



POLISI
Rheoli a Sicrhau Ansawdd

POLICY
Quality Control and Quality Assurance

2021-22

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Section 1: Context

Strategic Aim

- 1.1 To implement a comprehensive quality assurance and control system for every aspect of the Group's operations.

Definitions

- 1.2 The broad definition of quality control is:
The monitoring and review mechanisms that ensure the quality of delivery provided by the Group.
- 1.3 The broad definition of quality assurance is:
The management systems that review and regulate quality systems to maintain fitness for purpose.

Section 2: Status

- 2.1 The policy was approved by the Group Senior Management Team on 13 September 2006.
Updated in line with the Common Inspection Framework December 2010
Updated to align the merged Group August 2013
Updated with ELIA January 2018
Updated with ELIA December 2021
- 2.2 This policy will be reviewed by Assistant Principal: Quality by December 2022.
- 2.3 This policy has undergone Equality Impact Assessment Screening on 01 December 2021

Section 3: Policy

- 3.1 The Group is committed to excellence and the principle of continuous improvement and quality assurance.
- 3.2 A commitment to quality in all its aspects is necessary and required by all those involved in providing and supporting the learning process.
- 3.3 The Group considers that the management of the quality of provision should be undertaken at all levels within the group and that it is an

ongoing process. In turn the Quality System facilitates quality control and quality assurance throughout the institution. Qualitative and quantitative measures generated by the system enable the production of reports and culminate in the production of the annual Quality Assurance Report.

- 3.4 In principle, the Group Quality System is designed to meet the quality assurance requirements of partner organisations, awarding organisations and all other interested external agencies. The self-assessment process is based on the current Estyn Common Inspection Framework and guidance for Further Education establishments.
- 3.5 Every aspect of the Group's operations is subject to the principles of quality control and quality assurance.
- 3.6 All Group's Functional Units agree and operate to service level agreements. Key Questions related to service level agreements are agreed and form the basis of School and operational area Reports.
- 3.7 The Group is committed to:
- Maintaining a staffing and management structure that clearly identifies accountability for quality control and quality assurance
 - Implementing a quality system and quality cycle which is user friendly and places an emphasis on process
 - Providing a Management Information System which informs the Quality System with accurate data
 - Involving all employees of the organisation in self-assessment reviews
 - Reporting on quality issues to the Corporation Board
 - Developing and monitoring Quality Improvement Plans which set challenging targets for quality improvement
 - Supporting quality improvement through structured and formal staff training.

Section 4: Procedure

4.1 The Quality Cycle encompasses both Quality Control and Quality Assurance functions. Outputs from the cycle inform the process of curriculum delivery, management, the completion of Annual Reports and the overall Group Planning process.

4.2 The responsibility for Quality Control rests with operational teams and line managers

- Assistant Principal Quality
- Directors
- Heads of School
- Course and Subject teams

- Assistant Principal: HE and HE team
- Functional Unit Managers
- Operational Teams
- Skills Academy Wales

4.3 Process and Procedures for Quality Control:

- Team meetings at academic and functional unit level to enable staff to consider all issues relating to the quality of provision in their area. A Meetings File Note is a source of evidence for the Annual Report
- Quality issues identified by teams and referred to managers may be the subject of interventionist strategies and actions to redress concerns as part of the continuous monitoring mechanism
- The completed cycle of team meetings at a Functional Unit level and evidence gained from focus groups, on-line surveys and student feedback enable the production of the Functional Unit Annual Report
- Formal course/subject reviews are held in November and February completed student questionnaires and surveys form part of the evidence base for Annual Reports
- Annual reports follow the Common Inspection Framework, as applicable, and identify areas of good practice and aspects for improvement
- Aspects for improvement then transfer to the Quality Improvement plan
- Course Review documentation CR1 and CR2 have as from July 2021 been merged to create the Programme Report. Programme teams review their performance over the academic year, identifying good practice and areas for improvement. Aspects of the Common Inspection Framework, standards, curriculum performance data, benchmarks and other grading criteria such as ALPs data are included in the review document.
- The Quality Cycle includes classroom observations contribute to the evaluation of aspects in the Common Inspection Framework. The classroom observations are modelled on the protocols of Estyn External Assessments. Assessors are drawn from Senior Managers, School management teams and supported by Estyn trained Peer Inspectors
- The completed cycle of team meetings, student feedback strategies and the internal inspection cycle generate formative Annual Reports which, when combined, provide an evidence base for the summative report at School level. The School Reports are used as part of the evidence base by Senior Managers to compile the Annual Quality Assurance Report.

