POLICY ON QUALITY MANAGEMENT

POLICY STATEMENT

2004

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Introduction

We, Education Resources, have developed a framework of seven policies. The framework includes policies on:

* care and welfare;
* inclusive education and support for learning;
* learning and teaching;
* the curriculum;
* communication and consultation;
* maximising the use of resources; and
* quality management.

Each of the seven policies includes appropriate links to the other policies. Together, the policies provide an overall purpose and direction for the work of all establishments and services within Education Resources.

Each policy includes a 'rationale' and a set of components linked to the rationale. The quality management policy has five components. Each component has one or more outcomes. The roles and responsibilities of staff are presented in relation to each component. A separate resources list is available for each policy. Corporate policy themes, including equal opportunities, corporate governance and best value, are included in all seven policies. The policies also support our contributions to the council's priority themes included in 'Fourcast', the Council Plan for 2003/2007.

The quality management policy also makes a significant contribution towards achieving the outcomes of the National Priorities in Education and, in particular, priority one 'Achievement and Attainment' and priority two 'Framework for Learning'.

Certain terms are explained in the glossary at the back of this policy.

Rationale

The purpose of promoting, supporting and maintaining quality management in all education establishments and services is to make sure we achieve best value through:

- improving the quality of establishments and services;
- improving the achievements of learners in establishments and services;
- supporting staff to help them work more effectively;
- making services as efficient and effective as possible;
- involving users of our services in evaluation and planning for improvements;
- developing a clear purpose and direction with staff and users of services;
- accounting for the education budget in terms of efficiency and value for money;
- providing reports on the quality of education establishments and services to parents and the public; and
- making sure that we meet the demands of legislation.

Components of the quality management policy

An overall approach to quality management is essential in developing and maintaining a consistently high quality of service across all establishments and services. The five components of the overall approach to quality management are based on the Scottish Executive Education Department's (SEED) Quality Management in Education (QMIE) framework, and are as follows.

1 **Strategic management:** This includes values and aims, effective leadership and developing policies.

2 **Consultation and communication:** This includes the ways in which communications and consultations contribute to improving services.

3 **Operational management:** This includes aspects of planning for improvement and using staff effectively to support improvement strategies.

4 **Resource and financial management:** This includes how resource management and financial management support improvement and maintain high-quality services.

5 **Performance monitoring and continuous improvement:** This includes the systems used to promote, support and maintain continuous improvement and to assess performance in establishments and services.

Specific outcomes

The overall aim of this policy is to help to make sure that all of the components of quality management are in place in all services and establishments, and that they work effectively to achieve the purposes of this policy (see previous page). The outcomes which are connected to each component are set out below with the roles and responsibilities of staff.

1 Strategic management

This includes outcomes on values and aims, effective leadership and developing policies.

Outcomes:

- A definition of quality and of quality management.
- A common working definition of 'quality'.

The definition of **quality** that is used in the policy framework is that quality is:

- keeping to agreed aims;
- continually trying to improve; and
- caring for the needs of the people being served.

The definition of quality management that is used to structure this policy is based on the SEED Quality Management in Education (QMIE) framework. Quality management is defined as having five parts:

- strategic management;
- consultation and communication;
- operational management;
- resource and financial management; and
- monitoring performance and continuous improvement.

Consultation and communication and resource and financial management are more fully presented in the policy statements on 'Communication and Consultation' and 'Maximising the Use of Resources'.

Roles and responsibilities

All staff:
- Staff use the working definition of 'quality' when planning improvements, introducing policies, planning developments, carrying out self-evaluations and in leadership and quality-management activities.

Outcome: Corporate aims and values

- Quality management in Education Resources is consistent with, and supports the introduction of, South Lanarkshire Council's vision, values and aims, as set out in 'FourCast', the current Council Plan.

Roles and responsibilities

All staff:
- Staff must be familiar with the vision, values and aims for South Lanarkshire Council as presented in the current

Council Plan. The ways in which services are provided and development work is done are consistent with, and take account of, the corporate vision, values and aims.
- They must show a clear commitment to the vision, values and aims of the council, and to improving the authority's work in education, including its contribution to the council and to the community.

Managers:
- Managers must make sure that links among the values and aims of the council, of Education Resources and of individual establishments and services are clear, logical and consistent.

Outcome: Policy framework

- All services and establishments have effective strategies to achieve the outcomes of the seven policies within our policy framework.

Roles and responsibilities

All staff:
- Staff have a copy of, and are familiar with, the seven Education Resources policies in the policy framework.
- Staff in establishments and services contribute as appropriate to reviewing and developing policies.

