



Quality Strategy

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Mission

An outstanding College at the heart of our city: nurturing ambition and delivering success.

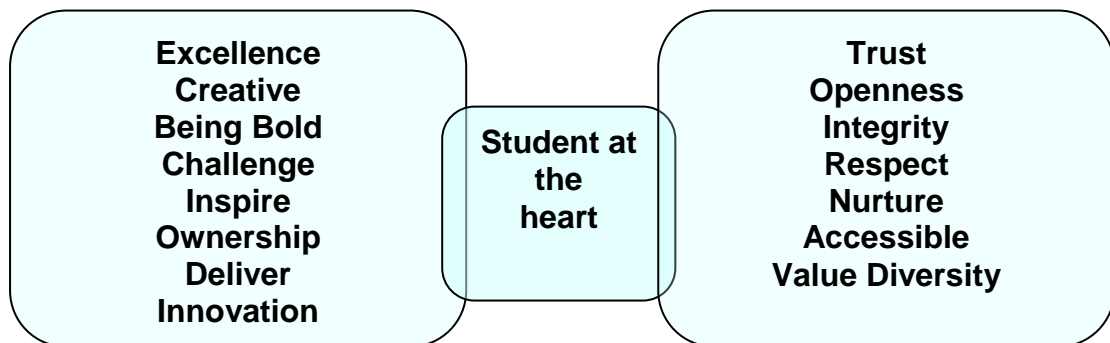
Vision

Milton Keynes College will be at the heart of a connected and inclusive learning community.

We will drive new models and partnerships to create an education landscape where there are no boundaries to limit access, progress and success.

We will be a catalyst for economic prosperity and wellbeing.

Values



Quality Strategy

Milton Keynes College's Quality Strategy underpins all three College core strategic objectives: student success, financial health and future fit. The Strategy is premised on an improvement culture in which compliance is not good enough. The College aspires to be in the top 10% of colleges, and it is through sustaining both our rate of improvement and our organisational commitment to excellence that we will achieve this goal.

This strategy aims to support the College's mission by creating a learning culture where all students, staff and visitors are safe and feel safe regardless of any personal characteristic including gender, disability, race, age, sexual orientation, transgender and religion or belief.

The College has a relentless determination to improve students' achievements and excellent teaching and learning is at the heart of our Quality Strategy. The College recognises that innovative professional development that focuses on developing staff skills is central to a culture of continuous quality improvement.

In delivering this strategy we will develop further our learning culture in which:

- Everyone takes responsibility for quality improvement and professional development
- Quality improvement is recognised as a leadership responsibility and a mark of good governance
- Goals for student and staff success are ambitious
- We recognise that an individual's professional development impacts on student success and is seen as core to quality improvement
- Personal safety is seen as fundamental and is prioritised in all aspects of quality improvement
- Reflective practice and action research is encouraged and is central to the development of skills and sharing of best practice
- Innovation and best practice in supporting and developing learning is encouraged, shared and celebrated within and between curriculum and support teams
- Staff success in gaining qualifications leading to improved teaching and support of students is celebrated
- Effective quality improvement policies and procedures contribute directly to the success of our students
- Processes are reviewed and investment prioritised in line with greatest impact on student success
- Student voice is recognised as central to the development of policies and procedures relating to quality
- Feedback from staff is valued and informs quality improvement policies and procedures
- Barriers to learning are removed and students and staff have an equal opportunity to learn, improve and succeed
- Partnerships are recognised and valued for the contribution they make to curriculum development, the success of students and the development of staff.

