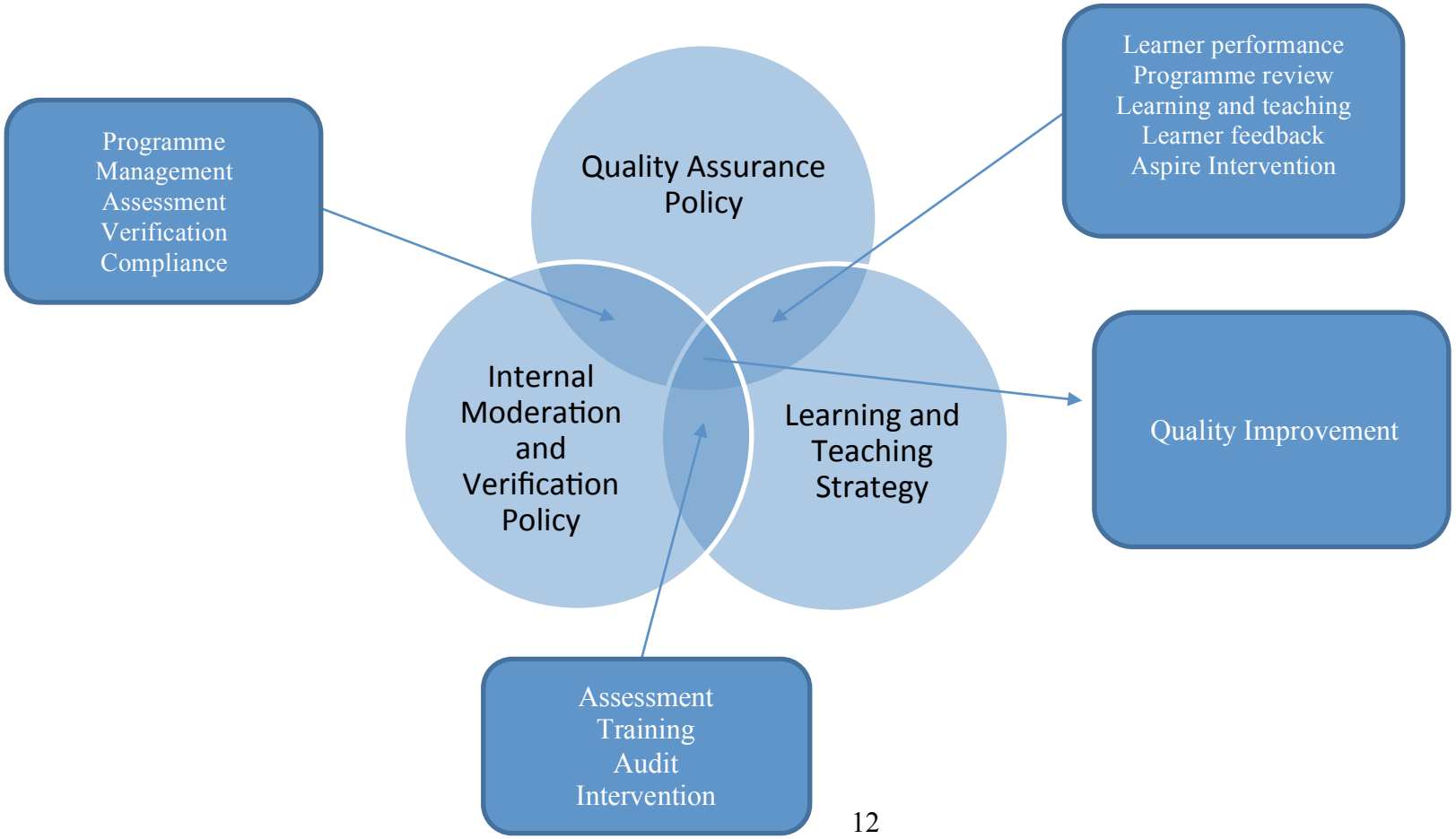
The College is committed to the promotion of Education for Sustainable Development and Global Citizenship (ESDGC), the Welsh language, Equality and Diversity, Essential Skills, Health, Safety, Safeguarding, Wellbeing and the Environment.

