**Quality**

Contents

[Link to supporting information 1](#_Toc164948073)

[Quality - General Statement 1](#_Toc164948074)

[Quality Handbook 1](#_Toc164948075)

[Quality - Audit 2](#_Toc164948076)

[Quality - SAR/QIP Processes 2](#_Toc164948077)

[Quality Assurance Process - Apprentices 2](#_Toc164948078)

[Quality – Weston/UCW and University Partners 4](#_Toc164948079)

[Quality – Weston/UCW – External verification 5](#_Toc164948080)

[HE Quality Review 2016 5](#_Toc164948081)

[Quality processes for Skills Bootcamps 6](#_Toc164948082)

[Evaluation processes – Turing Scheme 7](#_Toc164948083)

# Link to supporting information

[Quality](https://weston.sharepoint.com/:f:/r/sites/BGTTeam/Bid%20Team/5.%20BID%20RESOURCE%20LIBRARY/2.%20Supporting%20Information/Quality?csf=1&web=1&e=L7zXKR)

# Quality - General Statement

Weston College does not hold a quality assurance accreditation. However, the college has robust quality assurance and improvement processes in place for monitoring the quality of provision, learners’ and apprentices’ experience and outcomes. Externally the college is audited by Ofsted and our funding bodies. Our quality approaches, which utilise externals (many of whom are Ofsted Inspectors) provide a subjective view of the quality of education to ensure standards meet and exceed expectations. Qualifications are verified internally and externally by the relevant qualification awarding organisations. We conduct regular reviews of provision including self-assessments at programme and divisional level, and complete an annual self-assessment report which summarises the quality of the entire college. This is validated by the Board of Governors.

The College has a quality management process in place to protect data confidentiality which is externally certified – ISO27001.  Please find attached the accreditation certificate.

# Quality Handbook

The [Quality Handbook](https://weston.sharepoint.com/:w:/r/sites/BGTTeam/Bid%20Team/5.%20BID%20RESOURCE%20LIBRARY/2.%20Supporting%20Information/Quality/Quality%20Handbook%202023-24.docx?d=w68644949a66145fd8ad3ebe50713527d&csf=1&web=1&e=86hJ6h) outlines every quality approach we have for all the provision types within FE.

NOTE: The version titled COMPLETE version with section 3 NOT TO BE SHARED EXTERNALLY.

There is an [alternative shortened version](https://weston.sharepoint.com/:w:/r/sites/BGTTeam/Bid%20Team/5.%20BID%20RESOURCE%20LIBRARY/2.%20Supporting%20Information/Quality/Quality%20Handbook%202023-24.docx?d=w68644949a66145fd8ad3ebe50713527d&csf=1&web=1&e=G5s0vo) which can be shared.

# Quality - Audit

Weston College has a dedicated Director of Quality and team ensuring internal quality cycles and reviews and assessments are implemented and external reviews conducted.

The College carries out 3 quality reviews per year with teaching staff and learners, assessing the progress of learners and meeting with Subject Area Managers and Heads of Faculty.

Externally the college is audited by Ofsted and by the Education & Skills Funding Agency. It also organises independent inspectors to review its provision to ensure the quality and direction of its learning and service provision. Qualifications are verified internally and by the relevant awarding bodies.

Weston College also conducts an annual self-assessment which is validated by the Board of Governors.

KPMG conduct internal business audits, with PWC providing external finance audits.

# Quality - SAR/QIP Processes

The college has a structured approach to continuous improvement. This robust self-assessment process is a ‘course-up’ approach. Individual programmes/courses annually review the quality of the learners’ experience and their outcomes. These individual course reviews feed into a Divisional self-assessment report which then feed into Faculty Self-Assessment Reports. Faculty SARs go through a validation process with a panel which includes College Governors. The College writes a Collegiate SAR which reviews the whole College provision. Both the College and Faculty SARs have quality improvement plans (QIPs). The progress of the QIP and impact against the key themes is reviewed termly as part of a series of Curriculum and Quality Review meetings. A range of in-year quality approaches allows us to identify good practice and areas for improvement. This includes Teaching, Learning and Assessment Review policy in which staff are observed with subsequent feedback and action plans. Regular learner feedback drives improvements and there is a continual scrutiny of data including attendance, achievement rates, destinations and learner progress which allows us to intervene and support different areas of provision.