Quality Strategic Framework

The implementation of this strategy will be through a Quality Improvement Process that supports an overarching Quality Strategic Framework. The Framework sets out

three objectives for the Quality Strategy: outstanding student success; a highly skilled and motivated work-force; and investment that delivers maximum impact on student success. To achieve these objectives the strategic focus for 2010 -2012 will be on five aspects as set out in the Quality Strategic Framework below. Progress will be measured through Key Performance Indicators, for which specific targets will be set through the Self Assessment cycle.

| Quality Objectives | | |
|-----------------------------|------------------------------------|------------------------------------|
| Students | Staff | Future Fit |
| Outstanding student success | Highly skilled and motivated staff | Investment delivers maximum impact |

| Strategic Focus 2010-2012 |
|--|
| <ul style="list-style-type: none"> • Develop excellent teaching and learning to improve student experience • Establish improved structures and processes to share and recognise best practice across support and curriculum areas • Formalise the planning cycle to ensure effective prioritisation of resources, streamlined reporting, clear measures of impact and rigorous evaluation • Develop leadership and management skills focusing on a positive and supportive culture that aspires to excellence • Actively seek to work in partnership with organisations and individuals to contribute to the broad advancement of the quality improvement agenda. |

| Key Performance Indicators | | |
|---|--|--|
| Student Success | Staff | Future Fit |
| Student attendance, retention and achievement | Lesson observation grade profile and qualitative evaluation | Self Assessment grades - whole College and by department |
| High levels of student satisfaction / student voice | Proportion of teaching staff who are fully teacher qualified | Accessible data to inform planning |
| Successful outcomes with awarding body External Verification, HEI moderation boards and National Standards Sampling | Skills development of staff (training progress against plan) | Value for money |
| High quality and effective assessment and internal verification | Participation rates in staff training | |
| | Staff retention and turnover | |
| Equality and Diversity | | |
| Safeguarding | | |

Implementation

The Annexes to the strategy set out the processes by which quality improvement takes place across the College.

Annexe 1 describes the quality assurance processes that combine into a comprehensive system to drive continuous improvement.

Annexe 2 presents the professional development priorities for the forthcoming year that will underpin the allocation of resources.

Annexe 3 illustrates the Student at the Heart of all College activities.

- **Target Setting**

Targets are set at College, department, team and individual level. College level targets are agreed by the Board of Governors alongside approving the College's Self Assessment Report; departmental targets are agreed through the Performance Monitoring Meeting process and individual targets are set through the Development Appraisal Review.

- **Monitoring**

Senior Managers convene termly Performance Monitoring Meetings (PMMs) with each delivery area of the College. The agenda is designed to focus on the specific indicators that provide evidence of unsatisfactory progress in sufficient time to allow for appropriate interventions. Outcomes from PMMs are reported to the monthly Key Performance Indicator (KPI) meeting convened by the Principal.

Area Self Assessment Reports are subject to rigorous peer moderation and senior manager validation.

The Board of Governors approves the Quality Strategy, and actively seeks evidence to satisfy itself that sound arrangements are in place to assure the quality and standards of the College's work through regular reports on progress towards objectives throughout the annual governance cycle. Annex 4 shows the cycle of reporting for 2009/10.

The primary vehicle through which student success measures are brought to the Board is the annual Self Assessment Report (December). This includes details of student attendance, retention and achievement, student progression and destination and reviews of the effectiveness of assessment and internal verification. An annual report on the quality of teaching and learning is presented to the Board in November each year.

Quality Assurance Processes

Our quality assurance processes ensure that:

- Managers at all levels undertake rigorous self-evaluation for all aspects of provision and use the findings effectively to set demanding targets and drive quality improvement
- Managers monitor performance data, review trends and take appropriate action
- The performance management of staff, including support staff, is thorough and effective in bringing about improvement
- Equality of opportunity is promoted and discrimination tackled so that all students achieve their potential and diversity gaps are closed
- Managers ensure that appropriate support is provided for the initial and Continuing Professional Development of all staff
- The recruitment, retention, deployment and workload of staff are well managed and support staff are directed to make teachers' work more effective
- Approaches to financial and resource management help the College to achieve its educational priorities.

