



Quality Manual

Redbridge Institute Quality Manual

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1. Quality Statement

Redbridge Institute is committed to enabling all its learners and staff to make a positive difference to local people and their communities by:

- creating a safe and welcoming environment
- providing high quality, inclusive, lifelong learning
- inspiring, challenging and empowering people to achieve
- supporting residents lead healthy and fulfilling personal and professional lives.

To do this, the Institute uses robust quality management processes to promote continuous improvement for all through rigorous monitoring, evaluation and self-assessment.

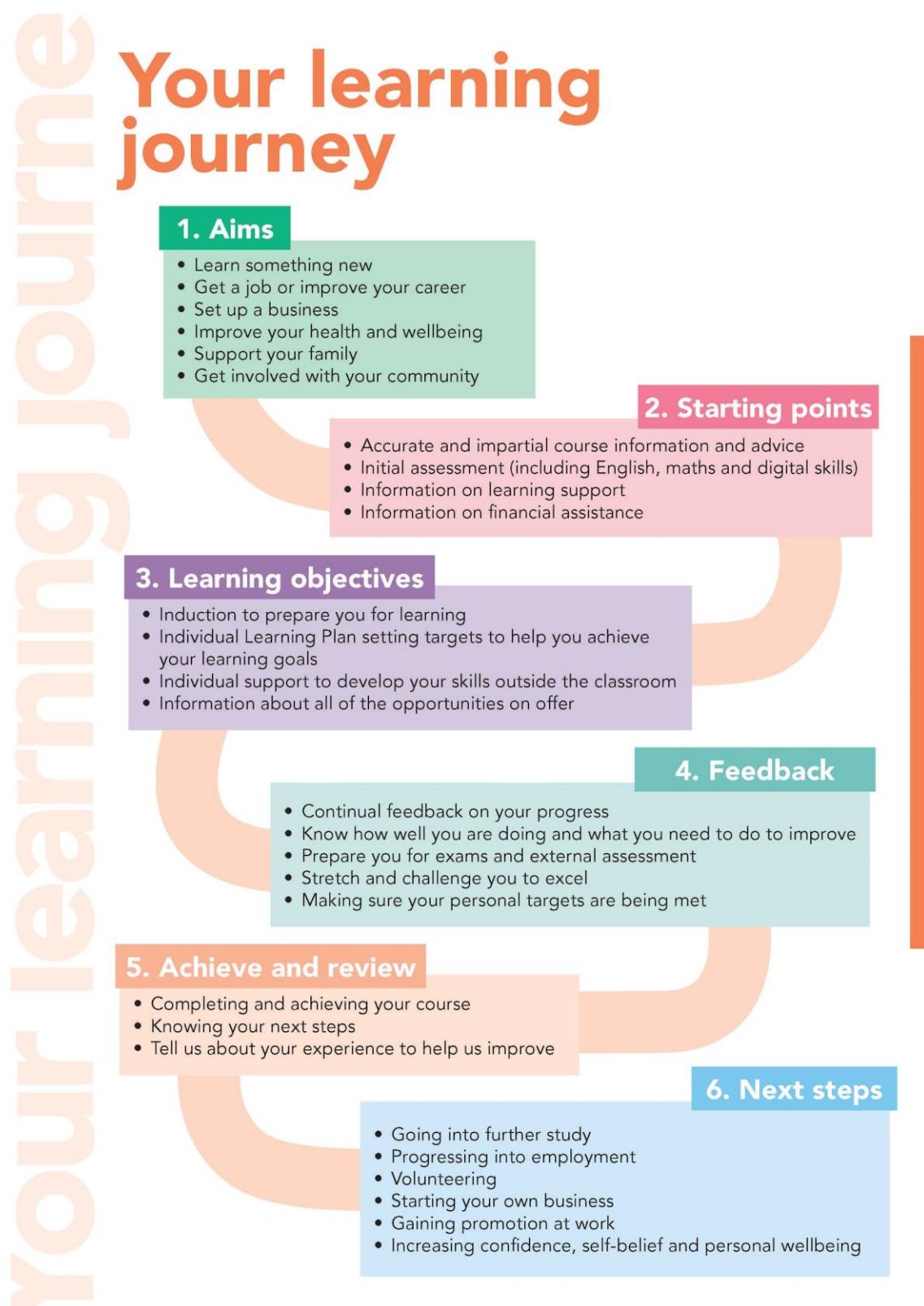
Quality improvement lies at the heart of our mission to remain an OUTSTANDING provider and meet the needs of each and every learner within our community. This Quality Manual is being produced to reflect the priorities of the new Strategic Plan 2021-26.

The Redbridge Institute Quality Management System aims to:

- ensure that the quality of service that users and learners receive is Outstanding
- clearly identify ways in which improvements can be made
- define roles and responsibilities in relation to quality improvement.
- ensure challenging targets for improving quality are set
- strive to achieve excellence in all we do.

