



## Quality Policy

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- We will consider any request for this policy to be made available in an alternative format or language. Please contact: Principal – Tyne Met College
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.
- All our policies are subject to equality impact assessments\*. We are always keen to hear from anyone who wishes to contribute to these impact assessments. Please contact: Principal – Tyne Met College

\*Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
CMT, Quality and Standards, Board	v.6.1	Dec 2020	Dec 2023	Principal – Tyne Met College

**Equal Opportunities:      Impact Assessed**

**Review: 3 years**

**POLICY NUMBER 48**

## 1. Policy Statement

The College is committed to the development and provision of excellent services and to continual quality improvement. We believe in demonstrating our commitment to continual improvement through the development and implementation of our internal quality systems for all provision subject to Ofsted inspection, Office for Student (OfS) Annual Provider Reviews (APR), the requirements of ISO 9001:2015 and any other quality assurance systems from any of our other funding partners e.g. ESFA, ESF, North of Tyne Combined Authority (NoTCA)

This revised Policy statement, and their associated procedures, continues the development and response to the requirements and challenges laid down in the Common Inspection Framework. There are four overarching requirements to be met by the College. These are:

**1.1 The College is required to undertake an annual self-assessment of all aspects of its activity which affect the quality of learners' experience and the standards they achieve.** This self-assessment process has four key features:

- To measure progress towards achieving agreed targets and goals;
- To compare the College's performance with other providers;
- To identify strengths and areas for development;
- To prioritise areas for development.

**1.2 The College is required to address the quality statements within the Education Inspection Framework (EIF),** which are organised around nine key aspects contributing to **Overall Effectiveness**. These are:

- Overall Effectiveness
- Quality of Education
- Behaviours and Attitude
- Personal Development
- Leadership and Management
- Education Programmes for Young People
- Adult Learning Programmes
- Apprenticeships
- Provision for Learners with High Needs

**1.3 The College is required to be responsive to the quality improvement strategies of its funding partners** and incorporate learning and skills needs and priorities within a three-year rolling plan which is subject to regular Provider Performance Reviews and Annual Assessment undertaken by Ofsted and OfS. This requires the College to ensure that its strategic priorities are integrated within course and programme provision and address such areas as the delivery of agreed student numbers, quality of education and training, standards achieved by students, equality of opportunity, safeguarding and wellbeing, basic skills, employability, financial assurance, data management and health and safety. The intent,

implementation and impact of each programme is rigorously monitored to ensure it is fit for purpose and meets the needs of all stakeholders.

#### **1.4 The College is required to produce its annual self assessment reports.**

Through this Policy and its associated procedures each of the above requirements will be addressed as follows:

#### **Annual Self Assessment of all aspects of activity affecting the quality of learners' experience and the standards they achieve.**

- All courses and programmes funded by the ESFA are subject to these Guidelines.
- HE programmes are reviewed and monitored using the Quality Assurance Agency (QAA) guidance
- Other guidelines cover courses and programmes funded through ESF, NoTCA etc
- All College activities and services that impact on learners are subject to these Guidelines. These include Learning Resources Services, Student Support Services, Advice Support and Careers Services, Communications and External Liaison, Marketing, Human Resources, Finance and Estates. The managers responsible for these services will liaise closely with Heads of School and the Principal of their School/College to contribute to the College Self Assessment Report, and in determining and agreeing strengths/areas for improvement.
- The nine key features of the Self Assessment process are firmly embedded within the prescribed format for evaluating performance and determining agreed actions for improvement at Course and College levels.

#### **The Quality Statements within the EIF**

The College has established detailed Guidelines to structure the Self Assessment process around groupings of quality statements for each of the judgements required by the Education Inspection Framework. The purpose of this is to ensure consistency in composition and standardisation of judgements across Courses, Curriculum Areas and the overall College Self Assessment Report.

#### **Annual Self Assessment Reports in line with Ofsted Reports**

The focus of Self Assessment Reports at curriculum level, School level and College level are common and reflect the structure of published reports by Ofsted. It should be emphasised that the Ofsted Inspection process is all about judging College's continuing performance in raising standards and quality. It is not about judging specially prepared events every four years. Consequently our commitment to quality assurance and improvement must be continuous and rigorous and in line with the agendas laid down in the EIF.

## **2. Aim**

The main aim of this Policy and its associated procedures is to provide an effective and efficient means of assessing and improving standards of achievement and quality of provision across the College.

## **3. Principles on which this Policy and associated Procedures are based**

There are five main principles underlying the College's approach to quality assurance. These are:

- Quality improvement
- Accountability
- Openness
- Collegial review
- No judgement without prior agreement on standards

### **3.1 The main aims associated with Quality Improvement are:**

3.1.1 To set and achieve high standards and targets across all provision;

3.1.2 To promote equal opportunities;

3.1.3 To provide a safe environment within which learners can achieve their full potential

3.1.4 To encourage and support all staff in achieving continuous improvement through rigorous Self- Assessment and agreed Development/ Improvement Plans;

3.1.5 To assess the extent to which provision is achieving agreed standards and targets;

3.1.6 To ensure that remedial action is taken promptly where this is identified as necessary;

3.1.7. To identify, understand and learn from the factors which facilitate or hinder the realisation of high quality provision including the dissemination of good practice.

### **3.2 The main aims associated with accountability are:**

3.2.1. To demonstrate both internally and externally that the provision across the College is:

- Of high quality
- Relevant and current
- Appropriate to the level of award
- Valued by students, employers and other stakeholders
- Efficiently organised

- Effectively managed and led.

3.2.2 To learn from trends and developments so that these can be fed into a cycle of continuing development.

3.2.3 To ensure that College management and all subject and service providers take action where appropriate on the outcomes of external reports.

### **3.3 The main aims associated with openness are:**

3.3.1 To foster a mature approach to managing quality assurance;

3.3.2 To encourage the generation and sharing of ideas;

3.3.3 To learn from mistakes and share best practice

### **3.4 The main aims associated with collegial review are:**

3.4.1 To promote a common understanding of what the College means by quality as well as the techniques for assessing it;

3.4.2 To establish the principle that quality assurance and improvement is a corporate and cooperative task involving all teaching and support staff, students, management and the corporation.

### **3.5 The main aims associated with ‘no judgement without prior agreement on standards’ are:**

3.5.1. To ensure that the College quality management system documents are controlled and cover all procedures which are subject to the discipline of quality assurance;

3.5.2. To indicate to all concerned exactly what is expected of them in respect of providing high quality provision;

3.5.3. To provide a robust audit process to protect the integrity of the quality management system.

## **4. Responsibilities**

The Principal’s of South Tyneside College; Tyne Metropolitan College and South Shields Marine School have overall responsibility for ensuring that the quality systems and procedures are effective in assuring and improving standards and quality.

The implementation of this Policy and its associated Procedures is described in detail in the relevant Quality Manual. Responsibility of the teaching staff and management are stated within each procedure in the Manual.

The Principal’s of South Tyneside College; Tyne Metropolitan College and

South Shields Marine School will present, at regular intervals to their local Boards, quality reports to provide rigorous challenge and questions on College performance.

## **5. Standards by which the success of the Policy can be evaluated**

This Policy and its implementation will be judged successful, or not, on the extent to which it contributes to:

- Fostering a positive staff commitment to quality improvement.
- Achieving positive reports on the quality of provision from all the external bodies to whom the College is accountable.

## **6. Review**

The Local Boards/Quality and Standards Committee are responsible for the periodic review of this Policy within three years of this revision, December 2023