





# **FAREHAM COLLEGE**

## **Quality Strategy**

<b>Audience</b>	<b>STUDENT</b>
<b>Requirement</b>	<b>HIGHLY RECOMMENDED</b>
<b>Policy Owner</b>	<b>HEAD OF TEACHING &amp; QUALITY</b>
<b>1<sup>st</sup> Delegation</b>	<b>TSCQ</b>
<b>Last Delegation</b>	<b>CORP</b>
<b>Review Cycle</b>	<b>Every 3 years</b>
<b>Last Review</b>	<b>31/01/2020</b>
<b>Due for Review</b>	<b>31/01/2023</b>

## **Our Core Values**

Our core values express what the College stands for and how we will conduct ourselves as an organisation. The College's three core values have been developed with our staff and students.

- **Respect**  
We will create a culture where respect is key for all that work, study and visit Fareham College.
- **Innovate**  
We encourage innovation in design, development and delivery of our curriculum.
- **Excel**  
We expect excellence in staff and student performance.

Our core values underpin our strategies, policies, objectives and procedures by providing a basis and a reference point for everything that we do. They have informed the development of this strategic plan, in particular by reinforcing the primacy of the student experience to our future direction. In working to achieve its strategic aims, the core values will guide the College's decision-making.

## **Our Mission**

To prepare our students for meaningful careers through the provision of outstanding technical and professional programmes of study.

## **Our Vision**

Our vision is that by 2017 we will be an 'Outstanding College of Further Education', inspiring students, creating opportunities and changing lives by:

- Delivering high quality teaching, learning and assessment by highly effective and dedicated staff;
- Delivering a rich, inclusive and holistic student experience that provides our students with a 'direct line of sight' to sustainable careers;
- Leading innovation in learning and skills;
- Delivering a responsive and accessible curriculum that provides opportunities and supports the development of the local workforce and the regional economy;
- Working in partnership to deliver a better future for all of our students

## **AIMS**

**To ensure that the quality assurance (QA) cycle promotes a culture of continuous improvement and ensures an excellent experience for all stakeholders at Fareham College**

### **Objectives:**

- Ensure that the QA cycle encompasses activity to support the continuous improvement of all provision streams within the College, in line with the College's vision, mission and values
  - Ensure the College sets out its performance expectations of all staff, through its strategic plan and key performance indicators and the QA cycle outlines the activity that will continuously assess performance in year, against the key performance indicators
  - Ensure that the QA activity is used by staff, managers and SLT to inform live improvements to provision and generates evidence in which to self-assess performance
  - Ensure the QA activity presents in year emerging trends and gives the opportunity to support development of staff through targeting staff development to improve performance
  - Ensure the QA activity gives the opportunity for stakeholder feedback to improve performance of the College
1. Ensure that the QA cycle encompasses activity to support the continuous improvement of all provision streams within the College, in line with the College's vision, mission and values
    - a. The provision that will come into scope as an aspect of the QA cycle, includes:
      - i. 16-19 study programmes inc Traineeships

- ii. Adult learning programmes
  - iii. Apprenticeship provision iv. HE provision
  - v. Subcontracted provision (if appropriate)
  - vi. Commercial provision vii. Business support functions
2. Ensure the College sets out its performance expectations of all staff, through its strategic plan and key performance indicators and the QA cycle outlines the activity that will continuously assess performance in year, against the key performance indicators
- a. The College will use the appraisal system to outline the yearly expectations of all staff in line with its strategic plan and key performance indicators
  - b. Performance of individuals will be monitored via the live appraisal system, and encompass intelligence gained through QA processes. All College staff will come into scope but the expectations and performance measures will vary between support and academic staff members.
3. Ensure that the QA activity is used by staff, managers and SLT to inform live improvements to provision and generates evidence in which to self-assess performance
- a. For core college provision (16-18, adult learning programmes and Apprenticeships) the following QA activity will support the continuous improvement process;
    - i. Self-assessment and quality improvement planning at course, departmental and provision level
    - ii. Progress boards (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/course performance
    - iii. Quality Standards Monitoring (QSM) (termly) will support the scrutiny of departmental performance and highlight in year actions need to secure positive outcomes for learners and other stakeholders
    - iv. Internal Quality Reviews (IQR) (Termly), will measure the performance of the department, through a range of activities to assess the current in year performance and set actions for in year improvement to improve learner/stakeholder experience and outcomes.
    - v. Internal and external verification activity, will assess the assessment of learners and highlight recommendations and actions for improvement
    - vi. Teaching, Learning and Assessment (TLA) observation processes, will support the scrutiny of TLA and improve the learners experience and outcomes
    - vii. Work scrutiny and EILP/Review audits will support the assurance of and development of TLA and ensure learners are making the expected progress and again receiving a positive experience.
  - b. For HE provision the following QA processes will support the continuous improvement to provision in line with the QAA Quality Code;
    - i. Annual monitoring and review of all HE courses and provision
    - ii. Peer evaluation and scholarly activity, to support improvements to the learners experience
    - iii. Progress and end of year progression boards, to support improvements to learners experience and outcomes
  - c. For subcontracted provision:
    - i. Self-assessment and quality improvement planning
    - ii. Performance monitoring meetings (Termly) will support the performance measurement of subcontractors in year
    - iii. Internal quality reviews(Termly) will support the continuous scrutiny of subcontracted provision and highlight in year improvements to support continuous improvement
  - d. For commercial and full cost provision:

- i. A day in the life of activity will take place, that supports the scrutiny of wider functions within the college
    - ii. Mystery shop activity
    - iii. Learner voice
  - e. For business support provision:
    - i. A day in the life of and IQR activity will take place, that supports the scrutiny of wider functions within the college
    - ii. Service level agreements will give the scope in which to monitor the business support areas provision in line with the colleges KPIs
    - iii. Termly monitoring meetings will monitor progress against specific in year KPIs and identify in year improvements that require action
    - iv. Specific support areas, e.g. Careers Centre and ILRC, will fall into scope during some of the core provision activity, alongside additional activity, including;
      - 1. Mystery shop
      - 2. Ungraded observations of performance (IAG teams)
- 4. Ensure the QA activity presents in year emerging trends and gives the opportunity to support development of staff through, targeting staff development and their activity to improve performance
  - a. QA activity will ensure that CPD is targeted effectively and appropriately in year to ensure continuous improvement is achieved, this will be at all levels in the organisation and will encompass both academic and business support staff
  - b. Specific targeted CPD and learning community slots will be integrated into the cross-college calendar, to ensure academic staff are given the opportunity to improve their performance and support an excellent learner experience.
- 5. Ensure the QA activity gives the opportunity for stakeholder feedback to improve performance of the College:
  - a. The College will seek the views of all stakeholders, to ensure a positive experience is being received by all and as a tool to support continuous improvement through the following activity;
    - i. Have your Say cafes
    - ii. FE Choices Survey (ESFA)
    - iii. Departmental learner voice
    - iv. IQR: learner voice forums
    - v. NSS
    - vi. DELHE
    - vii. Commercial customer feedback
    - viii. Employer Survey (ESFA)
    - ix. Learning communities
    - x. External audit feedback, including EV's, Ofsted and others.