FURNESS COLLEGE QUALITY STRATEGY

Introduction

Furness College aims to provide consistently high quality experiences for all of its customers. This is reflected in the College's Vision, Strategic Objectives, the Staff Code of Conduct and in the commitment to excellence within the College Values.

The Furness College Quality Handbook provides a working guide to the implementation of this strategy in order that the quality assurance processes that operate within the college achieve the following:

- Monitor the quality of service we offer to students, prospective students, employers and other customers
- Measure the performance of the college against key performance indicators
- Identify and implement measures to improve services
- Provide data and intelligence to inform college planning and review processes

Furness College is committed to promoting equality and celebrating diversity across the College community and will ensure that this commitment is systemic within quality processes.

College Vision Statement

Inspiring people and changing lives through excellence in education and training
Supported by the strapline: **Education Skills Employment**

College Values

Excellence, Respect, Innovation, Celebration, Ambition, Support

Strategic Objectives

- **To inspire individuals through a rewarding, supportive, safe and inclusive environment**
- **To raise individual aspirations, create opportunities and promote personal development and progression by delivering high quality inclusive education and training**
- **To contribute to the success of Furness**
- **To be financially successful through efficiency, cost-effectiveness and the delivery of sustained income**

Quality Policy Statement

The College is committed to meeting and exceeding customers' expectations. To achieve this, the experiences of students and business partners are monitored and the overall performance compared with the strategic objectives of the college and associated key performance indicators and national averages where these are available.

The overall aim is to continuously improve the experiences of customers. This policy statement has students as a focus and applies to each stage of the learner journey: before entry, on programme including teaching, learning and assessment and at the end of the learning programme through progression and ultimate destination.

At the heart of the college commitment to quality improvement is the self-assessment process. Self-Assessment Reports (SARs) are compiled by each curriculum area and at college level in line with the Common Inspection Framework (CIF) for the Learning and Skills sector.

Actions produced from the SAR to address areas for improvement and how we build on strengths are used to form the Quality Improvement Plan (QuIP), which is the main vehicle for quality improvement within the college.

Governor Involvement

The implementation of this strategy is particularly relevant to Strategic Objective 2 however, in its broader sense, the strategy cuts across all strategic objectives. The College's Strategic Plan gives clear guidance on the key performance indicators and metrics that will be used to monitor and challenge the effectiveness of this strategy and these will be monitored by governors through the Learner Experience Committee and by the Corporation through the annual cycle of board meetings. Each year Governors use the Corporate Objectives to monitor performance. The priorities have been carefully chosen to ensure maximum impact on college performance is achieved.

Self-Assessment

As stated above, at the heart of this strategy is the annual cycle of self-assessment, which culminates in an annual self-assessment report (SAR) and the associated quality improvement plan (QuIP). All of the key quality processes listed below feed into the self-assessment process and contribute to a comprehensive view of the quality at the college. The completed SAR is validated by at least one other college. Within the SAR, the key activity is the development of teaching, learning and assessment across the college towards becoming judged as outstanding against external national standards.

Quality Management

The management of quality will be through the following key college groups and teams:

- The Corporation
- The Committee Structures of the Corporation
- Senior Leadership Team
- College Management Team
- The Quality Team
- Curriculum Areas
- Quality Improvement Group
- Student and employer representative groups

Key Quality Processes

- Set and monitor targets at college level
- Develop, set and monitor standards in curriculum delivery
- Oversee an annual calendar of curriculum audits and quality reviews
- Set and realise targets for retention, achievement, success rate and attendance for each course
- Monitor and review team performance through critical self-assessment
- Produce an annual self-assessment report
- Produce a quality improvement, plan (QuIP) to address any weaknesses identified in the self-assessment report
- Carry out the actions in the improvement plan within the timescales specified
- Oversee the Learning, Teaching and Assessment observation programme
- Conduct In-house inspections/learning walks
- Organise and respond to learner/client feedback at course and module level
- Prepare for and respond to external verification and inspections
- Administer external surveys
- Undertake appropriate staff development and keep up to date with vocational and industrial advances
- Use of ProMonitor as the single system across the merged college to provide enhanced progress reporting to students and employers

