

Commercial in Confidence

matrix Assessment Report

For

REDCAR AND CLEVELAND COLLEGE

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On behalf of EMQC LTD

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1. Executive Summary

Having carried out the Assessment in accordance with the guidelines provided Redcar and Cleveland College has demonstrated that it meets the **matrix quality standard for information advice and guidance services**. Accreditation to the **matrix** Standard is granted for the external services provided by the College.

This Assessment Report covers the services provided by Redcar and Cleveland College and includes a brief description of the organisation, the Assessment methodology and an overview of how the College demonstrated that it met the **matrix** Standard.

2. Introduction

Redcar and Cleveland College, which is a Further Education College based in the town of Redcar in the North East of England, has been successful in achieving the **matrix** Quality Standard for demonstrating how ownership of the IAG process is shared across the College and the critical role it plays throughout the entire organisation. Strong evidence also demonstrated how IAG is fully integrated into corporate and operational agendas, planning cycles and quality assessments.

There is a strong focus on matching available opportunities with a student's individual need, and on providing impartial information, advice and guidance, and the appropriate level of IAG and support to students and prospective students at the time of enquiry, pre and post enrolment, on entry to the College, on course and on exit, with the aim of ensuring that the physical, personal, vocational and educational needs of students who are undertaking either College courses or work based learning programmes are met.

Measures are in place to support unsettled students, and also to support and enhance the educational attainment to improve the life chances of vulnerable students, including those with problems associated with deprivation who were underachievers at school.

The impression is that the Principal of the College, who was described by some staff during the Assessment visit as an innovative, inspirational leader who has changed the culture of the College, has a clear vision and determination to continue to drive the College forward and improve standards. Since his appointment in 2005 a new management structure has been created, and by using the skills of the previous management team and recruiting new managers, who have specialist and varied backgrounds, he has created a dynamic team who have worked collaboratively with staff to raise standards and be at the forefront of some interesting innovative developments and to prepare for the opening of the new College in 2008.

The College's main objectives for the **matrix** Assessment was to have an impartial view of the effectiveness of IAG provision across the College and to highlight areas for development which can be used to support the Self Assessment process. Accreditation to the **matrix** Standard also confirms to staff that their work is recognised and valued and delivered in line with a National Quality Standard.

The impression is that the College has made excellent use of the **matrix** Standard and has introduced a range of developments into the service as a result. It may therefore consider making an application for the **matrix** Excellence Award.

3. Methodology

The Assessor visited the main Campus on Corporation Road and the Connections Campus on Redcar Lane and used a range of methods to gather evidence against the **matrix** Standard;

One to one interviews were held with:

- The Principal
- The Director of Quality and Standards
- The Customer Relations Manager
- The Marketing Manager
- The Manager of the Learning Resource Centre and 2 Assistants
- The Manager and Team Leader from Student Services
- The Assistant Careers Advisor
- The Manager of Work-based Learning and 3 Assessors from the E to E Programme, and Train to Gain programmes
- A Student Mentor, a Counsellor, and the Learner Support Manager
- 7 Members of the Teaching Staff from the Main Campus and The Connections Campus
- A Receptionist
- Representatives from connexions and Redcar Borough Council

Informal interviews were held with 29 students

Observation – the Assessor observed a guidance interview and a Taster Session

Document Review - The Assessor reviewed a range of documents which included, the Strategic Plan, Self Assessment Reports, Annual Reports, marketing material, strategic documents, management information reports, information relating to the Communication Structure, a range of policies, documentation associated with the Staff Review process, analysis of user feedback, a range of promotional material and minutes of staff meetings. The website was also reviewed.

4. Strengths

During the Assessment eleven strengths were identified. These are outlined below. The numbers and letters in brackets refer to the relevant elements and criteria in the **matrix** Standard.

- The impression is that the Principal of Redcar and Cleveland College provides excellent leadership. Since his arrival at the College in 2005 some major changes have occurred and new developments introduced. These include, a restructure of the management team, the creation of new posts, the introduction of a new Communication Structure and a new Document Management System. Policies and procedures have been reviewed and revised, and new enrolment guidelines have been introduced. More robust quality assurance systems have been introduced, and more rigorous systems are now in place for monitoring and reporting performance across the College.

In addition a major Train to Gain contract has been awarded to the College, the number of students enrolled onto Entry to Employment programmes has increased, and there has been a 25% increase in the number of students accessing work based learning programmes. Over the past year retention rates for long courses have increased, and the number of students who progressed into employment or further education has increased.