# Quality Assurance Process - Apprentices

*(EB – email Aug 2023 – Ofsted grade updated Feb 24)*

As an Ofsted Good provider, Weston College has a robust quality assurance and improvement cycle applied to its apprenticeship provision. The quality cycle ensures that support and intervention, where required, is timely and ensures apprentices’ experience and outcomes are excellent.

The quality cycle is underpinned by the Apprenticeship Strategy, which is agreed by the Principal, Senior Leadership Team, Vice Principal 16 to 19 and Quality, Head of Apprenticeship Operations, and Governing Body. At the heart of the quality cycle is the College’s self-assessment (SAR) process and Quality Improvement Plans (QIP). Training and Development Managers (TDMs) review the quality of their apprenticeship provision twice a year. The process is aligned to the EIF as follows:

* SAR Part A – intent and implementation
* SAR Part B – impact

Leadership and Management, Behaviour and Attitudes and Personal Development are woven through each SAR Part. This two-part SAR process ensures that quality improvement is a live process with regular monitoring of QIP actions and progress. SAR Part B includes a validation panel which agrees the overall effectiveness and grades for the provision. These grades are based on the 4-point EIF scale. These departmental SARs are all presentation-based and involve professional discussion and challenge on the quality of the provision with College Quality Managers and Deans of Faculty. This enables managers to articulate the strengths and areas for improvement more effectively and provide more effective case studies of effective practice. These panel reviews also mirror the EIF deep dive methodology with the focus on evidence and conversations with managers and not on written reports. This also aligns to aspects of L&M as this reduces the workload on managers while not compromising on the rigour of the process.

These departmental SARs aggregate to the college SAR which follows the structure of the EIF and includes provision type grade, judgement grades and overall effectiveness. The College SAR and QIP are sent to Ofsted each year in January.

Apprenticeship provision is reviewed strategically at two points in the year with Deans of Faculty. These take place through Performance Review Boards, which consist of the Assistant Principal Quality, Deputy Principal and Apprenticeship Operations Manager.

A dedicated Work-Based Learner (WBL) Quality Manager provides support to assessors and managers. This includes delivering at staff development and CPD events. The college runs a bespoke ‘Assessor COG’ as part of the cross-college COGNITION CPD programme and this COG provides half-termly CPD to all assessors. The content of each COG is based on themes from the quality assurance activities e.g., SARs. College INSET days and Faculty CPD provide further opportunities for assessors to develop and share their practice. Developmental observations for all assessors provide them with opportunity to reflect on their practice and agree actions to improve. Regular learning walks provide an ongoing judgement of assessor performance and thematic reviews, and standardisation activities of key themes take place at monthly meetings with TDMs, Quality Manager, WBL and Assistant Principal.

Deep Dives take place across the whole of the apprenticeship provision and mirror the EIF methodology. A short notice period is provided and an ‘intent’ meeting follows to challenge middle leaders on their understanding of their provision. Following this meeting, the middle leader and Deep Dive lead undertake a range of activities including work scrutiny, visits to employers, observations of learning sessions and conversations with apprentices. Deep Dive leads are trained by Ofsted Inspectors who also join the leads as part of a moderation process against the EIF.

Stakeholder feedback (employers and apprentices) is captured twice during the academic year. The information supports SAR judgements and grading as well as providing a valuable source of in year information to identify best practice or areas which require support.

Performance Data is monitored monthly through key meetings with Deans of Faculty, TDMs, Deputy Principal and Apprenticeship Operations Manager. This includes reviewing timely and overall forecast data, attendance, functional skills achievement and apprentices who are currently RED rated in SMART assessor.

The College is committed to Internal Quality Assurance (IQA) and standardisation mechanisms to ensure delivery is consistent. The IQA team supports Assessors, ensuring that assessments are standardised and verified in line with National Occupational Standards and awarding body requirements.

# Quality – Weston/UCW and University Partners

*(EB/BW – UWE due diligence process 2023)*

Weston College/UCW has a close working partnership with UWE, which includes the specialists within the various schools and disciplines. The CVs of all staff associated with this programme are shared and agreed with UWE to ensure quality and professional credentials are appropriate for the content being delivered. The programme Weston College delivers follows the UWE programme, which has been approved by the Royal Aeronautical Society.

We have robust Internal Quality Assurance (IQA) and standardisation mechanisms in place, ensuring the quality of teaching, learning and assessment is consistent and that regular and routine opportunities are provided for sharing best practice, in addition to the identification and resolution of any specific challenges.