2. The scope of Quality Management at Redbridge Institute

The Learning Journey at Redbridge Institute is defined as:



This Learning Journey lies at the heart of our ethos and our intention is to ensure that every step of this journey, from initial enquiry or contact to progression as a Redbridge Institute graduate, is subject to the same robust quality management processes. Our quality management system encompasses the Ofsted Education Inspection Framework, RARPA principles and Gatsby benchmarks, and covers all our curriculum and support services activity.

Scope of quality management system



3. The Redbridge Institute Quality Cycle

The aims of the Redbridge Quality Statement are implemented through a range of formal approaches as indicated below:

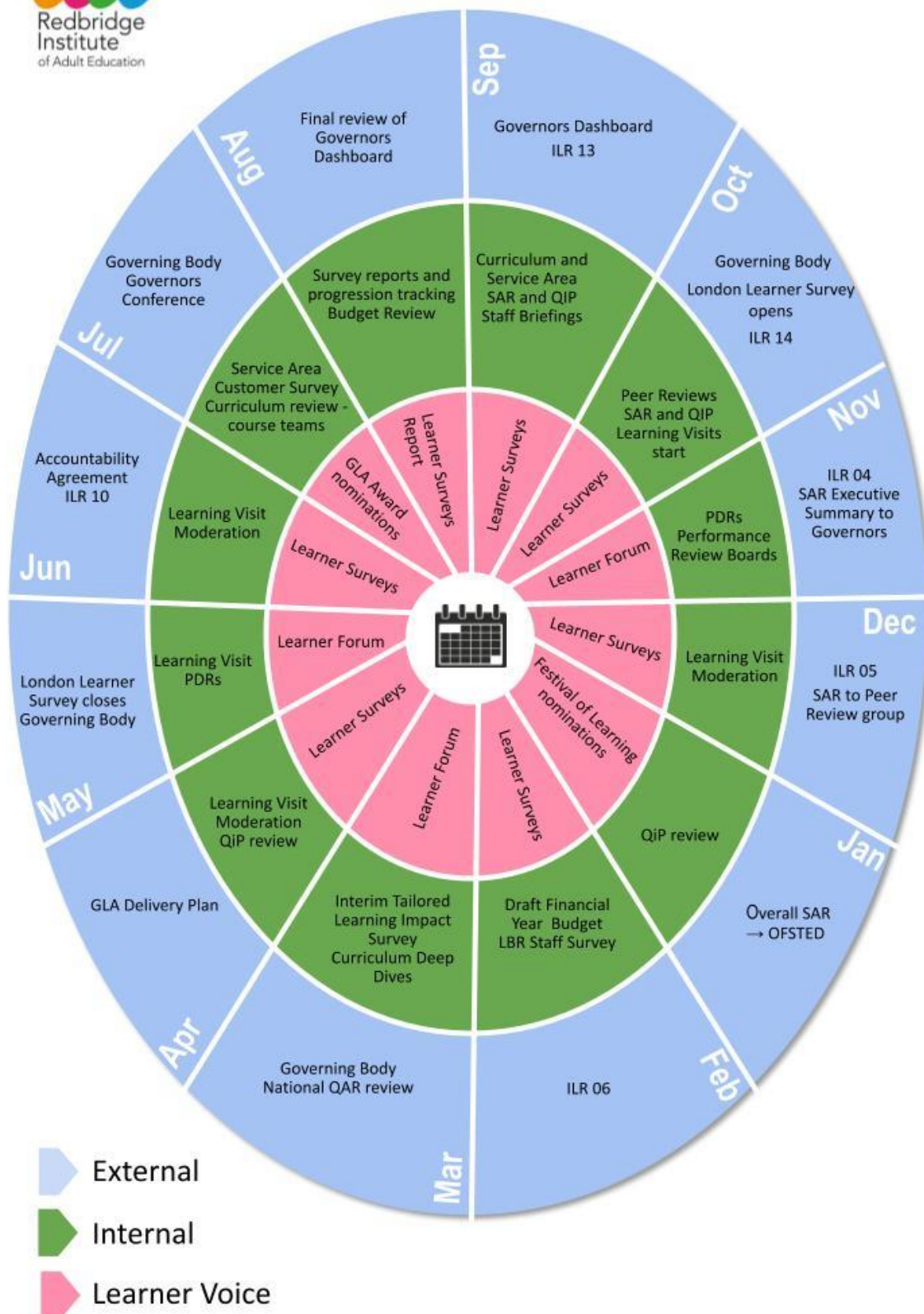
- Institute SAR
- Whole Institute AFI's
- Curriculum and Service Area SARs
- Curriculum and Service Area QiPs
- Internal and External Peer Review of SARs and QiPs
- Governors Executive Summary and Annual Report
- Governors KPI Dashboards
- Curriculum Data Dashboards
- Performance Review Board and Governors Monitoring of Performance committee
- Observation of Teaching, Learning and Assessment
- Learning Visits and Focused Curriculum Reviews
- Audits, including of ILP and attendance registers
- Annual staff appraisal and performance reviews
- ILR and funding performance monitoring
- Financial Performance and Budget Reviews.

