



Croydon  
College



**COULSDON**  
SIXTH FORM COLLEGE



**Croydon  
University  
Centre**

<b>LEARNING &amp; QUALITY FRAMEWORK 2024/25</b>
Approved by: Learning & Quality Committee
Date approved: 19 June 2024
Strategy/Policy Responsibility: Director of Teaching & Quality Improvement
Review date: June 2025

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## 1. Introduction

### A whole college approach to quality enhancement

At Croydon College, we prioritise our commitment to empower and support every student and apprentice on their educational journey within a dynamic and inclusive community. Our aim is to provide exceptional education and training that is carefully designed to unlock the full potential of each individual's learning and skills development. With a strong emphasis on maintaining exemplary standards, fostering academic excellence, and adhering to regulatory requirements, we ensure the creation of a nurturing environment for growth.

The revised learning and quality framework is designed to reflect the changing landscape of further education. It recognises the need for practitioners to adapt to changes in qualification structures, such as the implementation of T levels, and the increase in exam-based assessment. In addition to this, it provides leaders, managers and staff with a clear outline of approaches needed to work with the challenges that learners' experience post-pandemic, this includes the need to create the conditions for learning within a curriculum that is purposeful, personalised and student centred, underpinned by evidence-based practice.

By adopting a comprehensive college-wide approach to quality enhancement, we diligently monitor our activities and rigorously evaluate their impact through the Learning & Quality Framework, consistently striving for ongoing excellence.

The Learning & Quality Framework has been designed with the following features:

- **Collaboration and Engagement:** The framework actively involves staff, managers, key stakeholders, and governors in its development, ensuring that all members of staff can contribute their insights and expertise. Regular feedback and open communication channels are established to foster a collaborative environment.
- **Best Practice Integration:** The framework incorporates good practices from both the Croydon and Coulsdon campuses. It also considers sector-wide best practices, allowing the college to stay up to date with the latest trends and advancements in teaching and learning.
- **Student-Centred Approach:** The framework places a strong emphasis on student satisfaction and engagement. It actively seeks input from the student voice, ensuring their concerns and ideas are heard. Additionally, initiatives aimed at enhancing student satisfaction are identified, developed, and shared across the college.
- **Compliance with External Requirements:** The framework ensures that the college meets the external requirements set by funding bodies, inspection regimes, and awarding organisations. This includes aligning with regulatory

standards, fulfilling funding obligations, and maintaining quality assurance measures.

- **Continuous Improvement:** The framework supports the college's journey from "Good to Great" by providing a clear direction of travel in teaching and learning as well as curriculum development. It embraces a culture of continuous improvement, encouraging ongoing evaluation and enhancement of practices to achieve excellence.

By integrating these features, the Learning & Quality Framework is a dynamic system that drives collaboration, student satisfaction, compliance, and continuous improvement, leading to the college's progress and success.

## **2. Self-Assessment Reporting and Quality Improvement Planning**

### **Intended outcomes**

- Evaluate organisational performance and measure progress against the organisation mission and strategic objectives.
- Evaluate organisational performance in relation to the Education Inspection Framework.
- Identify differences in achievement and progress based on demographic characteristics.
- To identify clearly defined strengths and areas for development which will inform the college, department and course level Quality Improvement Plans.

### **Quality mechanisms in place**

- Yearly Course Review to determine performance of courses against key targets for attendance, punctuality, achievement, destinations and learner/ stakeholder satisfaction rates.
- Training for managers on good practice in self-assessment and quality improvement planning takes place in summer term.
- Curriculum and support teams complete a Self-Assessment Report for their area based on Course Reviews. This is reviewed by the Principal, Senior Leadership team and Quality.
- SAR final drafts are presented at a validation panel in September to be agreed by the Principal.
- Quality Improvement Plans are agreed with Senior Leadership team and Quality to ensure they will be effective in securing improvements in performance.
- Progress against QIPs is monitored through termly Curriculum and Quality Reviews chaired by the Principal.

### **Impact measures**

- College and Departments secure achievement, progress and destinations in line with targets set.

- The college meets the Education Inspection Framework standards for good quality of education, personal development, attitude and behaviours and leadership and management.
- The college makes a strong contribution to meeting the skills need of the region.
- Variations in progress and achievement for different demographic groups is reduced.

### **3. Curriculum and Quality Review cycle**

#### **Intended outcomes**

- Rigorous analysis of progress at student, course and department level leads to improved learner experience and outcomes.
- The outcomes of learner voice activities result in actions that improve their experience.
- Where there is a significant risk to progress and achievement swift implementation of interventions ensure that the risk is reduced.
- Any variations in progress for different demographic groups is identified and interventions and support put in place to improve achievement.

#### **Quality mechanisms in place**

- Progress Boards take place termly and are attended by VP, Head of School/ Learning, CTM/ Deputy Head to establish the progress of individual learners and courses.
- Learners at risk are identified and interventions put in place to secure improvements in retention, progress, welfare or experience.
- HoS/ HoL update their QIP termly and share with the Principal, VPs and Quality.
- Curriculum and Quality Review meetings are conducted each term chaired by the Principal, to evaluate progress against the QIP and review performance against key indicators.
- Where a course or department is deemed to be at significant risk, a Rapid Improvement Action Plan is established. It is implemented by the VP and monitored by Director of Quality each month. This may be due to low or falling outcomes, achievement rates significantly below National Average, teaching, learning and assessment which is significantly impacting student experience or low rates of student satisfaction.

#### **Impact measures**

- Risks to retention, progress, welfare and experience are reduced and learners achieve well.
- Support and development for teams is timely and leads to improved performance
- Rapid interventions reduce risks to retention, achievement and student satisfaction.

