



Policy/Procedure/Guideline Review

Policy/Procedure:	Nelson and Colne College Group Quality Strategy and Framework
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Approved By:	SLT
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Changes Made:	<p>Page 2 Amended Focus</p> <p>Page 2 Amended the strategic objectives to the 5 themes approved by Board July 2023.</p> <p>Page 2 Embedded the clarification between the college Vision, the Themes and the core values.</p> <p>Page 2 Amended Purpose to include demonstration of meeting skills needs (enhanced inspection)</p> <p>Page 3 – bullet 1 added ‘county’</p> <p>Page 3 – bullet 2 collaboration with employs, career focused curriculum meeting future workforce demands</p> <p>Strategic Outcomes – amended measures to reflect those measures identified in NCCG Strategy agreed at July Board 2023</p> <p>Page 4 – remove bullet referencing an efficient exams service</p> <p>Page 5 - Updated operational aims to strengthen reporting on destinations</p> <p>Page 6 – 2d Be Phenomenal included reference to professional technical development</p>

Nelson and Colne College Group

Quality Strategy and Framework

Focus on Quality Assurance and Performance

Introduction

Nelson and Colne College Group's vision is that "We Exist to Create the Extraordinary". To deliver the 'Extraordinary', our Group vision is supported by 5 Strategic Themes:

- Theme 1: Our Extraordinary Students
- Theme 2: Our Extraordinary Expectations
- Theme 3: Our Extraordinary County and Communities
- Theme 4: Our Extraordinary People and Culture
- Theme 5: Our Extraordinary Environment and Investments

Our Core Values which are at the heart of how we achieve these themes are:

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

Purpose

The purpose of this Quality Strategy is to set out the framework for all of the quality assurance processes that supports the College in achieving its strategic themes, in particular, Extraordinary Students and Extraordinary Expectations.

The College Group will seek to demonstrate that:

- Data on all student outcomes including achievement on qualifications and destinations, the quality of teaching and learning and assessment, other relevant information including student feedback, employer and stakeholder feedback is systematically collected and used to inform the overall effectiveness of college programmes.
- High expectations are set through targets including key performance indicators to continuously improve performance by drawing on relevant data and feedback from stakeholders, and that achievement against

these targets is measured and recorded; any subsequent actions to improve are identified and monitored using Quality Improvement Plans at Divisional and Strategic level.

- The College engages very effectively with employers and stakeholders to fully understand the skills needs of the local regional economy to plan the curriculum.
- College leaders and managers have an in depth understanding of the needs of employers and are very clear on how they contribute to skills needs.
- The College actively collaborates with employers, other providers, and external agencies in designing and implementing an innovative career focused curriculum that benefits the current and future workforce of the region.
- The College the delivers a recognised high-quality provision that serves its county, communities, stakeholders, and employers at a local and regional level ensuring that learners develop the skills they need.

Strategic Quality 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 outstanding levels of student achievement, referencing the top decile of colleges nationally, and for higher education through outcomes under the Teaching Excellence Framework.
- Evidence of high numbers of 16-18 learners progressing to destinations which are linked to a career focused study programme, adult learners on community programmes progressing to next positive next steps, higher education learners progressing to professions to build the future workforce of Lancashire and apprentices progressing in their careers and making an impact in their employer organisations.
- Evidence of increased numbers of learners make progress over time and achieve 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 and contribute to the professional and technical requirements of the region.
- Evidence through the intent of the curriculum that leaders and

managers understand the needs of employers and how they contribute to meeting those needs.

- Evidence of successful industry partnerships in the co-design and delivery of a high-quality curriculum to ensure that young people, adults and apprentices power Lancashire's future workforce.
- Evidence of reducing any discernible achievement gaps, addressing social inequalities, and ensuring the best opportunity for all learners.
- Evidence of an adult community curriculum that maintains a strong reach and depth in disadvantaged areas of Lancashire to address the economically inactive working age population and increase the volumes of adults onto first and second rung qualifications.