Managers:
- Managers make sure that copies of policies and related guidelines and information are readily available to all staff and users of services and establishments.
- They are responsible for introducing our policies, and for assessing the effectiveness and effect of strategies.
- They have a shared understanding of the outcomes of the seven key policies and how they link to national, council and individual establishment and service priorities.
- They keep a position statement on how well establishments and services are achieving the outcomes of the seven key policies.

Outcome: Leadership in quality management

- Managers have a clear vision of what we are aiming to achieve, and are successful in focusing the commitment and enthusiasm of staff to share that vision, and in maintaining and improving the quality of services.

Roles and responsibilities

Managers:
- Managers have a good understanding of the local and national political context in which we work, a recognition of what are key priorities, the ability to make clear and appropriate decisions and a commitment to maintaining and improving the quality of services.
- Managers regularly review the effectiveness of their own management. They then use the outcomes of these reviews to recognise their achievements and develop their skills.
- They make sure that appropriate systems to monitor, assess, record and report the quality of services and establishments are developed and maintained.

- They make sure that monitoring includes areas set by law, for example, ethnic monitoring under the Race Relations (Amendment) Act 2000.

2 Consultation and communication

This includes the ways in which communications and consultations contribute to strategies to improve establishments and services.

Outcome: Involving stakeholders

- All stakeholders, including customers, the public, parents, staff and, where appropriate, learners, are actively involved in developing and improving services.

Roles and responsibilities

All staff:
- Staff make sure that stakeholders feel encouraged to give views and provide feedback on services.
- They are fully involved in developing plans for improving establishments and services. This includes support staff.
- Staff are familiar with our policy on communication and consultation.

Managers:
- Managers make sure that consultation exercises are managed effectively with clear purposes and timescales, and that stakeholders receive feedback as appropriate.
- Managers identify the stakeholders for their services and involve them as appropriate in developing and improving their services.
- They make sure that stakeholders are involved in effective consultations.
- Where appropriate, managers arrange signing, interpreting and Braille services when involving stakeholders.

Outcome: Communication with stakeholders

- There is an appropriate and effective range of approaches to communicating aims, policies, service provision and performance to all stakeholders in services and establishments.

Roles and responsibilities

All staff:
- Staff have an appropriate role in communicating with stakeholders.
- They are involved appropriately in developing, maintaining and using management information systems.

Managers:
- Managers make sure staff have regular opportunities to discuss quality development and service performance at meetings.
- They maintain an effective approach to public performance reporting on their establishment or service.
- They set clear procedures in services and establishments for responding to enquiries and complaints from stakeholders, and generally make sure that communications

with stakeholders are regular, structured, supportive and efficient.
- They make sure stakeholders receive clear details of priorities in service and establishment development plans.
- Where appropriate, managers arrange signing, interpreting and Braille services when communicating with stakeholders.

3 Operational management

This includes aspects of planning for improvements, using staff effectively to support improvement strategies.

Outcome: Operating procedures

- Operating procedures are used effectively to help managers to support establishments and services to make sure they meet statutory and other council and national regulations.

Roles and responsibilities

All staff:
- Staff are aware of the nature and purpose of our operating procedures and should know how they can get access to them.

Managers:
- Managers keep an up-to-date file of operating procedures which staff have easy access to.
- They are familiar with the range of operating procedures and how to get any support they need.

Outcome: Education Resources Plan

- All services and establishments use our yearly plan as the basis for quality management, planning improvements and producing training plans for establishments and services.

Roles and responsibilities

All staff:
- Staff are aware of our plan and its purpose, and have ready access to a copy of the current plan. Our plan clearly presents the links between national and council priorities and Education Resources planning for improvement.
- They understand what the plan means for their service or establishment. The links between our plan and development plans should be clear to all staff.

Managers:
- Managers make appropriate use of our plan and the supporting Action Programme when planning improvements and producing development plans and training plans.
- Managers make sure that their yearly development plans deal with Education Resources aims for improvement. (In the Action Programme which supports our plan, certain targets, linked to aims for improvement, are highlighted using the letters 'DP'. This shows that these targets must be included in establishment and service development plans. This may be set out by law, for example, the ethnic monitoring of attainment.)

- Managers produce a progress report half-way through the year and at the end of the year as part of the review process to show how well establishments and services are meeting the targets included in our plan.

Centrally deployed staff (based at head office but working in establishments and services)

- As appropriate, these staff carry out reviews of operating procedures to make sure they take account of current laws, for example, on equal opportunities.