- Functional areas produce an annual report based on internal and external Audit report, self-evaluation and feedback from focus groups, meetings and student voice surveys
- Quality Improvement Plans from the School and Functional Units Targets will be reviewed termly by the Standards and Performance Management Group
- Schools and functional units provide, where applicable, self-evaluation documents that are aligned with the Quality Code to the HE Quality and Enhancement Management Group
- Annual and continuous monitoring of HE programmes, where offered, is undertaken according to the processes and procedures of the relevant awarding body

4.4 The responsibility for quality assurance rests with a variety of management groups:

- The Curriculum & Quality Management Group
- The Student Management Group
- The Commercial Directorate Group
- Skills Academy Wales Group
- The Standards and Performance Management Group
- HE Quality and Enhancement Management Group; □ The Senior Management Team
- The Corporation Board.

4.5 Process and Procedures for Quality Assurance

- The Standards and Performance Management Group meets monthly and has the following standing agenda items: Group Reports; External Reports; Quality Development Reviews, Plaudits and Rockets
- The Senior Management Team meets every two weeks and considers quality issues at a strategic level
- The Corporation Board meets twice a term and receives reports from the Standards and Performance Management Group
- The Curriculum & Quality Management Group meets half termly and has the following standing agenda items: Curriculum Development Projects, Learning Activity Proposals, 14-19 Basic/Key skills and the WBQ Quality Cycle, Complaints, Group QDP and External Reports
- The HE Quality and Enhancement Management Group meet termly and has the following standing agenda items: Recommendations from Higher

Education Coordinator Group, the Higher Education Operational Group, and reports from the HE Leads Group, academic schools, and support services, updates from HE Leads on areas of responsibility as per the UK Quality Code, Teaching and Learning update, Staff Development update and the Student voice

- The Student Management Group meets monthly and has the following standing agenda items: Student Issues, Student Services Report and Student Involvement
- The Commercial Directorate Group meets monthly and has the following standing agenda items: Commercial Managers Report, Finance Managers Report, International Manager Report, Project & Funding Managers report, Microsoft Academy and Energy Academy
- The Skills Academy Wales Group meets on a monthly basis and has standing agenda items

4.6 The following documentation is required from course teams:

- Meetings File Notes
- Programme Report

4.7 The following documentation is required from Heads of School:

- School Report
- Quality Improvement Plan

4.8 The following documentation is required from Members of SMT and Functional Unit Managers:

- Annual Report
- Quality Improvement Plan

4.9 The following documentation is required from Inspection Teams:

- Observation Records
- Student feedback reports
- Learning Walk reports
- Focus Group records

4.10 Results from student surveys, student focus groups and other student feedback strategies results inform the Quality Cycle

Section 5: Monitoring

5.1 Quality Assurance will be undertaken by:

- The Curriculum & Quality Management Group
- The Student Management Group

- The Commercial Directorate Group
- Skills Academy Wales Group
- The Standards and Performance Management Groups
- The Senior Management Team
- The Corporation Board
- Skills Management Group
- HE Quality and Enhancement Management Group

Section 6: Review

- 6.1 The policies and procedures will be subject to a bi-annual review and will be undertaken by the Principal and the Assistant Principal Quality. The next review to be conducted in December 2023
- 6.2 The supporting documentation and guidance forms will be subject to an annual review and will be undertaken by the Assistant Principal for Quality and the Curriculum & Quality Management Group.

Equality and Linguistic Impact Assessment & Screening Document

This document is used to record the assessment of whether or not a policy, practice or provision - or a change to them - will have a negative or positive impact on the equity of a protected characteristic or on the use of the Welsh Language.

Stage 1 – Initial Screening

Firstly consider what item is being assessed and what is its purpose?
Using the boxes below, provide a description of the policy, practice or provision being assessed with a short statement about what the item is intended to achieve (its aims and objectives) and who is affected, e.g. staff, students, parents/carers, partners, etc.

Description of item: Quality Policy
Aims & objectives: To provide a concise and equitable policy to address Quality Assurance processes and procedures within the Group
Those affected – e.g. Staff within the Group of Colleges.