Mae'r Coleg wedi ymrwymo i hyrwyddo Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF), yr iaith Gymraeg, Cydraddoldeb ac Amrywiaeth, Sgiliau Hanfodol, Iechyd, Diogelwch, Diogelu, Lles a'r Amgylchedd

Appendix 1 – Performance Management Process

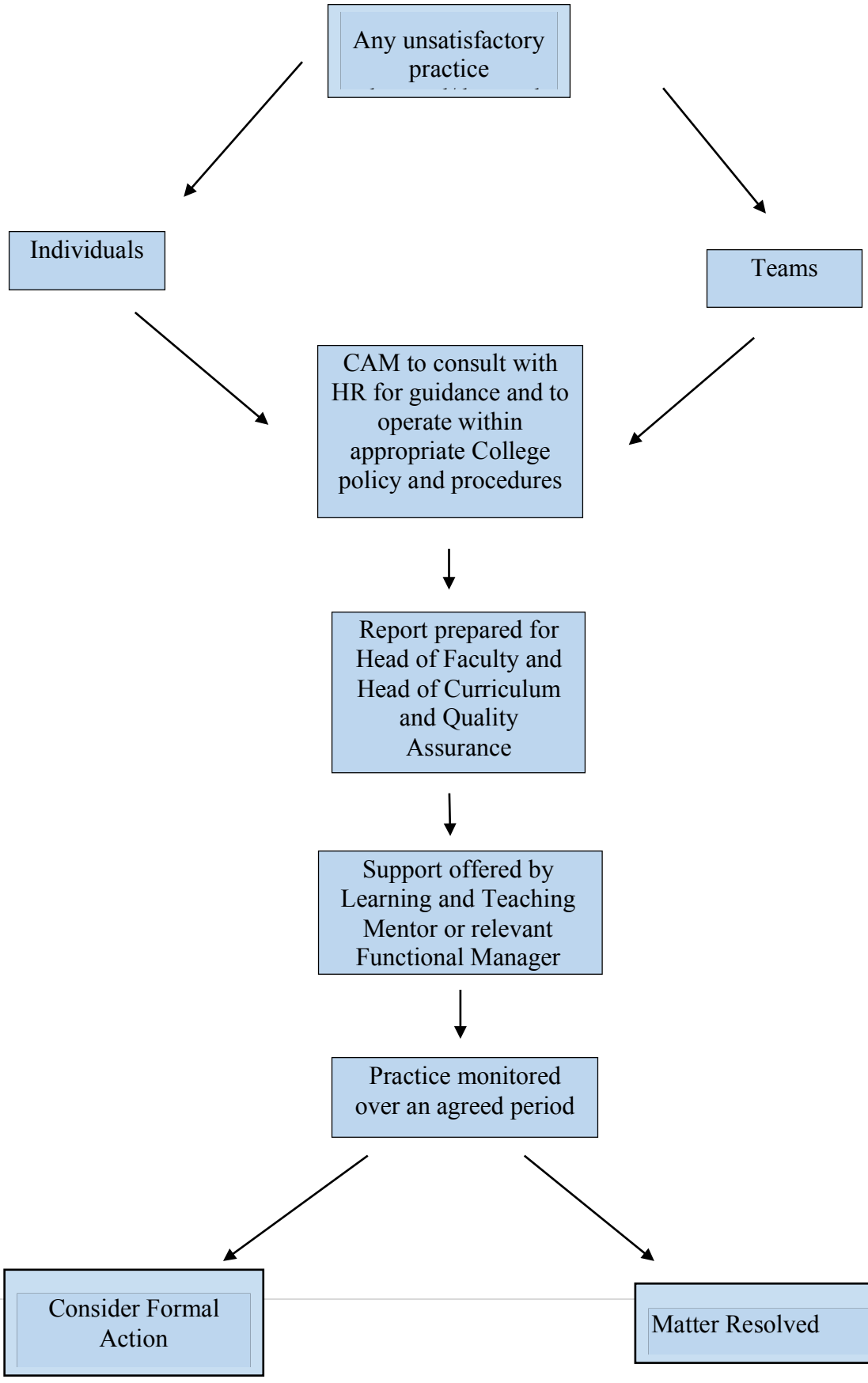


Appendix 2 – Inter-relationship between key quality policies and key impact elements.