Outcome: Planning in establishments and services

- Planning for improvements makes a major contribution to achieving and maintaining high standards and quality.

Roles and responsibilities

All staff:
- Staff take part in the planning process. Planning includes short-term, medium-term and long-term planning, and focuses on both maintenance and development. All planning processes from the day-to-day plans of individual staff to the long-term strategic plans have an important contribution to make to achieving and maintaining high standards and quality.
- Staff make sure that their planning makes a major contribution to the standards, quality and improvement of their establishment and services.

Managers:
- Managers make sure planning processes, and the plans which result from these, are used effectively in quality management.
- They make sure all staff are involved in planning processes as appropriate.

Outcome: Development planning

- Development planning is a vital and effective part of quality development and improvement in all establishments and services.

Roles and responsibilities

All staff:
- Staff in services and establishments are involved in development planning by identifying priorities and in reviewing the development plan.
- They have a copy of the current development plan or summary of the plan for their establishment and service, and should be familiar with it, and be aware of their roles and responsibilities when introducing it.

Managers:
- Managers make sure that an effective development planning process is introduced in establishments and services.
- Managers make sure that a development plan is produced and their progress in achieving the targets in the plan is reviewed every year.
- Managers provide detailed feedback to all stakeholders on their development plans.

- Managers make sure that the needs and views of black and ethnic-minority groups are taken into account in consultations.
- Managers make sure that improvement targets are appropriate and have clear, related success criteria.
- Managers make appropriate use of performance profiles and management information to identify priorities.
- Managers make sure that all key stakeholders receive a summary of the service and establishment development plan and a report on how well it has met the previous year's priorities. Stakeholders should be able to ask for a copy of the development plan. By law, every year, schools must tell parents how well they are meeting their development priorities.
- Managers make sure that nothing prevents consultation with stakeholders, and that we can translate documents into other languages if stakeholders ask us to.

Specific individuals and groups:
- Heads of establishment make sure that they consult school boards and parents' groups, as appropriate, when they are preparing an establishment development plan. Head teachers must also give the school board a copy, or summary, of the final plan. Pupils should also be involved in the school development plan. Development plans in schools and early-years establishments should include targets related to the 'DPs' in our plan.
- Members of our Challenge and Support Team (CAST) provide written feedback to heads of schools and early-years establishments on their development plans, and discuss the feedback with them.

Outcome: Using staff effectively

- Using staff effectively in services and establishments helps meet the aims and priorities of that service or establishment.

Roles and responsibilities

All staff:
- Staff have a personal development plan arising from the review of professional needs and aims.
- They have clear instructions so they understand what they are expected to achieve.
- They have a copy of the staffing structure for their establishment or service and should have access to the remits of all staff.

Managers:
- Managers make sure all staff are supported in developing confidence in their ability to carry out current tasks.
- They understand and carry out their roles in relation to quality development, improvement and support.
- Managers make sure that everyone involved understands the aims and purpose of the links central staff have with their establishments.

4 Resource and financial management

This includes how the contributions of resource management and financial management help to improve strategies and maintain high-quality services.

Outcome: A definition of resources

- A common definition of 'resources' is used in all services and establishments.

Resources include the various ways in which the delivery of education and all connected services are supported within South Lanarkshire through the contribution of:

- parents and other adults;
- children and young people; and
- employees.

They are also supported by the effective use of:

- finance;
- properties and environment;
- equipment and materials; and
- information and knowledge.

Roles and responsibilities

All staff:
- Staff are familiar with the broad definition of 'resources' used throughout the policy framework.

Outcome: Strategic management of resources

- Services and establishments know resources they can use and how effectively and efficiently these are being used so that they can take management decisions to redirect, reinforce or replace them in ways which allow an overall approach to developing services and establishments.

Roles and responsibilities

All staff:
- Staff are involved as appropriate in gathering management information on the use of resources, for example, through best value reviews and checking resources.

Managers:
- Managers allocate resources in line with national, council, establishment, and service priorities and regulations.
- Managers make sure that employees understand decisions on allocating resources and that these decisions are put into practice effectively.
- Managers make sure that, as part of the planning process, it is clear how all development plans will affect resources.

Outcome: Financial management

- Procedures and processes are in place which allow resources to be allocated effectively and efficiently, along with systems for controlling and monitoring budgets.

Roles and responsibilities

Managers:
- Managers who are budget holders in services and establishments have a clear set of responsibilities and know who they are accountable to.
- Managers follow a set of full and clear financial procedures for their service or establishment.
- They regularly review their budget position and their strategies and practices to improve and maintain the quality of their services.
- They consult stakeholders as appropriate to get their views on budget proposals.

