Asa Gordon – Deputy Principal

Quality Strategy
2024/25

Purpose

The purpose of this Quality Assurance and Improvement Strategy is to outline the College's overall Quality Strategy for 24/25 and support the College in achieving its Mission.

The Quality Assurance and Improvement Strategy applies to activities undertaken on behalf of Sandwell College by its Board of Governors and staff. The Quality Assurance and Improvement Strategy provides a clear framework to improve performance and indicates key actions in order to support change.
 We will seek to demonstrate that:

- The College is recognised locally and regionally as an institution that provides the highest quality teaching and learning for academic and vocational subjects, through a curriculum offer that meets the needs of learners, employers and our communities.

- Challenging targets and KPIs are set to continuously improve the College's performance by drawing on a wide range of relevant data, and engagement with 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 Curriculum area and College level.

- Use and analysis of data is embedded so that data on student achievement, the quality of teaching and learning and other relevant information including student feedback and destinations continues to be systematically collected and used to inform the overall quality of education.

- We work collaboratively with partners, employers, other providers and external agencies in reviewing, innovating and improving the experience of learners, engaging partners in shaping quality and curriculum to meet local and regional skills needs and employer demand.

- Continually improve teaching, training, learning and assessment to continue to raise standards, to meet college and regulators' expectations and ensure consistency across all provision types and cohorts.

- Equality, Diversity & Inclusion are at the heart of the curriculum and that quality assurance processes are focused on ensuring an inclusive experience for all learners

- Apprenticeship provision continues to improve, working towards being assessed as Good at the next Ofsted inspection

We will grow our culture and:

- Provide a variety of means for our learners and apprentices, customers and other stakeholders to honestly express their views on our services and have them taken into account

- Be responsive and accountable to our stakeholders, including our learners and apprentices, employees, the local community, government agencies and employers to ensure good standards of service and delivery of stakeholder skills needs

- Develop and maintain a college culture which is self-critical, resilient responsive, honest, open and committed to achieving excellence. We will take pride in our work and its impact on students and endeavour to continually reflect on and improve the impact we have on students' lives

- Establish and maintain quality assurance and improvement systems that enable us to evaluate our strengths and weaknesses and respond to improvement needs effectively through a variety of themes including:

  o Ensuring that our staff are able to respond quickly and effectively to the challenges of self-assessment targets and continuous improvement by investing in developing the skills of staff through training and continuous professional development (CPD) and a culture of excellence;

  o Providing an environment and resources that reflect and reinforce high standards within the College.

Continuous monitoring through application of this policy will allow the College to evaluate its progress. Application of the Quality Strategy will result in:

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

- Increase in learners not only achieving their qualifications but developing the skills, knowledge and behaviours they need to lead successful lives and to move in further education, training or employment.

- Data on 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 making significant progress in English and maths and achieving their English and mathematics qualifications grade 4 in their time with us.

- Impact of successful employer and wider stakeholder engagement (Civic, Community, Employer and Education partners) and collaboration 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 and with particular groups that have been identified through the SAR, addressing social inequalities and ensuring the best opportunity for all individuals.

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

- Apprentices achieve in a timely way and progress to paid employment with relevant skills knowledge and behaviours.

Quality Strategy

We will continue to improve and enhance the quality of the learner experience by monitoring, reviewing and putting in place actions and support to continuously improve the quality of our teaching, assessment and learning to further raise standards. To do this we 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 using the Deep Dive Process and Quality Reviews and associated activity to support and develop practice.

- Set and monitor aspirational and challenging targets through agreed KPIs (Key Performance Indicators) for types of provision and at curriculum area level, as well as for quality of teaching.

- Adhere to a planned programme of support and challenge deep dive activities and quality reviews as detailed within the Quality Assurance framework

- 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 and act on results.

- 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 and stakeholder feedback to proactively support continuous improvement activities and the delivery of outstanding provision.

Quality Assurance Framework – operational aims

- SAR – ensure a robust, timely and bottom-up approach to self-assessment review and reporting (SAR) to inform focused Quality Improvement Plans (QIP).

- At least termly performance reviews of all curriculum areas against high level KPIs including operational and quality of delivery and which feed in to the QIP reviews.

- Ensuring the annual calendar of quality review activity is delivered and that key dates for monitoring activities and reporting on performance is known and understood. This includes development of SAR, development of QIP, regular quality reviews, Learner Visit observation cycle, deep dive and sampling activity, moderation of OTLA reports and reports against KPIs

- Ensure timely and accurate quality monitoring reports to executive and governors is planned and delivered with actions recorded.