Appendix 3: Where an instance of poor learner experience is suspected, the process outlined in Appendix 1 will be followed.

Table 1: Process for dealing with poor learner experience



Where a trend of poor programme performance is apparent, the process outlined in Table 2 will be followed:

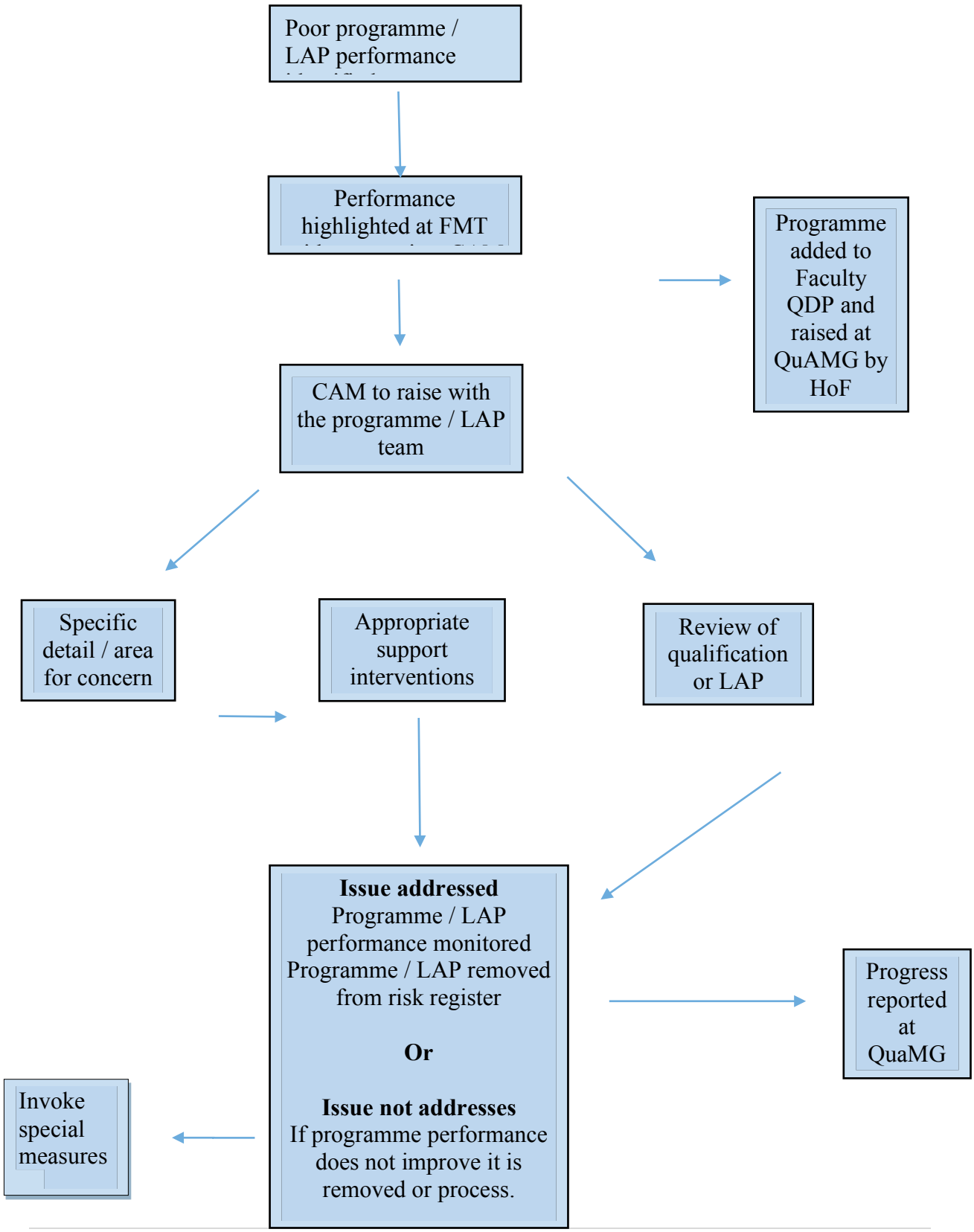



Table 2: Process for dealing with poor programme / LAP performance