The quality assurance system is comprehensive and is consistently applied in all areas of the College. Each component of the system is evaluated regularly to ensure that it takes account of changes in external requirements - including legislative changes - and to ensure that its impact is maximised. The key processes comprise:

- Teaching and learning observations
- Student voice strategy and evaluation
- Course reviews / annual monitoring reviews, self-assessment reports and development plans
- College self assessment report and development plan
- Robust assessment and internal verification
- Compliance with external awarding body requirements relating to exam boards, moderation, national standards sampling
- Development and Appraisal Review
- Safeguarding policies and procedures including Child Protection, Vulnerable Adults and Health and Safety
- Every Child Matters strategies and review
- Risk management
- New staff induction
- Promotion of Equality and Diversity
- Mandatory training
- Probationary reviews
- Mentoring processes
- Ambitious target setting at Area and College level
- Performance Monitoring Meetings
- KPI meetings
- Curriculum area reviews
- Peer Review including
 - Colleges of Milton Keynes, Buckinghamshire and Oxfordshire observation scheme
 - South East Leadership and Management Peer Review

- A sophisticated programme of Continuing Professional Development which values in-house expertise and focuses on the sharing of best practice
- Active engagement with sector leaders including Learning and Skills Improvement Service and the Network for Black Professionals.

Each policy or process defines standards and sets expectations. The implementation of the policy and processes is monitored through the Quality Directorate via a programme of annual reviews, which are reported through Performance Monitoring Meetings and Senior Management Team Key Performance Indicators. The outcomes of the reviews inform interventions and Continuing Professional Development planning.

Performance Monitoring Meetings are the key operational meeting at which managers are held accountable for their area's performance. A panel of executive and senior managers review the progress of each delivery area, with actions arising from these meetings monitored through the management line, and good practice identified, recorded and shared.

Full details of all quality processes can be found in the quality manual on the staff intranet. The quality manual is updated regularly to include all quality assurance and improvement policies and processes used in College.

Professional Development Priorities for 2010/11

Teaching and Learning

Develop effective teaching, training and assessment to support the highest standards of teaching and learning and deliver outstanding student success.