Outcome: Management information

- Using management information effectively helps all establishments and services contribute to the achievement of high standards and quality.

Roles and responsibilities

All staff:
- Staff know what management information means to their sector establishment or service and how this is used when planning and reviewing services.
- Staff have a copy of any management information that is made available to service users.
- Staff use information on performance and the quality of services when planning and reviewing services and setting standards and targets.

Managers:
- Managers use national and local management information when planning and reviewing services.
- Managers prepare management information for us and national agencies and, as appropriate, for service users.
- Managers are aware of appropriate legislation which means they must collect information for government agencies, users of establishments and services, and the public.

Outcome: Continuing professional development

- All services and establishments have a range of approaches to support the continuous development of all staff. These approaches clearly reflect and promote the principles of Investor in People.

- We keep our Investor in People status.

Roles and responsibilities

All staff:
- Staff are aware of the four principles of Investors in People - commitment, planning, action and evaluation.
- They know what they are entitled to in relation to continuing professional development.
- They know how to access their entitlement to continuing professional development.
- Staff with direct line management or responsibility for other staff are familiar with their role in the continuing professional development process and make it possible for their staff to get involved in the process.

Managers:
- Managers make sure all staff are familiar with the processes to support continuous professional development and have a summary of the appropriate guidelines, and access to the full guidelines.
- Every year, managers assess the effectiveness of the training plan for their service or establishment.
- Managers produce a yearly training plan which is available to all staff and which is linked to our plan, the plans for their services and the outcomes of individual reviews.

Specific groups:
- Our Training and Development Steering Group is responsible for developing, monitoring and assessing the effectiveness of the process of continuing professional development and training in establishments and services, and for reporting on the effectiveness of the process to the Education Management Team and to establishments.

5 Performance monitoring and continuous improvement

This includes the systems used to promote, support and maintain continuous improvement and to assess performance in establishments and services.

Outcome: Standards and quality

- We regularly produce supported statements on standards and quality. Along with any independent statements, these are used effectively to demonstrate best value, plan for improvement, manage performance and support overall improvement strategies in all services and establishments.

Roles and responsibilities

All staff:
- Staff are involved in producing and using statements on the standards and quality of their establishments and services. Statements of standards and quality whether national (for example, Her Majesty's Inspectorate of Education (HMIE) inspection reports and standards and quality reports), council or establishment statements should be used appropriately in planning, monitoring, audit and assessments.
- Staff contribute to achieving and reviewing the standards and quality of establishments and services and know how to get access to relevant reports on quality and standards.
- Staff have ready access to independent reports on the standards and quality of a service or establishment.

Managers:
- Managers make sure that they keep and regularly update a performance profile for their establishment or service and that this is used to report every year to us on quality, standards and performance. A consultation about standards and quality should normally take place every year between staff in establishments and services and our officers.
- Managers make sure all staff have a copy of internal statements of standards and quality that are being used in a service or an establishment.

Outcome: Performance measures and quality indicators

- Establishments and services make appropriate use of national and local performance measures and quality indicators when carrying out audits, self-evaluations and when reporting on their performance.

Roles and responsibilities

All staff:
- Where appropriate, staff are actively involved in developing local performance measures and quality indicators for their establishment or service.

Managers:
- Managers make sure staff are familiar with statutory and other performance measures and quality indicators which apply to their services, and understand the uses of performance measures and quality indicators in quality management and performance management.
- Managers use performance measures and quality indicators appropriately in planning, monitoring, audits and self-evaluation activities and when reporting on their performance.
- Managers make sure that all staff know how to get access to copies of performance measures and quality indicators which apply to their services.
- Managers are careful to make sure that the use of performance measures and quality indicators is valid, reliable and rigorous.
- Managers make sure all staff have access to HMI and Centre for Education for Racial Equality in Scotland (CERES) race equality audits for schools.

Glossary

- **Education establishments** is the term used to cover all schools, early-years centres, universal connections (a range of services for young people aged 12 to 24 years), libraries and specialist units and bases which we manage.

- **Evaluation** is a process which helps staff, children, young people and parents to judge the quality of education or service which is being provided.

- **Self-evaluation** is a process which helps staff to judge the quality of education or service which is being provided.

- **Remits** is the term used to outline the areas of responsibility or duties which individual staff have.

Review

We will review this policy every three years. The next review will be by August 2007.

Further information

For further information, or to comment on this policy statement, please contact:

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