Our experienced team of assessors is supported by our Internal Verification team to ensure that all assessments are standardised and verified in line with awarding body requirements. The verification and standardisation activity will include: observations of delivery staff; learning walks; sampling of student work ensuring all teaching activity routinely meets the criteria of the external verification body; subject-specific standardisation and training meetings attend by relevant staff. Learner progress is reviewed on a regular basis to ensure development of the necessary skills, knowledge and behaviours.

The College reviews the quality of provision at three points in the year as part of the self-assessment process to ensure that support or intervention can be implemented quickly where required.  The self-assessment process reviews each programme, each sector area, each faculty and finally a whole college review of provision.  A Quality Improvement Plan is produced from the self-assessment process to improve all college provision for both teaching and support services. This is updated at the same three points (January, April and August).  
  
We review in year teaching, learning and assessment by undertaking observations and learning walks.  At present these are digital and remote-based where there is online or blended learning.  This information is fed back to teachers to improve their practices individually and grouped to inform the whole faculty or College CPD approach.  Another tool that is used to review the quality of teaching, learning and assessment is a deep dive process into an apprentice’s journey. The deep dive process will identify how teachers and assessors are working with learners to develop the skills, knowledge and behaviours of the apprentices and if this is being undertaken at the correct time. This includes learner feedback on their apprenticeship but will explore elements that are either not picked up in the apprentice surveys or will go into more depth and additionally review the coordination of on- and off-the-job training.

The College participates in the completion of AME2 and the identification of improvement actions from individual courses. These are reviewed at the partnership meetings at least monthly, and updates to the actions are recorded on the UWE SharePoint Site that both to which both partners have access.

The College has an internal quality cycle which maps out quality improvement and assurance-related activities throughout the academic year. The College sets out robust objectives and targets for continuous improvement, setting out the key priorities to drive improvements in the quality of provision. Sitting above this we have Performance Thresholds against a number of key performance indicators (KPIs). These are set at corporate level and then are broken down by faculty and division, so they aggregate up to meet the college targets. These are embedded into our reporting progress against the performance thresholds monitored by the college corporation (Governors).

# Quality – Weston/UCW – External verification

*(EB/BW/JA – UWE Due Diligence process 2023)*

Our external verification process is through the relevant awarding body for the qualifications in scope. The process is not set by the College but instead set by the awarding body. Our IQA process takes into account the EQA requirements and Smart Assessor is used to manage the internal quality assurance by risk rating course and staff that then identify the quality assurance sample size and requirements. To ensure we meet the requirements of the awarding organisation, there are several requirements that the College must meet to award knowledge or competence qualifications. These requirements include: sufficient qualified and trained staffing; a programme of staff CPD; evidence of individual staff CPD; registration of qualifications in the required timescales; assessment of work and feedback in required timescales; implementation and adherence to specific policies and procedures, such as Malpractice and Maladministration, Safeguarding, Health and Safety and conflict of interests. The awarding organisation will schedule visits at least periodically to review our centre arrangements and confirm the qualification status for each qualification that we deliver through the awarding organisations.  
  
All Degree programmes include External Examiner scrutiny, for both UWE and University College Weston (UCW) assessments to review the quality and standards of assessment, student work, feedback and resources.

# HE Quality Review 2016

[HE Quality Review Report 2016](https://weston.sharepoint.com/:b:/r/sites/BGTTeam/Bid%20Team/5.%20BID%20RESOURCE%20LIBRARY/2.%20Supporting%20Information/HE/Quality/2.1%20Weston-College-HER-16.pdf?csf=1&web=1&e=5TpdCY)

**Key findings**

QAA's judgements about Weston College

The QAA review team formed the following judgements about the higher education provision

at Weston College.

* The maintenance of the academic standards of awards offered on behalf of its degree-awarding bodies **meets** UK expectations.
* The quality of student learning opportunities is **commended.**
* The quality of the information about learning opportunities **meets** UK expectations.
* The enhancement of student learning opportunities **meets** UK expectations.

Good practice

The QAA review team identified the following features of good practice at Weston College.

* The use of student and employer involvement in design, development and validation, which is particularly effective in ensuring that programmes are focused on their needs (Expectation B1).
* The effective processes in place to support higher education teaching practices, which ensure the distinctiveness of the quality of learning opportunities (Expectations B3 and B4).
* The professional and proactive approach of the higher education support team, which enables student development and achievement (Expectations B4 and B2).
* The close working relationship with the awarding bodies, which facilitates a reflective and responsive approach to assessment design and practice (Expectations B6 and B1).

