



# Educ8tions Limited

Developing People for Sustainable Careers

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Educ8tions Ltd.



Quality Improvement Plan  
(QIP)  
Apr 2018 – Apr 2019

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## Document Control

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## Change History

Version	Date	Reason for change	Change by
0.1	01 <sup>st</sup> August 2016	First draft	Vonley Joseph
0.2	02 <sup>nd</sup> April 2018	Updated	Vonley Joseph

## Change Mechanism

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## Quality Improvement Plan 2014/2015

This document relates only to the areas for improvement highlighted in our self-assessment report. The Whole Centre Quality Improvement Plan (WCQIP) consists of a database containing a large number of improvement actions which have emerged from joint academic and support managers'

Areas Requiring Improvement	Action required to achieve improvements	Expected Outcomes	Responsibility	Priority	Monitoring arrangements	Dates of completion
Success rates on Functional skills (National Literacy and Numeracy test) provision have fallen by 3% to 73% which is below the national average	<p>Improve initial assessment and admissions processes to ensure that students are on the right course</p> <p>Provide a range of courses from entry level to level two to ensure that students are able to access provision at the right level</p>	<p>An improved learning experience for students</p> <p>Improved success rates</p>	Programme Managers / Steering Group	1	<p>Academic Managers Meeting</p> <p>Steering Group Meetings</p>	Oct 2015
Whilst success rates for all groups is high, white British students have a 2% higher success rate than all other ethnic groups measured together	Implement additional support on all programmes for those learners who need it, with particular attention to the needs of minority ethnic groups	No differences in success rates between white British and minority ethnic groups	Programme Managers	1	<p>Equality and Diversity Forum</p> <p>Academic Managers Meeting</p> <p>Academic Standards Committee</p>	Oct 2015 with monthly monitoring
Learners aged 19-25 have a lower success rate than other learners	<p>On the full-time programme hold separate support briefings/meetings as required for younger learners</p> <p>On all programmes ensure that teaching and learning is appropriate for the full age range of students by raising this as an issue at academic staff meetings and sharing practice</p>	No differences in success rates between 19-25 year olds and older learners	Programme Managers	1	<p>Academic Managers Meeting</p> <p>Academic Standards Committee</p>	Oct 2015 with monthly monitoring
The number of grade 2/3 observations is too high	Provide stronger training to staff and ensure that they can plan, and build resources more effectively.	A lower percentage of grade 3 observations	Quality team	1	<p>Quality team</p> <p>Academic</p>	Oct 2015 with regular monitoring

	Change qualification sessions between staf (when applicable)				Standards Committee	reports t
In some cases differentiation is not effective	Use staff development initiatives and subsequent individual action plans to improve teaching, learning and assessment in the College with a focus on differentiation	Improved teaching, learning and assessment particularly in the area of differentiation as evidenced in observations	Programme Managers	1	Academic Standards Committee	Feb 2015 Oct 2015
In some cases checking of learning and handling of group work needs improvement	Use staff development initiatives and subsequent individual action plans to improve teaching, learning and assessment in the college with a focus on the handling of group work	Improved teaching, learning and assessment particularly in the area of group work as evidenced in observations	Programme Managers	1	Academic Standards Committee	Feb 2015 Oct 2015
Some initial assessment procedures, particularly on short courses, are insufficiently objective and are not always adequately recorded for future use	Continue to focus improvement activities on initial assessment procedures. This to include dissemination of good practice at team meetings and academic staff meetings as well as regular monitoring via the range of observations of teaching and subsequent individual action plans	Improved and appropriate initial assessment procedures on all courses	Director in learning Quality team	1	Quality team Academic Standards Committee	Oct 2015 with termly monitoring
Performance management is improving and is satisfactory in tackling underperformance but requires further improvement	Following negotiation with the joint unions the Directors to review the appraisals for their areas to ensure consistency and robustness.  (Academic) to focus on ensuring that the individual action plans drawn up after observations of teaching are monitored by managers and improvements actioned with support and training for staff as required	A robust performance management system which supports staff to tackle underperformance and achieves a high quality of delivery in all areas by all staff	Steven Wingate	2	Senior Management Team	Oct 2015 Appraisals reviewed in January 15 and report to SMT

<p>Efforts to improve the Functional success rates were ineffective</p>	<p>Actions are detailed above to improve the success rates.</p> <p>Respond more swiftly and with stronger action when it becomes apparent that success rates or quality is falling in an area. This will involve fortnightly monitoring of results and specific SMT meetings with the area manager to achieve improvements.</p>	<p>A quicker and more effective management response to issues of falling quality</p>	<p>Senior Management Team</p> <p>Quality team</p>	<p>1</p>	<p>Senior Management Team</p>	<p>Monthly monitoring</p> <p>Quality team</p>
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