

A photograph of three young adults in a library. A woman with long brown hair, wearing a light blue long-sleeved shirt and jeans, is sitting on a desk and smiling. A man with dark hair, wearing a dark jacket, is sitting next to her, also smiling. Another man with short brown hair, wearing a grey jacket, is sitting in the foreground, looking towards the other two. They are surrounded by bookshelves filled with books. The text is overlaid on the image in a bold, blue, sans-serif font.

# **FROM COMPLIANCE TO EXCELLENCE**

**Improving Quality in Gorseinon  
College**

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# **Outstanding-it's official!**

**“The profile of inspection grades awarded to the College is outstanding.”**

**“The quality of education and training, and leadership and management, are outstanding.”**

**“The College provides outstanding value for money.”**

**Overall, the quality of care, support and guidance is outstanding.”**

**“Teachers have high expectations of learners. They challenge and stimulate learners to achieve excellence.”**

**“All teachers and managers show a passion for excellence.”**

**“The ethos of the College is one where learners are valued and supported in an inclusive learning environment.”**

# Barriers to excellence

- Lack of consistency; some underperformance at programme area level and in some staff
- Some managers not leading
- Cynical sub-culture: generally good compliance with processes but not fully committed to the organisation's goals
- Poor estate
- Finances regarded as high risk & operating in a very tough funding regime

# What we did

- **Reviewed and improved our quality systems:**
  - Improved MIS so all trusted the data
  - Performance appraisal and management with clear targets linked to teaching and learning
  - Introduced value-added measures
  - Internal inspection introduced

# What we did - continued

- **Management Review:**
  - Focus on quality roles
  - Clear responsibilities and support for middle managers: they had to become leaders.
  - Student management given high priority
- **Estates Development:**
  - Closed large but sub-standard annex
  - Opened new teaching facility on main site

# What we did - continued

- **Tackled underperformance:**
  - At programme area level
  - At middle and senior management level
- **Improved Strategic Planning:**
  - Inclusive, all stakeholders involved
- **Improved finances:**
  - Costs cut
  - Non DCELLS income increased
  - Risk category raised from 'D' to 'B'

# How we did it

- Focus on the students and the standards they achieve
- All managers developed & supported to act as Leaders
- Focussed on developing emotional intelligence of staff i.e. on their behaviour at work and attitudes towards students and colleagues

# How we did it - continued

- Fostered a culture of high expectations and intolerance of mediocrity through supporting underperforming staff
- Sought to motivate staff through constant recognition of their achievements:
  - National awards: Aoc Beacon and fforwm Awards
  - Saying 'thank you' as often as possible

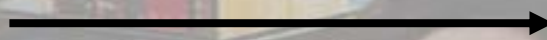
# How we did it

Systems focus

People focus

Compliance

Commitment



# Conclusions

- Excellence can only be achieved through the full commitment of all staff
- Leaders have to create a positive culture and lead by example
- Transformational change takes time

A photograph of three students in a library. A woman on the left is smiling and looking towards the center. A man in the center is looking towards the right. A man on the right is looking towards the center. They are sitting at a table with books and papers. The background is filled with bookshelves.

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**Thanks for listening!**