# Quality processes for Skills Bootcamps

*(WECA Skills Bootcamps Wave 5 – Apr 2024)*

As an Ofsted ‘Good’ Further and Higher Education College, Weston College (WC) maintains robust quality assurance and continuous improvement processes, safeguarding high quality delivery and learner/employer satisfaction. These processes are informed by regular feedback/data collection from learners/employers/stakeholders throughout training (including bootcamp) delivery, to ensure a ‘learner first’ approach is maintained and local employer requirements are met.

Stakeholder feedback (e.g., learning walks, teaching observations (each followed by a review and reflective conversation), work scrutiny, end-of-course learner surveys, employer surveys/reviews) is captured at regular touchpoints in each programme, and analysed to identify best practice/areas in need of support. Evaluation is an ongoing process, with the Skills Bootcamps delivery team making in-programme improvements as required and where possible, and also embedding lessons learned into the action planning process for future provision/delivery, with employers and learners contributing to improvements and future direction. For example, specific learning from Wave 2 HGV Skills Bootcamps resulted in the addition of an extra classroom session prior to practical training on the Highway Code, as well as a greater effort to increase learner diversity through dedicated marketing for future programmes.

There is ongoing evaluation of WC’s wider quality assurance cycle too, which centres around the College’s Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) processes. SARs are generated two times a year, enabling ongoing reviews of performance and key processes, and supporting managers in identifying strengths/areas of need and to share examples of good practice at delivery staff meetings. External assurance comes from the work undertaken by WC’s dedicated Quality team on the development of Ofsted processes for Skills Bootcamps, ahead of the bootcamps coming into Ofsted inspection scope. This work has continued with shared good practice across educational partners to ensure that all Skills Bootcamps meet DfE and Ofsted requirements, as part of internal audit and compliance processes, which are replicated and used within WECA delivery.

Relevant managers and staff will be responsible for high quality planning, sequencing, and implementation of skills bootcamps, with appropriate support and guidance from the Teaching, Learning and Assessment Manager (TLAM) for Adult provision. WC’s SAR and QIP processes, and ongoing evaluation of Skills Bootcamp provision, enable managers to identify and action targets for in-programme improvements where possible, or for the planning process for future delivery. For example, action was taken in changing the delivery method for a previous Skills Bootcamp in HGV driving – extending the practical training by separating out the reversing test. This change resulted in significantly improved learner outcomes.

Continuous improvement monitoring and reporting help to ensure high standards/satisfaction are maintained, identifying risks/issues and ensuring that support and intervention – where required – are timely to ensure improvement targets are achieved. Best practice and thematic improvements are shared/implemented at meetings with delivery staff and reflected in staff training/CPD. For example, a WC staff champion group for SEND ensures that training/resources/good practice are widely disseminated.

An ongoing Risk Register will be proactively reviewed and updated to reflect any changes in bootcamp delivery and ensure continuous improvement/risk mitigation. Risk management will be included on the agenda of planned meetings and will be reported against to the WC Governing Body. WC has established auditable procedures for logging, managing, escalating and resolving issues, complaints and risks, as well as a Weston College Group Complaints Policy to support formal conflict resolution if escalation is required.

# Evaluation processes – Turing Scheme

*(Turing Scheme Mar 2024 submission)*

Evaluation of further impact upon learners, the placement’s overall success in delivering its aims and areas for future improvement will be undertaken through activities including:

* Observations and reports from staff members on site, and working with partner institution staff to establish a feedback review for each participant, including their performance and conduct
* Student feedback – post-placement surveys; reflective presentations to peers; weekly cohort meetings and tutorials; contributions to review/evaluation meetings
* Analysis of year-end skills grades (to measure impact/progress in skills learning)
* Measurement of learners’ development of career awareness and readiness through engagement figures from WC’s Matrix-accredited Careers Information, Advice and Guidance (CIAG) provision
* Analysis of student destination data and labour market/creative sector information (e.g. DfE Unit for Future Skills – Local Skills Dashboard), plus SEND employment impact, i.e., analysis of local labour market and skills gaps, to guide interns into sustainable employment appropriate to their aspirations/needs
* Evaluation of wider impact on SEND learners, e.g., increasing employer awareness of neurodiversity in the workplace, more diverse/inclusive workplaces, supporting UK Government mission to triple number of Supported Internships in the next three years, and raising aspirations across the sector through sharing case studies/good practice