



Quality Policy and Procedures

1 Scope and Purpose

1.1 Scope

1.1.1 This Policy applies to all staff who are involved in curriculum delivery and/or assessment.

1.2 Purpose

1.2.1 Herefordshire, Ludlow and North Shropshire College is committed to providing the highest quality education and training to our local, regional and national communities of students, apprentices and employers. It is our intent that all of our students and apprentices will be given the opportunity to realise their full potential, enabling them to achieve the highest standards in their programmes of learning. Inherent in this achievement is a community of learners and apprentices who: are safe and feel safe; are treated equally and fairly; are ambitious and gain the skills and attitudes they need to be effective employees and good citizens. Key to fulfilling our aim 'to realise potential and support success' is our commitment to the continuous improvement of our quality assurance and enhancement processes.

1.2.2 The purpose of this procedure is to:

- support the continued development of a college culture which is self-critical, transparent and responsive;
- establish and maintain quality systems and procedures which enable us rigorously to evaluate our strengths and weaknesses and respond to improvement needs effectively;
- respond and be accountable to our stakeholders, including students, apprentices, employers, partners and the bodies which fund, validate or in other ways collaborate in the work of the College;
- continually improve the quality of the student and apprentice experience and our service to employers by monitoring, reviewing, developing and enhancing standards of learning, teaching and assessment;
- provide mechanisms for our students, apprentices, employers and other stakeholders to express their views on our services, have their feedback taken into account, and to be involved in decision making;
- develop and set standards and targets for all areas of activity and all College teams, benchmarked against other providers where possible;
- encourage the involvement of all members of the College community in the review of performance, the maintenance of high standards and the setting and achieving of quality improvement targets;



- achieve recognition for our performance standards through accreditation and commitment to national quality standards, for example, Matrix;
- operate within the context of a coherent and transparent planning and quality assurance cycle;
- ensure that staff, across all areas of college activity which impact on the learner and employer experience, aspire to excellence and have the awareness and skills necessary to respond effectively to the challenges of self-assessment, action planning and continuous improvement;

2 Quality Procedures

Quality Calendar	A quality calendar will be published at the start of an academic year that will include the dates of cross-college meetings, learning walks, quality summit meetings and other deadlines and dates that are important to the College's quality assurance processes.
Course Approval	Rigorous scrutiny and internal approval of all proposals for new or significantly revised courses.
Curriculum Resource Modelling	Rigorous scrutiny and resource approval of the curriculum offer for the academic year.
Planning Documentation and Student Information	<p>Student (or Apprentice) Handbook and Induction – the course team should ensure that each learner undertakes an induction and is taken through the Student (or Apprentice) Handbook at the start of their course. The handbook is designed to help learners understand how the College can support their learning. It contains information about the services the College offers, what we expect from them, and most importantly, what they can expect from the College.</p> <p>The following planning documentation is expected:</p> <ul style="list-style-type: none">Schemes of work – detailing the structure, organisation and sequence of subject content, teaching activities and assessment for a unit or qualification.Lesson plans – detailing the content, sequence of activities and resources in an individual lesson.Group profiles – to provide an overview of student/apprentice starting points (GCSEs, English and maths etc.), targets, additional learning support and other information to support student progression and achievement.Student and Apprentice Trackers – to provide an overview of student attendance and progress.



	<ul style="list-style-type: none">• Individual Learning Plans and Tutorial Reviews – the Personal Tutor will establish and maintain an Individual Learning Plan (ILP) and hold one to one tutorial review sessions on a termly basis with each learner. The purpose of one-to-one tutorials is to help support learners through their studies; motivating learners and enabling them to achieve their potential, whilst enjoying their time at the College. Where students are identified as at risk of failing or withdrawing, an Accelerated Quality Improvement and Support Plan (AQISP) meeting is convened and actions agreed. Collaborative working will be required where students have special educational needs and/or there is an EHCP in place to ensure individual needs and academic outcomes are met.• Apprentice Reviews – The Assessor will establish and maintain an Individual Learning Plan (ILP) and hold one to one review sessions with each apprentice as determined by the apprenticeship framework/standard. The purpose of one-to-one reviews is to help support apprentices through their studies, motivating apprentices and enabling them to achieve their potential, whilst enjoying their time in employment and at the College.
Course Files	A Staff Course File is kept by course/apprenticeship teams for each individual course or group of courses, as appropriate. This contains the quality assurance systems and procedures as well as curriculum intent and relevant course records including schemes of work and lesson plans.
Learning Walks	<p>Learning Walks provide a snapshot of teaching and learning in a session, are developmental in nature and ungraded. They are unannounced and normally conducted by the line manager, Curriculum Team Leader (CTL), Head or Vice Principal (VP) at any time in the academic year between October and May. College Governors may accompany the CTL, Head or Vice Principal on Learning Walks.</p> <p>The teacher/instructor is given an opportunity to discuss the session, and is offered verbal feedback, as soon as possible after the Learning Walk.</p> <p>Feedback from learning walks is used to support individuals to improve the quality of their teaching, learning and assessment, provide mentor support and/or staff development activities.</p> <p>Learning Walks may also be carried out on Student Support Assistants. These will be conducted in accordance with the Learning Walk Guidance for Student Support Assistants.</p>