Equality and Diversity

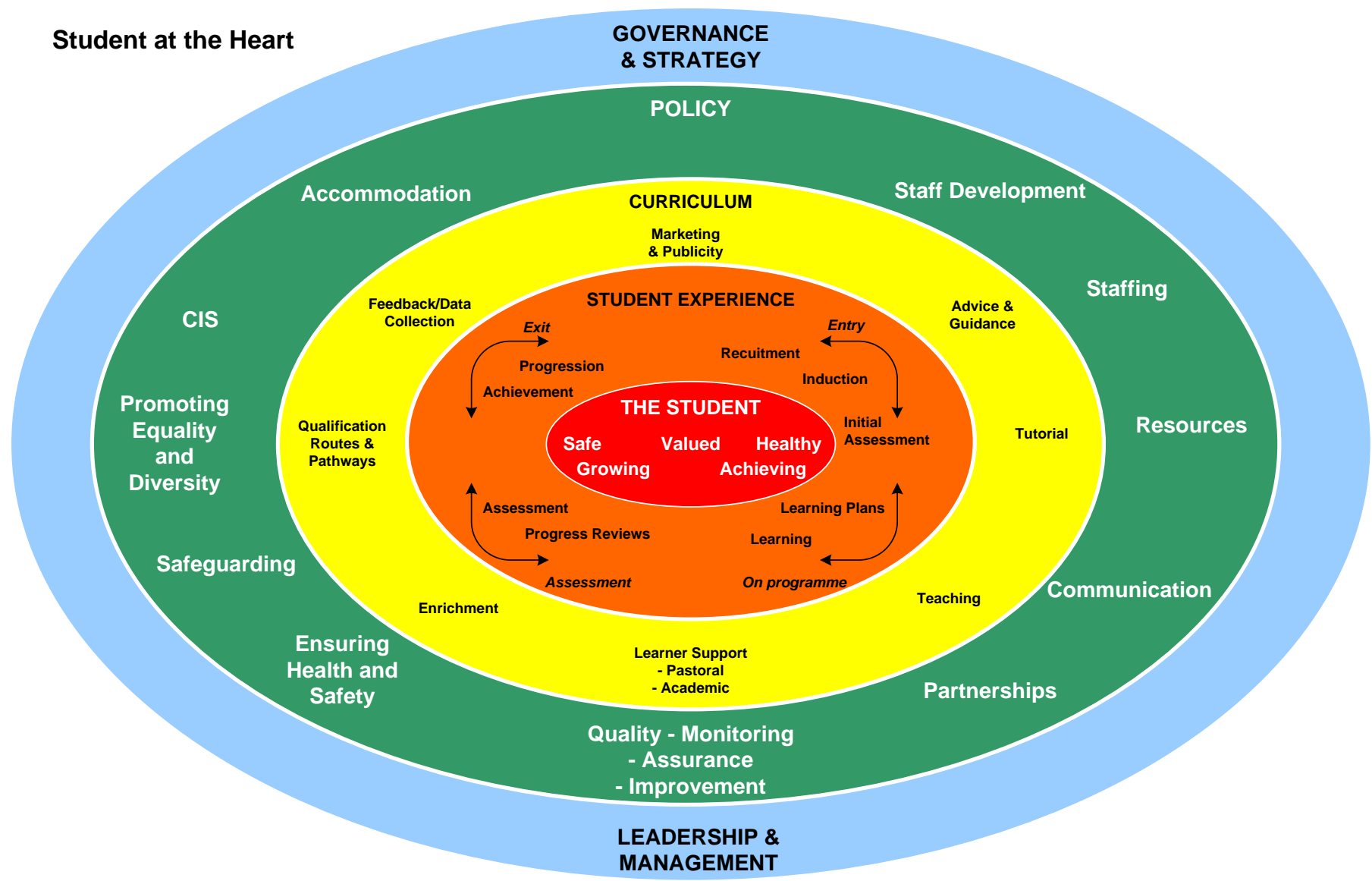
Ensure that members of staff undertake appropriate training to support the culture of promoting Equality and Diversity and tackling discrimination. Meet mandatory legislative requirements. Expand the promotion of Equality and Diversity in the curriculum.

Safeguarding (including Child Protection, Vulnerable Adults and Health and Safety)

To deliver effective training to ensure a safe learning environment that promotes well-being, safety and security for all students, staff and visitors. Meet mandatory legislative requirements.

Management Development

Continue to develop leadership and management skills to support our organisational commitment to excellence and the development of individuals. As well as meeting individual needs, the generic focus for 2010/11 will be on effective target setting and the development of mentoring skills.



**Governance Reporting
(2009/10)**

Annexe 4

Key Performance Indicators are approved in December each year in response to the Self Assessment Process. Governors receive reports throughout the Governance Cycle to demonstrate progress towards target.

| Student Success | Frequency | Reporting (09/10 Review) |
|--|--|--|
| Overall Student Success Rate | Annual Review | Self Assessment Report (Dec 09) |
| Achievement | Annual Review Periodic review | Self Assessment Report (Dec 09) A-Level and GCSE Success (Oct 09) |
| Retention | Annual Review | Self Assessment Report (Dec 09) |
| Attendance | Annual Review | Self Assessment Report (Dec 09) |
| Length and Level Success Rates by Age | Annual Review | Self Assessment Report (Dec 09) |
| Value Added Measures | Annual Review | Self Assessment Report (Dec 09) |
| Average Points Score | Annual Review | Self Assessment Report (Dec 09) |
| Grade Profile for Teaching and Learning Observations | Annual Review | Self Assessment Report (Dec 09) Teaching and Learning Observation Report (Jan 10) |
| Diversity Indicators | Annual Review | Self Assessment Report (Dec 09) Review of Corporate Equality Scheme (Dec 09) Approval of Single Equality Scheme (Feb 10) |
| Partnership Arrangements | Annual Review Periodic Review | Self Assessment Report (Dec 09) Update on 14 – 19 Partnership and local commissioning (Jun 10) |
| Safeguarding | Annual Review Bi-annual Review | Self Assessment Report (Dec 09) Safeguarding Young People and Vulnerable Adults Report (Feb 10) Health and Safety Report (Jan 10) Health and Safety Report (Jul 10) |
| Financial health | | |
| Student Numbers | 'Monthly' review at each Board meeting | |
| Surplus/Deficit | 'Monthly' review at | Formal sign off of Financial |