A clear strategy and quality agenda for future developments is in place which highlights strategic priorities with links to corporate plans, quality systems and the training and development of staff. (8a-d)

- Since the appointment of the Marketing Manager the Marketing Department has been transformed into a dynamic service that is bringing new and fresh ideas for marketing the College.

The Upload and Reload scheme is an excellent initiative, which has been recognised as good practice by the LSC and has featured in its latest publication. (1a-d)

- Since the appointment a year ago of the Learning Resource Centre Manager, who is a Librarian and Teacher by profession, there has been a transformation of the Learning Resource Centres. She has upgraded the library system, bought new book stock and additional computers and is currently implementing 'Best of Public Libraries Standards' appropriate for academic institutions to improve the Learning Resource Centres and prepare for the move to the new College. (3a-d)
- The Plunge enterprise programme that encourages students to participate in enterprise activities is another excellent initiative. The scheme, which is modelled

on the popular TV programme 'Dragons Den', provides an excellent opportunity for students to gain access to IAG from experts in the world of business. (4a)

- There was strong evidence throughout the Assessment visit to confirm that ownership of the overall IAG process is shared across the College. The Principal, the Senior Management Team, specialist and non specialist IAG staff such as tutors, lecturers, assessors, and marketing staff recognise the importance on the delivery of high quality IAG and the impact it has on enrolment statistics, student achievement and progression routes

A Divisional Head commented during the Assessment visit;

" We feel that IAG should be a team approach. It is important that staff get the best IAG themselves before embarking on it with students. It forms part of the staff Induction at divisional level to ensure that new staff know who does what, and that they are clear about the structures that are in place to support students". (4a-f)

- The College is fully aware of the need to involve students in reviewing the service it delivers and has developed a range of mechanisms to gather feedback from them as a means of listening to their views and seeking their opinions for service improvement and in decision making. During the Assessment visit students were keen to explain how the Principal is the Chair of the Student Representative Committee, and Student Ambassadors quickly pointed out how they offer information and advice to prospective students and their parents and take part in a range of events to promote the College. Students were also enthusiastic about pointing out how they had been involved in the design of the Logo for the new College. The Buddying System is also popular with students.

It was also considered good practice by the Assessor that an invitation has been extended to students from 2 schools to be part of a Focus Group to develop the new Prospectus. (7a-d)

- A new Student Newsletter has recently been introduced which is very popular with those students who were interviewed by the Assessor, several of whom were very pleased to be able to point out the 'Ask Gary' column. Several students went on to describe the style of the Principal and the culture of the organisation. (1b)
- During interviews with staff and students across the College it became apparent that the Student Mentoring Service is highly valued and statistics show clearly the impact it is having on the College's retention rates. Since the Mentoring Service was introduced 138 students have been mentored of whom 81% remained on their course. (4a,b, c)
- The College demonstrated well its commitment to working collaboratively and

recognises that this is clearly a key element in successful developments and for maximising choices for students. Collaborative and cross functional working has also proved that staff working together in partnership are able to take advantage of the wider breadth of skills, knowledge and experiences available. This was evident when interviewing representatives from partner organisations and staff across the College who gave excellent examples of partnership working. (5g)

- Another major strength of the service is its commitment to Equality of Opportunity and the effective mechanisms that are in place to ensure compliance with the College's Policy. Student Handbooks describe the support that is available for students with additional needs, which will be greatly enhanced when the new College opens in 2008. Several students explained the classroom support that is available for students and the high level of support that is available for students with dyslexia. It was also interesting to note how an Assessor who is trained in the use of sign language supported a student through his NVQ qualification through the use of sign language.

It was also interesting to note that the College is currently preparing to hold a Respect Fair with representatives from a range of agencies and community services across the Borough such as the Disability Service, Services for the Homeless, Careers Groups, the Rape Crisis Group and other services that support young people. This will provide an excellent insight for students into the level of advice and support that is available for young people out in the community. (1d)

- The College has effective systems in place to support the development of its staff. All staff understand that they have a responsibility to perform well and the impression is that they are given a good level of support and encouragement to do so. A framework is in place which prioritises staff training and development to ensure that they are equipped with the necessary knowledge, skills and competencies needed now and in the future. Particular note was made during the Assessment visit of the number of staff who are undertaking formal IAG and Customer Service NVQ Qualifications which will naturally impact on the level and quality of IAG that students and other customers receive. (6b,f)

4. Areas for Continuous Improvement

The Assessor identified nine areas where further development may improve the quality of service. The numbers and letters in brackets refer to the relevant elements and criteria in the **matrix** Standard.