1. Operational Aims – 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 and will:

- Provide a Quality Assurance Framework through an Annual Quality Cycle which sets out key dates for monitoring activities and measures in year performance which will ensure outstanding provision across the curriculum included subcontracted provision, 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, 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.
- Ensure effective response to external quality monitoring agencies and external awarding body verification activities.

- Ensure robust quality assurance processes are in place to enable equality of opportunity, reduce any achievement gaps for disadvantaged learners and those with learning difficulties and/or disabilities.
- Capture effectively learner, employer and stakeholder, feedback to proactively support continuous improvement and the delivery of outstanding provision.
- Ensure a timely and robust annual self-assessment, leading to the development and implementation of clear, focused, and timely Quality Improvement Plans (QIPs).
- Carry out termly Curriculum Performance Reviews of all College programmes including subcontracting provision against key performance indicators.
- Maintain key quality policies and procedures in order to deliver the commitments of the Quality Strategy and Framework.
- Carry out regular and timely consultation with the community, employers, students, parents, and staff to inform levels of impact and satisfaction.
- Provide 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, Risk Matrices 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 as detailed in the College's Quality Cycle.

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, employer and learner feedback, based upon national benchmarks and previous performance.
- Ensuring valid and accurate data to support the above.

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

- Agreeing an annual Deep Dive cycle based upon risk, as documented on the College's Quality Cycle 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 that the Be Phenomenal Programme is underpinned by evidence-based methodologies and supports staff to update their technical skills and expertise that reflects current sectoral practice.
- 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 online 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 Assurance Framework 2022 / 2023

Activity	Person(s) Responsible	Purpose
<p>Self-Assessment Process</p>	<p>Deputy Principal – Curriculum and Quality</p>	<p>An annual process intended to assess strengths and areas for improvement across all areas in the College. The Self-Assessment Process for FE and Skills programmes 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.</p> <p>Key judgements are:</p> <ul style="list-style-type: none"> • Quality of Education • Behaviour and Attitudes • Personal Development • Outcomes for learners. <p>The Self-Assessment Report is submitted to Governors and made available to key stakeholders including the ESFA and Inspectorates.</p>
<p>Curriculum Performance Review Process (CPR)</p>	<p>Deputy Principal – Curriculum and Quality</p> <p>Head of Quality</p>	<p>A termly process to assess and review divisional performance across all curriculum areas. A schedule of Curriculum Performance Reviews (CPRs) is planned at the beginning of each academic year and are detailed on the Annual Quality Cycle. 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.</p>

Activity	Person(s) Responsible	Purpose
<p>Observation of Teaching, Learning and Assessment</p>	<p>Deputy Principal – Curriculum and Quality</p> <p>Head of Quality</p>	<p>The Observation of Teaching, Learning and Assessment Policy includes both formal and developmental lesson observations. All new teaching staff are observed within six weeks of commencing employment after a developmental observation has taken place. In addition, lesson observations are based upon risk flagged in year or part of the SRI process.</p> <p>Strengths and areas for development are recorded and where appropriate, development plans with support is agreed and implemented. Good practice is shared across teams and provision to contribute to communities of good practice.</p>

<p>Learning Walk Schedule and Process</p>	<p>Assistant Principal Academic Programmes</p> <p>Teaching and Learning Evidence Lead</p>	<p>Learning Walks encourage an ‘open door’ culture in providing an opportunity for teachers, trainer assessors and their leaders to engage in professional discussion which are positive, helpful, and developmental to inform improvements in the learning experience. 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 are reported to the Senior Leadership Team on a termly basis identify specific trends, impact of actions and in-year distance travelled.</p>
<p>Deep Dive Activity</p>	<p>Deputy Principal – Curriculum and Quality</p> <p>Head of Quality</p>	<p>To assure the quality of the learning experience, risk based deep dive activities are carried out throughout the academic year across all types of provision. Deep Dive activities include assessing curriculum planning documentation to assess the effective sequencing and development of students’ knowledge, skills and behaviours, development of wider skills, completion of student focus groups, work scrutiny, review of student tracking, intervention and progress, effectiveness of assessment, students’ knowledge of Prevent and British Values and students’ preparation for progress and next steps. Deep Dive Reports are completed by the relevant Quality Lead and reviewed by SLT, the relevant Head of Division and Interim Director of Quality. Identified areas for improvement are detailed on the relevant Quality Improvement Plan (QIP) and progress monitored at the termly CPR and QIP Review Meeting.</p>
<p>Internal Quality Assurance and Assessment</p>	<p>Heads of Division & Heads of Curriculum</p> <p>Curriculum Leaders (vocational and adult and community)</p>	<p>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.</p> <ul style="list-style-type: none"> • A schedule for IQA and appropriate tracking documents must be held by the Curriculum Leader/Programme Leader.



