



LEARNING & QUALITY POLICY
Approved by: Executive Committee
Date approved: 27 August 2019
Strategy/Policy Responsibility: Vice Principal Education & Quality
Review date: July 2021

Learning & Quality Policy 2019/20

Croydon College supports all of 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 of each student by providing a high standard of education and training. 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 and managers to create straightforward and manageable systems to which all members of staff can contribute
- to draw on the good practice at both the Croydon and Coulsdon campuses of the college and to reflect best practice in the sector
- to meet the external requirements of the funding bodies, the inspection regimes and the awarding organisations
- to support the College on its journey from Good to Great

Key features

Self-assessment is carried out every year involving students, apprentices, employers and staff. Strengths and areas for improvement, development and risk are identified accurately. Self-assessment leads to improvement priorities for the College and its constituent Campuses, Schools, 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 Faculty works towards annual targets.
- A series of review meetings are held in which progress towards achieving targets and the objectives in QIPs are reviewed.
- Risk assessment informed by a Results Review process in September and by ongoing evaluation of performance data leads to direct interventions with teams or individuals that are underperforming in relation to targets 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, Faculty, 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 of Curriculum Managers, HE Programme leaders, apprenticeship managers and 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 each Campus also meets termly to hold the Executive team to account against its Learning & Quality KPIs in the College Operational and Quality Improvement Plan.
- For curriculum areas as appropriate:
 - The (timely) achievement rates of learners 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 learners' attendance, punctuality, in year retention, progress and (timely) achievement, are monitored regularly against individual learner, Team, Faculty, School, and Campus 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 learners' 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.
- 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 observations inform the teacher's / assessor's 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, snapshot reviews, 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 learner voice is an integral part of the Learning & Quality Framework: ongoing informal methods of communication with learners 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 can be 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 can result in the provision of support to share good practice and to address any identified areas for improvement.

The purpose of these processes is to support all staff to enhance further the service provided to learners. The processes help staff: to reflect on their practice; 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.