- In order to adopt a more cohesive approach to monitoring IAG the College may include Student Services and the Careers Centre in the Self Assessment process, and start monitoring variations in usage of the services that they

offer. This should include usage of the Mentoring and Counselling Service. This data can be included in Self Assessment Reports, and used, in conjunction with data derived from Destination Surveys, to persuade more academic staff to engage with Student Services and other support services and encourage and signpost their students at an early stage to take advantage of the specialist information, advice and guidance that is available to them. The College may also develop IAG Guidelines for support staff, similar to the Handbook for Lecturers, Tutors and Assessors. (8a,c, d)

- Whilst there are systems in place for observing teaching and learning the College has not yet introduced observation of the delivery of IAG. This may be an area for development across all areas of the College, including specialist and non-specialist IAG staff. Observation of IAG at the point of delivery could form part of the Staff Review process in the future. The Principal may also consider offering formal IAG training to members of the academic staff who could become IAG specialists within the faculties. (6b,c)
- The Mentors may consider reviewing and revising the leaflet that provides details of the Student Mentoring Service to ensure that students are aware that the service is open to full and part time students, including adult students. A statement may also be included which refers to the confidential nature of the service. A short statement about the Counselling Service may help students distinguish between the two services.

The Counselling Service may also develop a leaflet, which provides details of the service. It may also include a short statement about the Mentoring Service. (1d,c, 2a,b, 4a)

- The Mentoring Service is popular with students who may use it to discuss some complex problems. It would be good practice to provide Mentors with written Guidelines for Managing Disclosures. Staff in the Counselling Service may assist in developing the Guidelines. The College may also ensure the Mentors have the College's Guidelines for the Management of Drug Related Incidents, and ensure they are aware of the system for compliance with Child Protection Guidelines, and that they know who the nominated member of staff is for Child Protection. (5e)
- The Mentors may seek the support of the Principal to allow them to deliver 'Drop In' sessions on the Connections Campus. They may also ensure that the service is widely promoted on the smaller sites. (4a)
- During interview a member of staff from the Counselling Service was enthusiastic and complimentary about the benefits of the Mentoring Service and was keen to develop joint training sessions for staff to raise the profile of both services and to ensure that staff can make distinctions between the two. (6d,c)

- Whilst the Manager and staff in the Learning Resource Centre were clear about how information is managed to ensure it remains relevant, up to date and free from bias as yet there is no formal written Procedure for the Management of Information. (3b,c)
- Although there is a statement in some of the College's publications, which brings to the attention of students the confidential nature of some services, it has not developed a Confidentiality Policy.
- The website is currently under review and extensive developments are planned for the content and design and the content. However the Marketing Team may in the interim consider including a page which provides information for international students. It may seek the views of international students regarding the type of information that they would like to see made available for them on the website. (1d, 3a)

5. Detailed Findings against the matrix Standard

The following information is a summary of the findings against each element and should be read in conjunction with the previous sections.

1.

People are made aware of the service and how to engage with it

The College is promoted vigorously to potential students through events and high quality publicity material, and merchandise. Prospectuses and an Advisors Guide provide details of the range of courses that are available, and Business Cards provide details of how to make contact with the College and individual staff. Open Days, Fairs and Taster Sessions and having a presence at School's Parents Evenings are other methods used to encourage potential students to enrol onto courses offered by the College.

In addition staff attend Exhibitions and local events to raise the profile of the College and work closely with local schools, connexions, businesses, and Teeside University and other external partners to promote its wide range of full and part time courses.

Over the last two years a Marketing Group has been established as part of the Communications Strategy. Representatives from each faculty area attend the meetings as a means of improving communications with the academic staff.

A Publicity Calendar has also been developed to track events.

The opening hours of the College are designed to accommodate the needs of enquirers and to accommodate appointments.

Current students are made of the level of IAG and support that is available to them through Student Services, the Careers Centre and the Learning Resource Centres. It is also promoted through the website and promotional material, through the Student Handbook, at enrolment, at Induction and through the Tutorial System. Students are also made aware that lecturers and tutors offer one to one support. Work based learners are informed by their Assessor of the level of IAG and support that they will receive at the beginning, and throughout their learning programme. The Learner Support Unit, Student Mentors and Counsellors also offer individual support to students.

