



Croydon  
College



**COULSDON**  
SIXTH FORM COLLEGE



**Croydon  
University  
Centre**

<b>LEARNING &amp; QUALITY POLICY 2022/23</b>
Approved by: Croydon LQC
<b>Date approved: 31 May 2022</b>
Strategy/Policy Responsibility: VP Education & Quality
<b>Review date: July 2023</b>

Location:

The Hub\Policies (PDF)

Policies & Procedures Sharedrive (PDF & Word document)

## **Learning & Quality Policy 2022/2023**

Croydon College supports all its students and apprentices to realise their ambitions as learners within a diverse and fully inclusive educational community. It aims to maximise the potential for learning and skills development of each student by providing a high standard of education and training. This is implemented whilst supporting improvement in academic quality and ensuring robust regulatory compliance. The College ensures that these standards remain high and continuously improve to achieve excellence. This is done by continually monitoring activity and its impact using the Learning & Quality Framework.

The Learning & Quality Framework has been designed:

- with input from staff, managers, key stakeholders and governors to create straightforward and manageable systems to which all members of staff can contribute;
- to draw on and disseminate the good practice at both the Croydon and Coulsdon campuses of the college and to reflect best practice in the sector;
- to identify and respond to issues raised by the student voice as well as to further develop and share initiatives leading to high levels of student satisfaction;
- to meet the external requirements of the funding bodies, the inspection regimes and the awarding organisations;
- to ensure the college is responsive to the needs of employers and the local community;
- To ensure the direction of travel in teaching & learning and curriculum development is relevant to the world of future work and,
- to support the College on its journey from Good to Great.

### **Key features**

Self-assessment is carried out every year involving students, apprentices, employers, staff and governors. Strengths and areas for improvement, development and risk; are identified accurately based on robust evidence. Targets are set to address areas for improvement through self-assessment, leading to improvement priorities for the College and its constituent Campuses, Schools, Pathways, Teams and Faculties which, together with local priorities, inform the Quality Improvement Plans for each area. Ongoing performance towards targets is continually monitored and reported on to Governors and the Executive Team. This information is used to drive improvement towards excellence, to share and extend good practice, and to focus support and interventions.

The following help to inform the self-assessment, planning and review & monitoring processes:

- Each Campus, Director, Head of School or Service, Curriculum Team Manager and Head of Pathway works towards annual targets.
- A series of review meetings are held in which progress towards achieving targets and the objectives in QIPs and OQIPs are reviewed. These meetings

also are also used to address emerging themes that may develop in year from continuous monitoring of key KPI's and student engagement.

- Evaluation of performance data leads to direct interventions with teams or individuals that are underperforming in relation to targets, student satisfaction and / or benchmarks
- All members of staff have access to professional development and participate in annual performance appraisal, the setting of personal objectives in a development plan, and access to development opportunities. Regular 1-1 support and supervision meetings with line managers monitor progress with the development plan.
- Routine Team, Pathway, School, and Departmental meetings are held to share and develop good practice, to confirm shared understanding of ways of working and to monitor progress towards achieving targets. Regular Campus meetings and College wide Learning & Quality meetings of Curriculum Managers, HE Programme leaders, apprenticeship managers, the College Senior Management Team and weekly Executive Team meetings ensure the College remains on track to achieve its Learning & Quality KPIs.
- The Learning & Quality Committee of governors for the College and for the Coulsdon Campus meet termly to hold the Executive team to account against its Learning & Quality KPIs in the College / Campus Operational & Quality Improvement Plan.
  
- For **curriculum areas** as appropriate:
  - The (timely) achievement rates of students for each qualification are monitored by age, gender, ethnicity, disability and learning difficulty including trends over the last three years. Where data are available performance of looked after children, of those in receipt of bursaries, and performance by levels of deprivation, are also considered.
  - Data relating to students' attendance, punctuality, in year retention, progress, (timely) achievement, engagement in enrichment and employer linked opportunities and student satisfaction, are monitored regularly against individual learner, Team, Faculty, School, Campus and College targets for both mainstream qualifications, apprenticeships and English and Maths qualifications: interventions are made where learners are at risk of not achieving their targets.
  - Data are also collated and evaluated relating to students' internal progression and external destinations after completing their programme. This enables consideration of the effectiveness of each programme in supporting secure and sustained learning and employment.
  - Standards for assessment processes are set and routine assessment & standardisation meetings share good practice and ensure that assessment is fair, rigorous, consistent, and supportive of improvement. All reports / visits from awarding organisations and validating universities are tracked and evaluated to focus support and interventions as well as the sharing of good practice.