#### **4. Evaluating the standard of teaching, learning and assessment.**

##### **Intended outcomes:**

- Learners receive high-quality education and training. They enjoy their learning experiences, achieve well and progress to high quality destinations.
- Teaching staff are supported and challenged to develop the skills, knowledge and behaviours needed to support student success.
- Staff reflect on practice and use this process to improve the quality of their work.
- Those staff who experience challenges in their practice are effectively supported to improve – where this is not effective, coaching and development is provided and performance management processes are in place to address concerns.

##### **Quality mechanisms in place:**

- Training for managers on the Teaching and Learning Standards, what constitutes good practice, and how to successfully evaluate performance and learning.
- A rigorous system of dual observations with Quality or Senior Leadership team is in place to verify that judgements are accurate. This is followed by moderation of observation reports.
- All teachers are observed in term 1 and outcomes are used to provide support or training as required.
- Learning walks and GOAL activities generate an evolving picture of the quality of TLA and areas for continued development.
- Work scrutiny forms a key aspect of evaluation and is undertaken termly by managers and the Quality team.
- Audits of SOLs in term 1 to ensure sequencing is fit for purpose and in line with current practice around recall and retrieval.
- 360-degree Reviews are conducted for departments and aim to evaluate provision by triangulating a range of evidence: TLA performance through learning walks, work scrutiny, student and staff fora and quality of resources. Emerging action plans feed into CQR and QIP.
- Outcomes of all evaluation activities generate personal learning plans (PLPs) which are monitored through 1:1 meetings and appraisals.
- Where learner performance and progress are impacted by the quality of teaching and learning, staff engage in 6 weeks development and coaching followed by a re-observation. If learners experience and progress has not improved sufficiently a performance improvement plan (PIP) is implemented by the line manager.
- Trends and patterns in strengths and areas for development are analysed at department and college level to determine appropriate improvement

measures and are monitored through the QIP and Quality and Curriculum Review cycle.

**Impact measures:**

- Attendance, retention and achievement meet college targets.
- Learner satisfaction rates meet college target.
- High Needs learners achieve in line with those with no high needs.
- The number of staff with good practice in TLA increases following coaching so that at least 80% are regarded as of a good standard.
- Learners rate the quality of teaching at the college as good.

**5. Staff development and support.**

**Intended outcomes**

- A culture of reflection and personal development creates a stable staff team who are valued and take accountability for their development, striving to provide an excellent experience for learners.
- All new staff receive an induction to feel valued, welcome and able to understand expectations.
- Increase the confidence of new teachers and early career teachers through induction and support groups provided by the Quality team.
- A wide range of development opportunities provide access to high quality CPD activities meeting the needs of individuals and teams, leading to improved learner experience.
- Management development opportunities provide aspiring managers a route for career progression. Established managers' training enables them to conduct their role effectively to meet organisational expectations.

**Quality mechanisms in place**

- Collaborative development of Teaching and Learning Standards for 24/25 to implement the Model of Great Teaching.
- Thorough induction process incorporating a line-manager induction and a TLA induction by the Quality team.
- Mentoring programme for new staff and early career teachers including support groups.
- Access to external qualifications and training.
- Sharing of good practice through staff development days, teach meets, peer review, learning helps and TLA newsletters.
- Ongoing teaching and learning conversations through team meetings and communities of practice to develop and embed practices.
- Regular cross college CPD offer and regular staff development days.
- Aspiring Leaders and Leading Learning course.

### **Impact measures**

- Quality of Education meets the EIF 'good' indicators.
- Learner satisfaction rates for TLA meet college target
- Staff satisfaction rates for induction and CPD are good.
- CPD results in demonstrable improvements in learner outcomes or experience.

## **6. Learner, employer and stakeholder views.**

### **Intended outcomes**

- A range of systems are used to gather learner views on their experience at college.
- Action is taken in response to learner views leading to improvements in learner experience and / or outcomes.
- Actions are taken in response to employer/ stakeholder views to meet their skills needs

### **Quality mechanisms in place**

- Student surveys conducted 4 times a year to provide views on Induction, teaching and learning, welfare, enrichment, safeguarding and EDI.
- An employer/ stakeholder survey and employer boards collect views.
- Parent surveys conducted in terms 1 and 2.
- GOAL activities (Go Out and Learn) are carried out each term by curriculum teams to follow up on specific themes.
- Half -termly student rep meetings in each School/ Area of Learning.
- Student feedback during 360-degree activities.
- Learner Voice actions monitored through Curriculum and Quality Reviews termly.
- Analysis of complaints to identify actions to improve satisfaction.

### **Impact measures**

- Actions taken in response to learner/ employer/ stakeholder views result in increased satisfaction rates to meet the college target.

## **7. Internal and External Quality Assurance systems**

### **Intended outcomes**

- The quality of assessment and verification is good and occurs promptly so that achievement meets college target within planned programme hours.
- Assessment and verification meet the standards required by Awarding Organisations so that all programmes can certify as required and there are no blocks.



- Effective staff development ensures that there is sufficient capacity of assessors and verifiers to meet the needs of the organisation.

### **Quality mechanisms in place**

- Robust Assessor and IQA processes and handbook.
- Review of mark book completion at Progress Boards and CQR.
- Work scrutiny during observation, learning walks and 360-degree reviews to monitor quality of feedback
- Termly sampling of IQA processes by the Quality team.
- Staff development programme for assessors and verifiers.
- Monitoring compliance with EQA action plans by Quality team.

### **Impact measures**

- All learners are registered for approved courses in line with the Awarding Body timescales.
- There are no blocks to claiming qualifications.
- Learners rate the quality and timeliness of their feedback as good.
- Assessment and verification take place in line with the programme assessment schedule.
- Samples for verification are processed to meet the agreed date.
- Actions from External Verification are addressed within the agreed timescales.