The student population is diverse and monitoring systems are in place to ensure that services offered by the College are equally applied. The Equal Opportunities Policy is available to students and provides details of the College's commitment to making reasonable adjustments to all aspects of the College to avoid substantial disadvantage to any disabled student. The Code of Conduct explains the rules relating to expected behaviour, attendance, health and safety, equal opportunities and acceptable use of Information Technology, and states clearly that failure to comply with these requirements will evoke the student disciplinary procedure.

2.

People's use of the service is defined and understood

Redcar and Cleveland College Prospectuses, other publications and the website comprehensively set out the range of courses the College offers and facilities available, and illustrates with examples of how to explore options regarding learning opportunities.

At the time of initial contact with the College, the IAG needs of individuals are determined, often by staff at the main Reception Desks. The calibre of the enquiry often means that people are signposted to Student Services or, on some occasions, to the most appropriate member of the academic staff or a department within the College.

Staff across the College described how students are offered a full description of what they can expect from the College once they make a decision to enrol onto a course, and the level of support that is available

to them pre-and post enrolment and throughout their life at the College.

All staff confirmed that IAG is imparted in a manner that is impartial and objective and how they are prepared to offer alternative options beyond their own organisation.

Several students interviewed during the Assessment visit confirmed that staff had demonstrated their commitment to equality during their interactions in a manner that was consistent with the values of the College.

Confidentiality is at the forefront of the thinking of members of staff and several examples were given during the Assessment visit of how this is applied. Private interview rooms are available to ensure privacy and confidentiality within an interview setting when required.

3.

People are provided with access to information and support in using it

The College offers an integrated information provision combining paper and electronic resources, which offers a wide range of detailed information. Hard copy material and a CD Rom describe what is on offer at the College and the relationship to particular educational qualifications and training opportunities.

Taster sessions are held monthly and advertised through direct mail letters to Upload members which targets years 9, 10 and 11 students in local schools, and to students who have attended the end of year 10 Taster Session. Posters and School Notice Boards are also used to provide information about Taster Sessions.

It was interesting to note how in June 2006 feeder schools were invited to take a branded Redcar and Cleveland College Notice Board. The Boards are updated monthly with current news about the College, information about Open Evenings, plus subject specific items which link to that month's Taster Session.

The Learning Resource Centres at the two locations visited by the Assessor reflected consistency in the manner of display of materials and the provision of equipment. Rooms are appropriately stocked and information is segmented, for example into subject areas and contains information appropriate to the specialist areas likely to be of interest to students. If students feel they require extra help to use the resources help is readily available from staff.

Computer Workstations and Study Areas are available for students in the Learning Resource Centres and a range of information is available on-line from the College's website and linked sites.

A student commented during the Assessment visit; *"The Learning Resource Centre staff are really friendly. The Library area is very well stocked and staff are always ready to help. The Computer Area is popular with students, its always busy."*

The Learning Resource Centre Manager and the Marketing Manager described the systems that are in place to ensure that all information is well presented, accurate, up to date and free from bias.

The Marketing Department is responsible for updating the website unless complex work is to be carried out, in which case an external company is contracted to undertake the work.

4.

People are supported in exploring options and making choices

Redcar and Cleveland College is committed to providing impartial, information advice and guidance to all enrolled students and potential students who are interested in Full and Part-time Courses. It believes that to make learning opportunities truly accessible it must support people in making informed decisions and the right choice of course. The College recognises that the needs of students vary and seeks to provide programmes which recognises and respond to these needs.

A specialist team of staff within Student Services are available to give information and advice to enquirers on specific courses, course eligibility, and the support that is available to enable them to access their choice of course. They offer welfare advice, advice relating to financial assistance and child care support, and advice about the support that is available for students with additional needs.

If people require specialist information relating to a specific course they are referred to subject tutors who will offer that information or support them in deciding which course best meets their needs.

Students and potential students can drop into Student Services where staff will explore the needs of individuals and give either short uncomplicated advice, or more in-depth advice and guidance relating to a range of issues. During interview staff described occasions when they would signpost people to other staff within the departments within the

College to subject tutors or to external agencies.

The Careers Centre also offers a Drop In service for uncomplicated information and advice. More detailed advice or guidance relating to careers, job search, training, further education and higher education is given during fixed appointments, usually lasting approximately 45 minutes. During interviews staff elicit and assess relevant aspects from which options can be advanced, leaving students to take their own decisions. Group talks relating to careers education are also arranged in the Careers Centre.