Programme Leaders
(Apprenticeships)

Lead Internal Quality
Assurers

Quality Team

- 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	Head of Quality	<p>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 learners on full time programmes, adults on part time programmes, 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 Cycle.</p> <p>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, including Assistant Principal focus groups are provides the opportunity for senior leaders to speak to students first hand about their experience at the College.</p> <p>The surveys also assess the effectiveness of student facing support areas and helps inform improvements in the Student experience.</p> <p>An employer survey is completed on an annual basis which informs and supports continuous improvement activities.</p>
Annual Quality Cycle	Deputy Principal Curriculum and Quality Head of Quality	<p>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.</p> <p>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.</p>

<p>Subjects Requiring Improvement (SRI) Process</p>	<p>Deputy Principal Curriculum and Quality Head of Quality</p>	<p>This is a formal process that reviews all provision, 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.</p>
<p>In Year Risk Matrices</p>	<p>Deputy Principal Curriculum and Quality Interim Director of Quality</p>	<p>To monitor the in-year performance of all curriculum areas across full time, adult and the apprenticeship provision In Year Risk Matrices are completed on a monthly basis to evaluate the performance of curriculum areas against key performance indicators. Risk ratings of moderate, increased, and significant are provided against key performance criteria to provide an overview of curriculum area performance and identify any in year risk against the achievement of positive outcomes for students. Performance criteria includes in year outcomes from learner voice activities, outcomes from lesson observations and learning walks, outcomes of external verification activities, in year retention, attendance on study programmes and English and maths, outstanding achievement, destinations, complaints and outcomes from internal verification activities. In Year Risk matrices by curriculum area are provided to SLT and Heads of Division for review and identification and implementation of improvement strategies to ensure any areas of risk are effectively addressed in a timely manner.</p>

<p>External Verification</p>	<p>Head of Quality Head of Division</p>	<p>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, progress and impact.</p> <p>All reports are graded either red/amber/green and updates regarding progress of any actions are required by the Quality Lead in a timely manner. Progress is also monitored by the Head of Quality, in conjunction with the Head of Division.</p> <p>External Moderators can advise the validating organisations that verification or further enrolments should be withdrawn as a result of an unsatisfactory visit.</p>
<p>Key Performance Indicators (KPIs)</p>	<p>Deputy Principal – Curriculum and Quality Interim Director of Quality,</p>	<p>KPIs are a key indicator of the College performance. They are reported on by Senior Leaders and are monitored by Governors.</p> <p>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.</p> <p>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</p>

		<p>Governors. The Quality Department is tasked with ensuring the validity and reporting of this data.</p> <p>Weekly attendance reports are compiled to monitor progress and the impact of improvement strategies across all types of provision.</p>
<p>Value Added High Grades Distance Travelled</p>	<p>Deputy Principal Curriculum and Quality</p> <p>Assistant Principal – Academic Curriculum</p> <p>Assistant Principal – Technical Curriculum</p>	<p>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.</p> <p>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.</p> <p>16-18 Vocational and Academic Value-Added targets are set and reviewed at the termly Curriculum Performance Reviews.</p>

<p>Destination Collation and Reporting</p>	<p>Deputy Principal Quality & Curriculum</p> <p>Interim Director of Quality</p>	<p>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 completed 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.</p> <p>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.</p>
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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