- Regular consultation and surveys of partners, employers, learners and staff informs the strategy.

- Ensure robust policy and procedure for the assessment and measuring the quality of teaching and learning assessment.

- Ensure all associated policies and procedures are kept up to date and support aims of this strategy.

We will achieve this through:

a. **Planned programme of performance management** including the calanderising of Performance Reviews led by the Deputy Principal and executive colleagues in finance, quality and MIS

b. **Quality Reviews, Deep-dive and sampling activity** are led by Director of Quality with Heads and Directors. External validation is also sought through Luminate Group, ETC Group and consultants who support review, best practice and moderation.

c. **Monitor and act on Key Performance Indicators.** This includes those set at curriculum level and whole college level which are reviewed through the Performance Reviews and Quality Reviews. Accurate data is used to support and challenge and this activity informs the QIP and any support or action.

d. **Timely support and intervention for at risk areas of provision**. Use the College's curriculum review process and data review to identify underperforming areas of provision and to utilise the quality review activities to monitor and identify areas at risk of underperformance. Heads and teams will be supported in developing and implementing improvement activity.

e. **Continuous Professional Development and staff training and development** is paramount and is a planned programme in response to SAR and QIP and individual or College need is planned and delivered. Impact is measured and reviewed to inform future planning.

f. **Ensure effective teaching and learning through sharing of best practice and contribution** through formal and informal routes. Build a team of top flight excellent teaching, learning and assessment leaders who can support others, drive peer review and open-door teaching and who have opportunity to develop their own skills, to innovate and capture best or impactful practice and to help lead the College's quality experience.

g. **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.

h. **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.

Responsibilities

- The Board is responsible for setting the College's Quality Improvement Strategy on an annual basis

- The Deputy Principal is responsible for ensuring the implementation of the strategy

- The Senior Vice Principal of Quality is responsible for developing an annual work plan to support the implementation of this Quality Strategy

- The Head of Centre, Assistant Principal, Campus Principals and Heads of Section are responsible for implementing the strategy

Roles and Responsibilities

The following have a key role in assuring the commitment to quality:

Learning, Quality & Curriculum Committee (LQCC) **of the Board of Governors**
- Monitors and considers the effectiveness of the College's quality assurance systems and the quality improvement strategy
- Receives assessment reports on the quality of all of the educational services provided by the college and advises on any necessary action
- Oversees the college's self-assessment processes seeking to ensure regular and rigorous assessment of educational performance which identifies strengths and areas of improvement, informs strategic planning and leads to continued improvement**.**

Executive Board

- Monitors the overall financial, business and academic performance of the college

- Considers matters of policy relating to the overall strategic and operational management of the college

- Monitors and identifies action needed by managers across the college to achieve outcomes arising from quality and performance review.

Curriculum Management Team

- Receives and reports on overall academic performance of the college and identifies actions arising

- Identifies and shares good practice within their areas of responsibility

- Assesses the impact of policy and other related changes on the operation of the curriculum and contributes to changes in processes and procedures

- Provides detailed scrutiny of quality and performance to support the work of the Executive Board.

Performance Review Meetings

- To scrutinise the progress, performance and risks of students in each curriculum area (including subcontracted provision where appropriate

- To track the progress of the implementation of QIPs for areas of learning and to update the actions required in light of current performance

- To act as a forum to inform the Senior Leadership Team of financial, business and academic performance against KPI's and areas for improvement

- To capture the headline strengths and areas for improvement and rigorously monitor progress.

Quality reviews, cycle of quality activities and Quality Board

- Receives and reports on overall quality performance of the College and identifies actions arising
- Identifies and shares good practice utilising a themed approach
- Assesses the impact of policy and other related changes on quality and contributes to changes in processes and procedures
- Provides detailed scrutiny of quality and performance against standards and regulator judgements to support the work of the Executive Board
- Sets and monitors CPD programme.

Learner involvement

- The College's Learner Involvement Strategy aims to consult learners regularly on their experience of the college and to respond to areas for improvement

- The College has 2 learners as members of the Board of Governors who are also members of the Curriculum Quality and Standards Committee

- Every course appoints a Student Representative to consult the learners on their course and feedback their views on the quality of their learning experience

- The Student Council meets termly to ascertain the views of learners and feed into the management of courses

- Learner surveys to allow learners to comment on the quality of their provision at key points in the year.