- Use of and continued development of the Strategy and Action Planner database
- Use of and continued development of dashboard reporting across the college
- Use of and continued development of Curriculum Surveyor in providing customer feedback
- Capture and analyse student destinations to inform future curriculum planning
- Complaints, comments and compliments
- Ensure that quality systems are fit for purpose and reach all aspects of the college business

FURNESS COLLEGE QUALITY IMPROVEMENT CYCLE
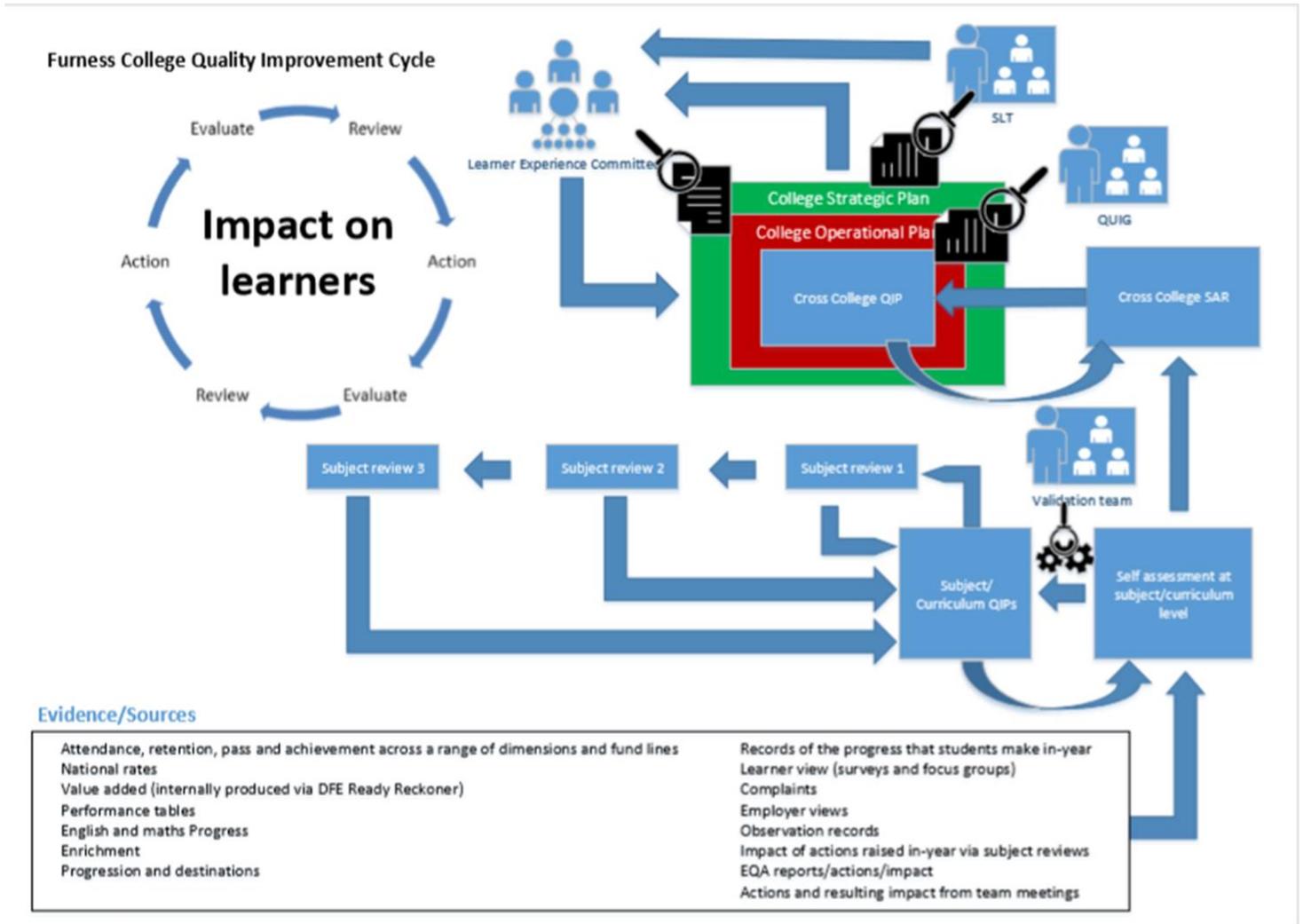
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