- Student entitlement to being set aspirational & stretching targets and comprehensive reviews (4 times a year) of progress against all aspects of their programme are monitored and their effectiveness assessed.
- All teaching staff and assessors are observed at least once a year, and the key strengths and key areas for improvement are identified.
- Outcomes of the observations inform the teacher's/assessors development plan alongside all other evidence on the quality of teaching, learning & assessment: evidence on student performance and from student feedback. There are a variety of strategies to evaluate and improve the quality of teaching, learning & assessment including learning walks, deep dives, peer visits, peer exchange visits, familiarisation visits, and work with the Teaching & Learning Mentors.
- Observers are trained and supported through working with other observers, to make accurate judgements, to write useful reports and development plans, and to support their teachers and assessors to improve.
- The College supports professional development for teams and individuals through a range of strategies including the use of the Teaching & Learning Mentors who work with individuals and teams and provide bite sized CPDL, coaching and 1-1 support and supervision.
- The student voice is an integral part of the Learning & Quality Framework: ongoing informal methods of communication with students and a student reps systems are supplemented by two student surveys each year to gain feedback on experiences of the learner's course and of the college. Student satisfaction is benchmarked across the sector and results are reviewed to support improvement actions.
- The College Compliments & Complaints processes further capture feedback and prompt improvement actions and the sharing of good practice.
- The College also participates in the ESFA, Ofsted and NSS approaches to the learner and employer voice with results used to support improvement actions and to share good practice.

In addition, for **subcontracted provision**:

- Contracts are issued which confirm: responsibilities; payment terms; effect of termination; details of expected outcomes; achievement rates; payment rates and schedules; milestones and evidence requirements.
- Advice and guidance are provided in relation to the Learning & Quality Framework and its expectations for subcontractors.
- Regular monitoring visits are scheduled for the period of the contract. These evaluate the provider's arrangements for quality assurance and improvement as well as the performance of the contract.
- Monitoring visits will result in the provision of support to share good practice and to address any identified areas for improvement as appropriate.

**Following reviews of student outcomes programmes identified with high risk will be supported via an intensive care process, with increased monitoring to ensure effectiveness of support measures. Individual staff members will also be selected, via risk mitigation, for enhanced support and development via implementation of a performance improvement plan.**

## **Roles in the Learning & Quality Framework:**

**All staff** are encouraged to be reflective practitioners and consistently attempt to improve their performance. Staff are encouraged to fully engage in the personal and professional development opportunities available to them including: 1-1 support and supervision; appraisal; development planning and implementation; responding to feedback from observation or other aspects of performance positively; participating in staff learning days and the coaching and mentoring opportunities on offer. All staff also participate in their team self assessment processes and in the development and implementation of the team Operational and Quality Improvement Plan. This plan will inform individual appraisal objectives and targets which staff work towards.

**Teaching staff** are additionally expected to manage and improve the performance, the levels of satisfaction and the behaviour of their students; conducting relevant progress reviews as determined by students' courses and following campus expectations. This includes student attendance, submission of work, student voice processes and contribution to a positive learning and college environment. Teachers support student progress by providing high quality learning opportunities, by providing timely and developmental feedback on student work, by monitoring student performance and by intervening where further support is needed. Teachers also support the positive behaviour of students through establishing and following 'ways of working' with each group, through building students' self-esteem and self-discipline, and by recognising and rewarding positive behaviours rather than drawing attention to negative behaviours. Teachers also support students to engage in student voice and survey activities and to make the most of the opportunities and activities available to students in College.

**Curriculum managers** manage teachers rather than students. They work with teachers to support their professional development. They work closely with the Learning & Quality team to keep abreast of teaching and learning methods in the sector and lead methods of teaching in their departments. They lead their teaching teams to plan, deliver, monitor and evaluate: the quality of education; students' development, behaviour, welfare, engagement and satisfaction; constantly working towards continuous improvement.

**Students** are engaged in the Learning & Quality Framework as specified in the Student Voice Policy. The College operates a Student Reps system where curriculum managers meet with their reps at least half termly to determine the issues currently relevant to students and to agree ways forward. These Student Reps also elect a Student Executive Team at each Campus which works closely with senior managers and governors to continually improve the student experience and pursue issues on behalf of the students. In 2020/21 the Student Executive is keen to work on the themes of Sustainability and Wellbeing, to support strategies to improve student attendance, and to hold Staff Awards.

There is also a formal College survey twice each year to capture the student voice, to validate the impact of improvement actions and to inform further actions at local and aggregated levels. In addition to this focus groups run in departments support engaging students in improvements at department and subject level and cross college discussion groups help provide channels for students to draw attention to what it is like to be a student at the College.

**Governors** are directly engaged in the Learning & Quality Framework through the operation of the Learning & Quality Committee. However, Governors are also involved by attending curriculum Progress Reviews throughout the year and contributing to the SAR processes. This enables Governors to learn about and fully understand the curriculum, to reassure themselves that processes are robust and valid, and to challenge and support managers to achieve their best.

The **purpose** of these processes and these roles is to support all staff to enhance further the service provided to students. The processes help staff: to reflect on their practice; to learn from the impact their teaching strategies are having on their students, to work collaboratively with colleagues; to share good practice; and to address any areas for improvement, development and / or risk so that the College moves from **Good to Great**.