| | | |
|-------------------------------------|---|--|
| | each Board meeting | Statements Annually (Dec 09) |
| Performance Against Budget | 'Monthly' review at each Board meeting Annual Review | Formal sign off of Financial Statements Annually (Dec 09) FMCE approval (Dec 09) |
| Solvency Ratios | 'Monthly' review at each Board meeting | Formal sign off of Financial Statements Annually (Dec 09) |
| Financial Health Assessment | 'Monthly' review at each Board meeting | Formal sign off of Financial Statements Annually (Dec 09) |
| Achievement of Income by Strand | 'Monthly' review at each Board meeting | Formal sign off of Financial Statements Annually (Dec 09) |
| Income Diversification | 'Monthly' review at each Board meeting | Currently included within budget figures – target to be separated out for 10/11 |
| Achieve Very Good Value for Money | Annual Review | Self Assessment Report (Dec 09) Cottesloe Centre (Mar 10) Award of Cleaning Contract (June 10) |
| Diversity Indicators | Annual Review | Corporate Equality Scheme (Dec 09) |
| Partnership Arrangements | Periodic Review Annual Review | HE Strategic Framework (Oct 09) Internal Audit Opinion – OLASS (Feb 10) Internal Audit Opinion – Franchise (Feb 09) Funding Assurance (Dec 09) External Audit Opinion (Dec 09) |
| Future fit | | |
| Curriculum Innovation and Planning | Periodic Review | Cottesloe Project (Feb 10, Mar 10) Governor's Away-day (May 10) |
| Physical Resources | Regular Review | Property Strategy (Sep 09) Cottesloe Centre (Dec 09) Cottesloe Centre (Jan 10) Capital Expenditure Proposals (Feb 10) Cottesloe Centre (Feb 10) Cottesloe Centre (Mar 10) Cottesloe Project (Apr 10) Cottesloe project (May 10) |
| Student Voice | Annual Review Periodic Review | Self Assessment Report (Dec 09) Governor's Awayday (May 10) Election of Student Governors (Dec 09) FESCO report (Jan 10) |
| Student Progression and Destination | Annual Review | Self Assessment Report (Dec 09) |
| External Judgements | Periodic Review | Inspection at HMYOI Glen Parva (Nov 09) Ofsted Survey of Diploma |

| | | |
|--------------------------|--------------------------------------|---|
| | | developments (Nov 09) Principal's Report – Investor in Diversity Award (Feb 10) Ofsted inspection of College Nursery (Mar 10) Ofsted inspection of HMP Gartree (May 10) Ofsted Inspection of HMP Wellingborough (June 10) |
| Human Resources | Biennial Review Annual Review | Staff data report (Feb 09) Staff Pay Award (Nov/Dec 09) |
| 3 year Financial Plan | Periodic Review Annual Review | Financial Modelling (Dec 09) Budget Principles (Jan 10) Cottesloe Centre (Mar 10) Cottesloe Project (Apr 10) Budget Approval (July 10) |
| Diversity Indicators | Annual Review | Corporate Equality Scheme (Dec 09) |
| Partnership Arrangements | Periodic Review | HE Strategic Framework (Oct 09) HEFCE HE Strategy (Dec 09) |
| Economic Benefit | Annual Review | Self Assessment Report (not addressed Dec 09) |
| Funding Sources | Periodic review | LSC Funding Allocations (Feb 10) Allocations and maximum contract values (June 10) |