Considering the item being assessed, use the boxes below to record your initial thoughts on the possible consequences for the nine protected characteristics and the use of the Welsh Language.

Protected Characteristic	Potential impact positive or negative
Sex Also called gender, means a man or a woman	No potential impact
Race Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	No potential impact

Protected Characteristic	Potential impact positive or negative
Age Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).	No potential impact
Gender Re-assignment The process of transitioning from one gender to another	No potential impact
Sexual Orientation Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	No potential impact
Religion & Belief Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No potential impact
Pregnancy & Maternity Pregnancy is when expecting a baby, Maternity refers to period after the birth	No potential impact
Marriage & Civil Partnership Marriage - between same or opposite sex couples, Civil Partnership - same sex couples	No potential impact

Disability Any long-term condition that affects day to day activity. Conditions include hearing, visually & physical impairment, learning disability, mental health, cancer, HIV & MS	Those with disabilities will be allowed to present information in varying formats if desired. Due consideration will be given to staff recovering from long term illness within the due process
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Welsh Language	Potential impact positive or negative
The Welsh Language (Wales) Measure 2011 establishes equal rights for Welsh speakers, based on these principles; In Wales, the Welsh language should be treated no less favourably than the English language & persons in Wales should be able to live their lives through the medium of Welsh if they choose	Welsh speakers would be negatively affected if policy and procedure was only available in English
Explanation – if appropriate	
Priority Level: high/medium/low	

Stage 2 – Analysis

Based on the screening process above you will need to carry out analysis to verify your initial decision. Below you need to show what equality and linguistic analysis has been done on this item? List the evidence, data or sources used to analyse the impact of this item. (Include any, data, reports, surveys or web links utilised in the process)

Protected Characteristics	Data Source & Findings
Sex	Quality assurance and self- assessment processes are a requirement of Welsh Government and Estyn to ensure funding purposes. No individual can opt out of these requirements, however due consideration will be given to staff on phased return to work after a period of absence.
Race	
Disability	
Sexual Orientation	
Age	
Pregnancy & Maternity	

Marriage & Civil Partnership	
Religion & Belief	
Gender Re-assignment	
Welsh Language	Data Source & Findings
Welsh	

Stage 3 – Engagement/Consultation & Assessment

Following your analysis, you now need to record how you have assessed the item and who was engaged in the process. How was an assessment of the equality and linguistic impact reached and who was involved in the decision?

Group impacted	Nature of positive and/or negative impact or explanation for no identified impact
Sex	There is no negative or positive impact on this Policy for staff
Race	
Disability	
Sexual Orientation	
Age	
Pregnancy & Maternity	
Marriage & Civil Partnership	
Religion & Belief	
Gender Reassignment	
Welsh	

Stage 4 – Mitigation & Changes

Finally, detail what changes have been made or are scheduled for change following the assessment & engagement to reduce or eliminate any adverse impact?

Impact	Possible change	Recommended & actioned
Permitted allowances are monitored via the Quality office in conjunction with Human Resources Unit		Agreed by policy author AP: Quality Completion date: December 2021

Statement of justification and mitigation where negative impact cannot be avoided

At present we are not clear if there is any definite negative impact so will revisit this ELIA in one year's time using the data from the revised equal opportunities form to consider the matter again.

Record of Evidence

1. Consultation

What consultation has taken place? (State when and who with)

Consultation process	Findings
No formal consultation took place for this item as we relied on previously collected feedback	N/A

2. Publication

When will the E&LIA be published?

Date and method:

ELIA will be published as an appendix of the Quality Policy – December 2021

3. Monitor & Review

How will this item be reviewed & monitored

Lead person or group responsible and review dates:

AP: Quality & HR Unit Review in Dec 2023

Checklist

- Has the alternative format statement been included at the start of the policy document?
- Has the document been formatted in line with NPTC Group publication guidelines and policy template?
- Has the Equality & Diversity paragraph been adapted and included?
- When you have completed the ELIA paperwork please ensure it is added as an appendix to the relevant policy or procedure
- Any questions? please contact the Unit on 01639 648301 or by email HR@nptcgroup.ac.uk

Signature of Assessment Manager

Name (Print): Fran Green

Signature: *Fran Green*

Date: 01.12.2021