Quality Improvement Policy

2021-23

	INTERNAL
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Board/Committee:	SBC Quality & Improvement Committee
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Sponsor(s):	N/A
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Executive Summary

This report provides an updated Quality Improvement Policy for Lambeth College. The policy seeks to continually improve the standards and quality of education and training offered by the college and is based on the Education Inspection Framework, which was introduced by Ofsted in 2019. The policy identifies principles, and a framework, through which the highest quality standards are envisaged in all aspects of the work of the college.

1. **INTRODUCTION**

   Lambeth College's vision is to be an outstanding provider of education and training. The Lambeth College (LC) Quality Improvement Policy seeks continuous improvements in the quality of all aspects of its work in order to ensure the highest possible standards and their consistency.

2. **SCOPE**

   The College's Quality Improvement Policy outlines the College's approach to quality improvement by monitoring, reviewing and improving the quality of the education and training activities and services, whether on or off College premises.

   This policy and associated procedures involve all College employees, partners, subcontractors and all other stake holders.

3. **AIMS**
   3.1. Enable continuous improvement through a process of critical self-evaluation and action planning
   3.2. Set and continuously improve agreed quality standards and outcomes as detailed in College plans
   3.3. Provide up to date and effective operational frameworks for the delivery of high standards of service that are understood and accessible to all staff
   3.4. Ensure that the College is always in a state of readiness so that students receive the highest possible standards as well as for monitoring visits by external agencies

4. **PRINCIPLES**
   4.1. Senior managers will actively lead the policy and promote its implementation.
   4.2. It will be delivered in an environment where staff are trained and supported to provide excellent service and where good practice and innovation are celebrated and shared across the college.
   4.3. All staff will be responsible and accountable for ensuring that an excellent quality of service is provided to all students and other stakeholders in all areas of College provision.
   4.4. The management of the process will be through the organisational structure of the College.
   4.5. The policy is founded on a process of regular self-assessment by teams and individual employees who are responsible for delivering the College's provision.
   4.6. The College will work to a clearly defined planning and review cycle. This will link strategic and operational planning and provide an effective self-assessment process of monitoring, evaluation and review.
   4.7. In all aspects of implementation, the College will seek the views and perceptions of learners and other stakeholders to shape, inform and direct activities.
   4.8. Where appropriate, the College will use external quality standards to set performance indicators and targets against which performance can be measured, evaluated and improved to ensure that learners achieve their full potential and progress into their chosen careers.
   4.9. The College will support the process of peer review both internally and externally with partners in the sector.
   4.10. The Board will receive regular reports which summarise the results and indicate the actions being taken for improvement against the College Key Performance Indicators (KPIs) and targets.

5. **QUALITY IMPROVEMENT FRAMEWORK**

5.1. The Quality Improvement Policy is supported by a clear set of processes - the framework provides the basis through which quality is assured within the College structures and systems:

- The annual Quality Calendar details various actions and timeframes for key aspects of the framework:
- There are three termly Faculty Performance Reviews (FPRs) that takes place for all faculties.
- OLT Observations and TLA Reports moderation
- Curriculum Deep Dives which replace learning walks
- Peer Observations
- Staff CPD
- Student Progress Review – One per term
- SAR and QIP completion as well as external validation
- Curriculum Quality Audits (Course Handbook, sow, assessment plans, assignment briefs)
- E-ILP and smart target audits
- Work scrutiny
- Assessment / IV audits
- Student Voice through a variety of forms including student perception surveys
- Week ONE – a common induction programme for all learners
- Right Student, Right Course Check (i.e. before the 42 qualifying period takes place)
- ProMonitor /Markbook/Adult recording systems

5.2 The Quality procedures are linked to College management planning cycles. These include:

- Quality Improvement Plans (QIPs), linked to curriculum and Professional Services Group (PSG) area SARs, reviewed through regular Faculty Performance Reviews (FPRs)
- The College QIP, linked to the College Self-Assessment Report (SAR), reviewed by the Quality & Standards Committee

5.3 Standards and targets are set throughout the College planning processes. These feed into the achievement of the College's Key Performance Indicators (KPIs) and are reviewed regularly. These include:

- Curriculum area targets for recruitment, retention, achievement and success rates with comparisons made with national data. These are reviewed by curriculum teams and monitored via termly FPRs which will incorporate achievement boards within their scope. The FPRs will be chaired by the Deputy Principal, Quality and Excellence. Progress monitoring will also be carried out by the members of the College Leadership Group (CLG)
- Service area targets for development and improvement will also be reviewed by the Deputy Principal, Quality and Excellence, at the FPRs and CLG will also have an oversight of their progress.
- Annual College KPIs, targets for improvement, including teaching and learning, retention, achievement and success rates are reviewed by the College Leadership Group and agreed and monitored by the Governors

5.4 Quality Improvement Measures include:

- Course Approval/Removal process involving CLG and relevant Heads of Faculty to ensure the quality and range of the College's curriculum offer
- An annual programme of teaching, learning and assessment observations to identify good practice, areas for improvement, emerging themes to inform CPD activities and support the on-going development of excellent teaching and tutorial provision to enable learners to achieve their full potential and progress
- An annual schedule of Deep Dives to scrutinise the curriculum being delivered across the faculties, how it is planned by teachers and the experiences of learners
- Notice to Improve judgements as identified by achievement and destination data for the preceding year
- At Risk Monitoring to ensure the college deploys appropriate support and guidance to enable learners to achieve and progress
- Managing withdrawals to capture information for reviewing progression and learners experience information
- Regular monitoring of eILPs and target setting
- Robust assessment and internal verification and moderation practice as detailed in the Assessment Policy
- A range of student and stakeholder/Student Voice evaluation activities, including:
  - ➢ Student Surveys – First Impressions / On Course / Exit and HE
  - ➢ Faculty Focus Group meetings
  - ➢ Faculty Course representative forums
  - ➢ Cross College Course representative meetings
  - ➢ Cross College Course representative forums
  - ➢ Student Union meetings
  - ➢ Student Union representation at management and Board meetings
  - ➢ 'Talkback' one stop shop mechanism capturing praise, suggestions and complaints.

5.5 Self-assessment, which links quality assurance to direct actions for improvement, as shown in the following:

- All areas of the College produce a Faculty or PSG Self-Assessment Report (SAR) by September which are revised in October following the completion of achievement data
- The whole College SAR is completed by December of each year and is uploaded to the Ofsted portal
- SARs for Schools, Support Services and the College are both internally and externally validated
- Faculty and Service Area milestones in the QIP are monitored by the Deputy Principal, Quality and Excellence during FPRs.
- Milestones in the College QIP are monitored through the Quality & Standards Committee, College Leadership Group and the Board.

6. **RESPONSIBILITY FOR IMPLEMENTATION**

6.1. The Deputy Principal, Quality and Excellence, has overall responsibility for the monitoring and implementation of College processes under this policy.

6.2. All employees are responsible for the implementation of quality improvement within their area of accountability.

6.3. Line managers will initiate procedures within their teams and collate and agree self-assessment reports and action plans.

6.4. Overall accountability for the effective implementation and the review of the policy lies with the Deputy Principal, Quality and Excellence on behalf of the College Leadership Group. It is the responsibility of all to engage positively in the review to support continual implementation and improvement.

7. **MONITORING AND REVIEW**

7.1. The Quality Improvement Policy will be reviewed every second year for relevancy, and will be subject to approval by the Quality & Improvement Committee

8. **ACCESS TO THE POLICY**

8.1. The policy will be published on the College website.

Originator	*Deputy Principal, Quality and Excellence*
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Review interval (years)	*2 years*
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