

HOLEX ACE

How to design and influence an effective quality improvement process

Module 1 – Determining a quality management system**Peter Nelson**

Online via Zoom

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Section 1**A brief introduction to the whole programme**

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Six online sessions:

1. Determining a quality management system

2. Building a **strategy** on **local plans**
3. Writing a **self-assessment** report
4. Drawing up an effective **improvement/action plan**
5. Using **RARPA** to improve quality
6. Considering **inspection**, and the role of the nominee

Target audience for the programme

- Team leader or quality manager
- Engagement in strategic thinking, quality review and improvement action planning
- A growing awareness of the strategic landscape
- Raising standards, improving learner experience.

Professional Standards for Leaders

- The Leadership Standards provide guidance about professional expectations of leadership roles.
- This session is primarily aimed at Aspiring and Middle Leaders, supporting the development of the following standards for this career stage:

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



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Values and attributes

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring leaders		Middle Leaders
Values and attributes	3	Be solution focused and innovative in the delivery of a high quality learning environment	1	Be reflective on your management practice with consideration of the impact on others and yourself
	5	Build positive and strong working relationships with colleagues learners and employers	4	Be forward thinking and innovative in adapting strategies to facilitate the delivery of a high-quality learning environment.
			6	Build positive and collaborate relationships with internal and external stakeholders

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Knowledge and understanding

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring leaders		Middle Leaders
Knowledge and understanding	7	Develop your knowledge of effective financial and management practice	8	Maintain and update your knowledge of effective management practice to develop research-informed practice
	9	Become familiar with local and national policies and how they influence decision-making	10	Be abreast of local and national policies to enable proactive response to change

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Professional Skills

Professional
Values and
Attributes



Professional
Knowledge and
Understanding



Professional
Skills



		Aspiring leaders		Middle Leaders
Skills	12	Support the development of curriculum that meets learner and employer needs , being mindful of local and national initiatives	14	Develop curriculum that meets learner and employer needs , being mindful of local and national initiatives
	13	Support the implementation of required methods of quality assurance	15	Apply required methods of quality assurance and provide constructive and timely feedback to appropriate stakeholders
	16	Consistently demonstrate emotional maturity and resilience in understanding your responsibilities.		

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Section 2

Introducing Module 1

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Module 1 Outcomes

Determining a quality management system

By the end of this first module, you will:

- Understand the benefits of having an effective quality management system
- Recognise the components you should include as part of that system
- Appreciate the interdependencies within the system
- Be aware of the responsibilities and accountabilities within the system
- Know how to gain maximum value from your quality system

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Section 3

Some underpinning theory

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What is a quality management system?

- A quality management system (QMS) is defined as a formalised system that documents **processes**, **procedures**, and **responsibilities** for achieving quality policies and objectives.
- A QMS helps coordinate and direct an organisation's activities to meet **customer** and **regulatory requirements** and improve its **effectiveness** and **efficiency** on a continuous basis, to help achieve **excellence**.

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Three more useful definitions

- **Efficiency** – doing things ‘**right**’
- **Effectiveness** – doing the ‘**right**’ things right.
- **Excellence** – ‘**consistently**’ doing the right things right.

Benefits of an effective quality management system

- **Customer** satisfaction (funding bodies and learners)
- This leads to more customers, more sales, and more repeat business
- Setting organisation-wide **direction**
- Achieving **consistent** results
- Reducing **waste**
- Preventing **mistakes**
- Reducing costs
- Facilitating and identifying training opportunities
- Engaging **staff**
- Providing **evidence** to funders and/or local authority elected members

Recognised Quality Management Systems

- Total Quality Management (TQM)
- ISO 9001 (and others specific to different areas of work)
- Six Sigma
- Investors in People
- Business Excellence model
- EFQM (European Foundation of Quality Management) Excellence Model
- Local Authority Quality Processes

Investors in People - Leading

- Leading and inspiring people
- Living the organisation's values and behaviours
- Empowering and involving people

Investors in People - Supporting

- Managing performance
- Recognising and rewarding high performance
- Structuring work

Investors in People - Improving

- Building capacity
- Delivering continuous improvement
- Creating sustainable success.
- Organisational Ambition

Section 4

How does that translate into a model appropriate to our sector?