Support and encouragement is given to students to move forward in their thinking and invitations are extended to provide further IAG where desired. Students who are uncertain of their progression routes are able to discuss options and are assisted in researching those options. Assessors and academic staff from across the College explained how students are supported and described how information and advice is offered at Induction, during initial assessments, and during the initial tutorial meeting to ensure they have enrolled onto the most appropriate course and explained the effective support mechanisms for work based students and the programme of tutorial and individual support within the College.

The College demonstrates a strong commitment to identifying and catering for the special needs of students who may be disadvantaged. Some members of the academic staff explained how those students who had Mentor in School are offered the same level of support in College.

Student Mentors and a Counselling Service is available to all students, and a Welfare Officer has recently been appointed to offer support to international students. Students who have additional needs are signposted to and supported by the Learning Support Department. A Nurse also attends the College every Monday.

During students' programmes academic staff and assessors offer support and encouragement to help them to plan their progression routes. Those who are uncertain of their career paths are often referred to the Careers Advisers for specialist help.

The College has strong links with Teesside University and other local universities, and systems are in place to support students who chose to progress to Higher Education.

Staff interviewed could give examples of their limitations and recognised situations in which referral to other services was appropriate. The

Assessor explored this during interviews by posing scenarios
Comments from students include:

“There is plenty of guidance from our lecturers and tutors. We can discuss any issues and can see them at any time; we don’t have to wait for our Tutorial Meeting. We were taken to a University Fair at Newcastle which gave us an opportunity to speak to staff at the University, it was great”.

“The staff in Student Services are so helpful and friendly, they went through everything with me before I started at College and made sure I got all the financial help that was available. Every time we go into Student Services they know our name”.

“My Tutor is brilliant; if it hadn’t been for him I wouldn’t be on this course, I don’t think I would have come to College without his encouragement. I certainly wouldn’t have done as well without his advice and support”.

5.

Service delivery is planned and maintained

The Strategic Plan sets out the Mission, Vision, Values and direction of the College. Quality is maintained across the organisation through the implementation of quality procedures, and inter-College meetings bring together specialist and non-specialist IAG staff, including Tutors, Lecturers and Assessors to discuss progress, methods of working, to review standards and performance targets and discuss potential improvements.

The management system provides clear lines of responsibility. Staff described the support they receive from the Senior Management Team, and from their own line managers, and confirmed that they have direct access to them at any time.

Members of staff were able to explain to the Assessor how their roles fitted the overall direction of the College and confirmed their ability to input their views through the Self Assessment process, at Staff Meetings and Curriculum Area Review Meetings and during CPD days.

Policies and practices are well defined and ensure consistent practice and uniformity of standards across the College and are accessible through the staff intra-net.

As part of their Induction Programme staff receive a range of information

to ensure conformity with policies and practices. During interview staff described how they are notified of changes in legislation, and how they are provided with the necessary training to comply with major policy changes or changes in legislation. Guidelines exist for the Management of Drugs Related Incidents within the College, and for compliance with Child Protection Guidelines

Work is in hand to promote the ethos of the National IAG Board's Principles of Coherence and to meld these into working practices and into the area of personal performance review.

A wide range of networks and partnerships has been created to focus on learning and work requirements. The College has effective relationships with local schools and has developed a strong relationship with employers in both the public and the private sector. It has secured a contract to deliver programmes of study for a Libyan Oil Company based in London.

Considerable efforts are made to engage new employers, for whom programmes will be tailored to meet individual requirements. It was noted during the Assessment visit how Redcar and Cleveland College is the only College within the North East to deliver Legionella Risk Assessment courses for Manager Disinfection for Operatives.

Strong and effective relationships also exist with connexions which has a Formal Service Level Agreement with the College to deliver IAG.

During the Assessment visit a representative from connexions commented;

“ We have a very open relationship with the College. It has an excellent Principal and a strong team of staff who are very aware of the issues that affect young people. There is a strong focus on IAG and support for students, and a recognition that early intervention is the key to successful outcomes. It is a very forward thinking College and is always the first College to pick up new ideas. I was invited to the staff CDP day to raise the profile of our service, as a result referrals from academic staff increased”.

6.

Staff competence and support they are given are sufficient to deliver the Service

Induction procedures exist for members of staff which involve contact with key people within the College. Members of staff were able to explain their experiences of induction and confirmed to the Assessor that they were equipped for their role. Staff interviewed said that they feel well

supported and the newest members of staff described how they were quickly incorporated into the effective continuing professional development arrangements.