Receiving feedback from both learners and staff forms an integral part of the Quality Management System. The following formal mechanisms are in place to ensure that this feedback is systematically captured and used to inform review and planning as part of the Quality Cycle.

- Course Surveys (induction and end of course)
- London Learner Satisfaction Survey
- Learner Forums
- Staff Survey
- Service Area Satisfaction Survey

How these approaches interact and complement each other and when they are implemented over the course of an academic year is detailed in the Quality Calendar.

4. The Redbridge Institute Quality Calendar



5. Roles and Responsibilities

Governing Body

The Governing Body is responsible for determining the educational character of the Institute and ensuring its overall performance and financial solvency. The Governing Board also has specific responsibility to regularly monitor quality, as well as monitoring their own performance.

Regular Governors meetings receive detailed reports on whole-college, curriculum and service area performance against clearly defined standards and KPIs which help them to monitor the effectiveness of the Quality Management System. In addition, Governors are responsible for approving the annual Institute's SAR and monitoring progress made against identified Areas for Improvement.

Redbridge Council is represented on the Board of Governors through three local Councillor members and is actively engaged with scrutinising, supporting and developing the Institute's activities.

Senior Leadership Team

Three Senior Leaders (Principal, 2 X Assistant Principals) have ultimate responsibility for whole-college performance and quality improvement and work closely to update, complete and coordinate Quality Improvement Plans which ensure that all of the Curriculum and Service Areas are focused on delivery of an OUTSTANDING Learning Journey. The Senior Leadership Team is responsible for developing and overseeing strategy and policy for the organisation.

Management Teams

The Institute's management teams are collective bodies of operational managers including the Curriculum Management Team and Student Experience Team. These groups are responsible for monitoring quality improvement and operational planning within their specific span of control. College management teams meet regularly, according to a pre-agreed annual schedule, to ensure that all curriculum and service areas coordinate activities to achieve agreed quality improvements. The college management teams are responsible for developing processes and procedures that ensure strategic objectives and KPIs are met.

Curriculum and Service Area Managers and Team Leaders

The Programme and Service Area Managers and Team Leaders are responsible for the implementation of the quality processes and procedures within their own areas, as well as for quality monitoring. Quality monitoring is carried out against the Quality Improvement Plans, through a series of formal activities which include Quality Reviews, team meetings and 1:1 support and supervision meetings.

Teaching Staff

All teaching staff have a responsibility for the quality of the teaching, learning and assessment that they provide for learners and for contributing to the Self-Assessment processes in their course/subject teams. They will work closely with the Programme Managers to ensure that their own courses are delivered to the highest possible standards.

Support Staff

All administrative, technical and support staff are responsible for delivering the highest standards of service, as detailed in Quality processes, and following carefully defined operational procedures. All service area staff contribute to Quality Reviews and Service Area SARs.

Learners

In addition to the activities included in this cycle, learners also have the following formal opportunities to be represented in the Institute's Governance arrangements:

- Nominated Link Governors for Learner Voice attend Learner Forums and formally feedback to Full Governing Body.
- Learner Forum - a platform for consultation and making suggestions for improvements; Membership is taken from across the student body and termly meetings are organised.
- Learner voice data is regularly analysed, and reported and Learner Involvement actions are integrated within the Institute quality review and improvement cycle.

6. Defined Quality Processes

The following processes are carefully designed to ensure that the College can implement a rigorous and robust approach to Quality Improvement:

- 1) **Quality Monitoring and Improvement Planning** (including SAR and QIP processes, Performance Review Boards, Focused Curriculum Reviews, External Peer Reviews and Performance Review Board panels).
- 2) **Continual Improvement of Teaching, Learning and Assessment** (including Observation of Teaching, Learning and Assessment, Learning Visits, Focused Curriculum Reviews "Deep Dives" and planned audits of the quality of the Learning Journey).
- 3) **Learner Voice** (including Learner Inductions, Learner Forums, Learner Satisfaction Survey, Course Surveys and feedback from Learning Visits).
- 4) **Workforce Planning and CPD** (including Selection and Recruitment, Induction, Staff Surveys, Training and Development and Performance Management Reviews).
- 5) **Leadership and Governance** (including Strategic Planning, Governors Dashboard, Risk Register, Leadership Team, Governing Body Instrument and Articles and Scheme of Delegation).

NOTES:

Definition of terms used as part of the Quality Management System:

POLICY: Overarching statement of intent, direction and guidelines. These are auditable.

PROCESS: High level view of quality improvement activities. These are auditable.

PROCEDURES: Detailed steps through which processes are delivered (e.g. enrolment, attendance monitoring etc.). These are not auditable but are regularly updated by managers and teams.

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