Heads of Learning and teams

- The responsibilities for the quality performance are with Head of Centre, Campus Principal or Assistant Principal for each curriculum area supported by the executive team.

- At regular Quality meetings at curriculum level and at a broader level through the Quality Board, a range of performance metrics will be reviewed including: retention, attendance, progress and achievement rates of

learners, caseload management, at risk learners, learner reviews, quality of evidence through the on and off the job records and learner voice feedback with the support from a broad range of college services.

- Ensure all staff who are responsible for delivering teaching, learning and assessment are accountable for the learning outcomes of their learners. Where underperformance has been identified, managers and teaching staff are responsible for swiftly identifying the root cause and enhance the quality of education provided to ensure

DRAFT Quality Framework 24/25		
Activity	**Person(s) Responsible**	**Purpose**
1. Self-Assessment Process and Quality Improvement Plan	Senior Vice Principal Deputy Principal Head of Centre, Campus Principals & Heads of Section	An annual process intended to assess strengths and areas for improvement across all areas in the College. The Self-Assessment Review and Report 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 priorities contained in the strategic plan. The Senior Leadership Team, Governors and external critical friends assist in the validation of the judgements. The Self-Assessment Report is submitted to external body for moderation and validation. It is shared with Governors for review then approval and made available to key stakeholders including the ESFA and Inspectorates. Key judgements are: • Quality of Education • Behaviour and Attitudes • Personal Development • Leadership and Management • Sub judgement of L&M and Quality on skills measure
2. Performance Review Process	Deputy Principal Senior Vice Principal Executive Director HR & OD Executive Director Finance, IT & Resources Director Information Services, Funding & Exams	One held at least once a term to assess and review performance across individual curriculum area across the College. A schedule of Performance Reviews is now planned at the beginning of each academic year and are detailed on the Annual Quality Calendar. The termly review assesses the in-year operation including efficiency, budget, capital and 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 Review assesses the progress students are making across all provision and feds in to QIP and other performance management processes.

Activity	Person(s) Responsible	Purpose
Learning Visit Observation of Teaching, Learning and Assessment Cycle	Senior Vice Principal	Learning Visit 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 Learning Visit Observation of Teaching, Learning and Assessment procedure 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. The College has described four standards to help identify the area of improvement needed and to ensure we are utilising excellent teachers to lead and progress the College's quality work. The frequency of this activity is set out in the procedure and each eligible staff member is observed at least once a year as we continue on our journey to improved quality. There is a defined procedure for those on probation and those needing further support to improve. 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.
Themed Learning Walks schedule and Process	Senior Vice Principal	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 Themed Learning Walks as set out tin the Learning Visits Observation procedure 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. Themed regular learning walks are scheduled and completed by the Quality Team, Heads of Learning, Directors 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 are reported to the Senior Leadership Team on a termly basis identify specific trends, impact of actions and in-year distance travelled.

Activity	Person(s) Responsible	Purpose

Internal Quality Assurance and Assessment	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 Director
		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.
External Verification	Senior Vice Principal Head of Centre, Campus Principals, Assistant Principals, Heads of Section	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. The Quality Team will review actions and recommendations from Awarding Organisations on a risk basis, reviewing updates and best practice. These will be led by the Director of Quality and Lead IQA responsible
		External Moderators can advise the validating organisations that verification or further enrolments should be withdrawn as a result of an unsatisfactory visit.

Activity	Person(s) Responsible	Purpose
Stakeholder Satisfaction Surveys	Senior Vice Principal Deputy Principal	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	Senior Vice Principal	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 Quality Reviews, '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.
At risk Subject Performance Process (as an extension of Performance Reviews)	Deputy Principal Senior Vice Principal	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 Performance Review.

Activity	Person(s) Responsible	Purpose
Sampling activity – support and challenge	Senior Vice Principal	Throughout the academic year sampling takes place across different types of provision to ascertain the in-year quality of education and respond to any issues or good practice that is seen. For example, a sample of learners as part of a case study shall be sampled from learner cohorts and a detailed review of their teaching, training and assessment activity will take place. Strengths, weaknesses and areas to develop will be identified and agreed with managers and communicated to staff. Staff will be offered relevant CPD opportunities to further enhance and develop their practice and share good practice with others. The purpose of the case study is to provide a detailed evaluation of the learner journey from start to completion, help to identify best practice and to facilitate improvement activities where required. Progress and impact are regularly and routinely reviewed and assessed by the Quality Team and reported to the Senior Leadership Team.
Key Performance Indicators (KPIs)	Deputy Principal Senior Vice Principal Director Information Services, Funding & Exams	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, and learner voice (value added on level 3). Relevant staff are set targets linked to KPIs in their appraisal and development plan (known as a Check-In in this College) Pro-Achieve 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.