“ I had a thorough induction and was very surprised when The Principal visited me in my Department to check that I had settled in”.

Training and development needs are identified during the Staff Review process or during CPD days. Several staff explained during their interviews how they have been supported in accessing the most appropriate training to fulfil their roles with confidence and for their own professional development.

To date **3** staff have achieved a Customer Service NVQ Qualification, **33** are currently undertaking the programme, 2 staff have formal IAG qualifications and **11** are currently working towards an NVQ in Advice and Guidance.

The impression when speaking to staff during the Assessment visit is that the Principal of the College is a hands on leader who is in touch with his staff and students. Staff commented; *“The Principal at this College is an IAG role model”. “The Principal is innovative and a master at managing change. I love working here. I feel so valued it is the best job I have ever had”.*

Staff confirmed that communication across the organisation is good. Staff meetings and Curriculum Review Meetings are held on a regular basis, and 5 CPD days are held over the year which staff state are excellent. Outside speakers are invited to CPD days, and staff meet and network and share good practice with staff from across the College and staff from external organisations.

Several staff explained how they also make representations at meetings within the College’s Communication Structure which provides them with an opportunity to become involved with issues outside of their own roles.

7.

Feedback on the quality of the service is obtained

The strong focus on gathering feedback from students and other service users was notable during the Assessment visit.

Methods used to gather feedback include the Complaints Procedure, institutional wide surveys, questionnaires and evaluation exercises. In the Learning Resource Centres boxes are available for submission of

questionnaires which are subject to scrutiny and central overview. Student Representatives, Student Ambassadors and Student Focus Groups are other methods used to gather feedback from students. The College also conducts a Destination of Leavers Survey.

Meetings and questionnaires are used to seek the opinions of employers, and meetings with representatives from connexions and the Borough Council and other stakeholders are mechanisms used to seek the views of other agencies.

Responses are input onto a database and analysed. Findings reviewed by the Assessor indicate good levels of satisfaction with the levels and quality of IAG and support.

Staff across the College are able to provide feedback verbally on a day-to-day basis to their line managers, at their Staff Review meetings, at Curriculum Review Meetings, at staff meetings and during CPD days. The Principal explained how a Culture Survey is soon to be undertaken which has been funded by the LSC. The survey is a pilot project for Tees Valley Colleges. It is intended to be a year-long project.

Comments from students during the Assessment visit include;

"I have been to group sessions in the Careers Centre they were very helpful and the staff were so friendly. I have used the careers software in the Careers Centre; it was very good, a member of staff helped me to use it."

"I have had help with my CV, and help to prepare for an interview. I also had help to put my letter of application together. I have been for an interview and I got the job. I couldn't have done it without The Careers Centre staff and my tutor."

"There is a lot of support for students with special needs at this College".

"I had several sessions with a Careers Adviser, she was lovely, she is very knowledgeable and very patient. I found my sessions with her helped me focus on what I would like to do when I have finished my course".

"The Student Mentors are fantastic. They are really friendly. It is a confidential service and they will help with any problems we have, whether they are personal problems or problems relating to our course. They introduce themselves at Induction so we know where we can find them".

"I once went to the Counsellor; she really supported me and made me feel much better about myself. All I wanted to do was leave College. I'm glad she was there to help, I feel fine now".

8.

Continuous quality improvement is ensured through monitoring, evaluation and action

The College's Strategic Plan shows some innovative and ambitious developments including plans for the new College. Some key developments introduced over the past two years are recorded in another section of the Report.

The College measures the impact of the services it delivers by undertaking financial and strategic assessments, and processing data using statistical and graphical tools to identify patterns, discrepancies and underperformance. It produces clear guidelines for good practice and quality assurance procedures, and the Strategic Plan and Self Assessment Reports show a strong focus on continuous quality improvement.

Interviews with staff across the entire organisation during the Assessment visit, The College's Strategic Plan, Self Assessment Reports and the Communication Structure within the College demonstrated how ownership of the IAG process is shared across the College and the critical role it plays in the College meeting its strategic targets.

The Principal and other members of the Senior Management Team recognise the importance of the delivery of high quality IAG and were very keen to receive feedback relating to areas for improvement during the **matrix** Assessment visit. The Principal was quite clear that any development areas highlighted in the Feedback Report would form part of the College's Strategic Plan.