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Factors to consider when planning a QMS

1. Strategic factors
2. Statistical and financial factors
3. Review and quality processes

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1. Strategic factors

- Organisational vision and mission
- Corporate / Local Authority culture and values
- Strategic and business planning
- Regional/local priorities and initiatives
- Local Skills Improvement Planning
- The curriculum (Intent, implementation and impact)
- Accountability agreements
- Marketing and promotional deadlines (e.g. publication of prospectus)

2. Statistical and financial factors

- Funding bids for example to ESFA/MCAs (revenue/capital)
- Statistical submissions/returns (ILR dates)
- Priorities for investing in staff development
- (Capital investment funding/priorities if accessible)

3. Review and quality processes

- Feedback - learners, employers, staff, parents.
- Course reviews (conducted by staff and managers)
- Self-assessment
- Quality improvement action planning (QIP)
- Progress review against your QIP
- 'Lesson observation' (in its widest sense!)

Section 5

Considering strategic factors in more detail

Vision statement

- Written declaration
- Meaning and purpose
- Stakeholders
- Long-term results

E.g. – Early Microsoft vision statement - “a computer on every desk and in every home.”

Mission statement

- Action-based statement
- Purpose
- How it serve the customers.

E.g. – Ofsted’s mission statement – “Raising standards, improving lives”

Corporate culture and values

- Set of guiding principles
- Fundamental beliefs
- Function together as a team
- Common goal
- Business relationships
- Customer relationships
- Growth.

E.g. – St. John Ambulance values – Humanity, Excellence, Accountability, Responsiveness, Teamwork – “HEART”

Strategic and business planning

PESTLE

External change factors that influence your organisation

- Political
- Economic
- Social/Societal
- Technological
- Legal
- Environmental

SWOT analysis

- Consider your internal strengths and weaknesses
- In the light of your PESTLE analysis, consider the external opportunities and threats to your business

Planning your curriculum

- The curriculum sets out the aims and expectations of the programme.
- It also sets out the structure of those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage.
- It enables the evaluation of learners' knowledge and understanding against those expectations.

The three I's

- **Intent** – a curriculum that develops the knowledge, skills and behaviours need...to prepare them for the next stage in education, training or employment.
- **Implementation** - How the curriculum is taught at subject, class, lecture, or workshop level.
- **Impact** – What learners have learned, and the skills they have gained and can apply, and where they progress on completion.

Section 6

**Considering statistical
and financial factors in
more detail**

Financial considerations

- Submission of bids for revenue and project funding – ESFA, MCA, Other
- Setting and gaining sign-off from governors/elected members on the budget
- Capital investment planning
- Staff development and workforce planning priorities

Statistical considerations

- Statistical returns – ILR
- Enrolment numbers
- Learner outcomes
- Learner destinations.

Section 7

Considering Review and quality processes in more detail

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Review processes

- Course/programme review
- Subject Area level review
- Corporate review (SAR)
- Gaining sign-off on the SAR from governors, or local authority elected members, or executive
- Seeking the views of learners, employers, elected members stakeholders
- Performance review of subcontractors.

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Action planning

- Develop an improvement action plan (QIP)
- Consider when and how to review progress against the QIP
- Staff performance review (lesson observation, deep dives, etc.)
- Staff development planning

Section 8

Mapping out the quality management cycle

The quality management cycle

A practical activity with colleagues

1. Review the different components contained in this presentation
2. Identify any additional components you require
3. Consider and record the interdependencies between different steps in the process
4. Work with colleagues to plot a month-by-month quality cycle
5. Record that cycle, and the steps within it in a simple

Section 9

Summary and conclusions

Module 1 Outcomes

Determining a quality management system

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- Be aware of the responsibilities and accountabilities within the system
- Know how to gain maximum value from your quality system.

Excellence

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- **Effectiveness** – doing the ‘**right**’ things right.
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