Activity	Person(s) Responsible	Purpose
Quality Board, quality themes and Inspection	Deputy Principal Senior Vice Principal	The College runs an overarching Quality Board that is focused on key themes and judgement areas and performance across the College. Although a strategic group, it has focus on ensuring systems, processes, policies and training is in place and having impact. It also engages in understanding policy shifts and regulation to support development of staff and teams e.g., visit from Futures Skills Unit and also from Staff County on new skills measure. It has also informed progress against Ofsted action plans. Ofsted carries out inspections on a cyclical basis. The last Ofsted inspection was in 2019 followed by 2 monitoring visits in 2021. Following an Ofsted Inspection Post Inspection Actions Plans are developed and then are absorbed in to the cycle of QIPs. Areas of improvement 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.
High Grades - Distance Travelled	Senior Vice Principal Head of Centre, Campus Principals, Assistant Principals, Heads of Section	In-year data entry for vocational and English and maths 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 will be reviewed at the termly Curriculum Performance Review. MIS consider Value added for level 3 students on small number of courses and asses 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.

| Target setting process | Deputy Principal

Senior Vice Principal

Director Information Services, Funding & Exams | Targets are set for full-time learners via ProMonitor. Teachers use the 'Minimum Target Grade' (MTG) which is calculated from the learners' point score on entry derived from their

GCSE results (obtained from the PLR). Teachers then set a 'Negotiated Aspirational Grade' for each learner and use this to set and monitor achievement targets. Targets and progress to reach MTGs and NAGs are discussed on target setting days with SMART targets agreed on how these grades will be achieved. Ungraded qualifications at levels 1 and 2 will have individualised targets that are subject-specific, knowledge and skill development based, and relate to the learners' progression and career aspirations such as employability skills or specific English and mathematics targets.

All learners on 12-week+ programmes regardless of whether they are on graded or ungraded courses will be RAG rated using the risk rating function on Pro-monitor at least 4 times in year. Teachers will also record a Predicted Final Grade at 4 times in the academic year. This information will provide data for management and the Curriculum Quality and Standards committee of the Board of Governors on the predicted end of year achievement outcome for the college.

Tracking of achievement and risk will be reviewed as part of Performance Review Meetings.

Heads of Learning are accountable for monitoring, validating and taking appropriate action for at risk learners and any who are not meeting their minimum target grade.

At risk courses, agreed during Performance Review Meetings will be subject to intensive support and risk monitoring lead by the Quality Team.

Learners will be RAG rated against both attendance and progress towards minimum target grades. The RAG system will follow the below criteria:

BLUE – Outstanding Performance (above that expected for the level of study)
GREEN – No risk (Learner is not at risk)
AMBER – Medium risk (Learner requires support)
RED - High risk (Learner is at risk and requires support intervention and monitoring)

Learners will receive a Predicated Final Grade (PFG), which is entered into the ProMonitor Mark book/Apprenticeship Progress Trackers. It is the teachers/skills coach responsibility to ensure that the PFG is reflective of the qualification grading structure |

Activity	Person(s) Responsible	Purpose
Destination Collation and Reporting	Deputy Principal Senior Vice Principal	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. 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. It is the College's intention that all learners will have a positive destination on successful completion of their course. Our intention is to raise the expectations of learners to apply to 'blue-chip' employers and/or industry related and/or well-known to industry or 'Russell Group' universities. A Careers Education Information Advice and Guidance Strategy informs on how we will deliver on our promise to learners. A one-stop-shop employer hub will be created at each campus to spearhead the employability opportunities of our learners. An internal progression guarantee will be offered to all learners who successfully complete their course and meet the entry criteria for their next steps. Progression events will be diarised in the college calendar to raise the profile and importance of progression. All learners will be asked to give their destination intentions three times in the year – Intended Destination (January), Planned Destination (April), Agreed Destinations (on completion or withdrawal). Actual destinations will then be followed up in September and March each year for the previous years' learners to enable us to collect robust information about all our learners.