Observations of Teaching, Learning and Assessment	<p>Teachers and instructors choose to participate in either an unseen or peer observation, focussing on their chosen area for improvement identified in their Teacher Self-Assessment. Teachers solely delivering adult and community learning courses, or those on the Learning and Skills Teacher Apprenticeship, where observations of teaching and learning are a requirement, can choose whether they participate in the Developmental Observation Cycle.</p> <p>The aim of the Developmental Observation Cycle is to contribute to the continuous improvement in the performance of teaching staff across the College. It also helps to ensure that students are provided with a positive learning experience, through promoting and supporting reflective practice and teachers to be the best they can be.</p> <p>Observations of teaching, learning and assessment will be conducted in accordance with the Teaching Observation Guidance which is updated annually.</p> <p>Work-based and apprenticeship assessor performance will be quality assured through the internal verification of assessment decisions process and internal audit of apprentice review documentation.</p>
Quality Improvement Reports (QIR)	Available online and published monthly, the QIR summarises key data sets for education and training and apprenticeships at College, Faculty, Curriculum Area, Course and Student level. The QIR is presented at CMT and is used to monitor performance in-year.
Subject Reviews	<p>Subject Reviews are meetings that are held termly that normally involve teachers/assessors in a subject area with the Curriculum Team Leader/Head of Campus and the Vice Principal. The aim is to review and evaluate course and apprenticeship performance in-year.</p> <p>A standard template is provided for completion that is aligned to the Education Inspection Framework. Discussions also take place on student and apprentice progress, and progress trackers are updated.</p>
Quality Summits	Quality Summit meetings are carried out by the Principal or Deputy Principal with the Curriculum Team Leader/Head of Campus supported by their Vice Principal to self-assess the performance of curriculum areas and apprenticeship subject sectors on a termly basis. Supporting documentation includes a Quality Summit position paper, Subject Reviews, updated



	<p>Student/Apprenticeship Trackers, the QIR, and Quality Improvement Plans.</p>
Self-Assessment Report (SAR)	<p>The production of annual Self-Assessment Reports (SARs) and Quality Improvement Plans at Curriculum Team Leader, /Head of Campus level, form the basis for the College's annual self-assessment.</p> <p>The curriculum SAR is subject to a scrutiny panel with governors to confirm the narrative and grades awarded.</p> <p>An executive SAR and Annual Operating Plan draws together the curriculum SARs and is produced by the Deputy Principal. This is approved by CMT, the Curriculum and Quality Committee and the Board of Governors. An approved copy is sent to Ofsted.</p> <p>Monitoring of the Quality Improvement Plan is the responsibility of the Curriculum and Quality Committee.</p>
Courses with Accelerated Quality Improvement and Support Plans (AQISP)	<p>The performance of individual courses and apprenticeships is considered by the College Management Team. Courses that are underperforming are identified. A series of meetings take place, chaired by the Deputy Principal with the Course Leader, accompanied by the Vice Principal and CTL/Head.</p> <p>An action plan is agreed to secure improvement at the first meeting, and a Teaching and Learning Mentor is allocated to support the team. Progress against the action plan is monitored through subsequent meetings.</p> <p>Reports on Courses with Courses with Accelerated Quality Improvement and Support Plans are provided to the Curriculum and Quality Committee on a termly basis.</p>
Assessment Board Meetings	<p>These meetings take place to confirm module marks for qualifications that sit on the Framework of Higher Education Qualifications and where the provision is not franchised. Careful consideration is given to internal quality assurance processes, the award of borderline marks, and extenuating circumstances relating to individual students.</p>
Operational Higher Education Committee	<p>The Operational Higher Education Committee meeting is chaired by the Higher Education Manager and oversees the operational delivery of the College's Higher Education programmes. Matters arising are forwarded to the College Management Team who are responsible for the maintenance of academic quality and standards in the College's higher education provision, and the enhancement of the quality of the higher education student experience.</p>
Annual Monitoring Reports	<p>For all Higher Education qualifications on the Framework of Higher Education Qualifications an annual monitoring report is produced</p>



	<p>at the end of an academic year. This is to review their performance and confirm that quality and academic standards have been maintained in accordance with all external and internal benchmarks and requirements.</p>
Periodic Review	<p>Periodic Review is the periodic appraisal of Higher Education programmes. The College is committed to ensuring that the academic standards of the Higher National programmes it delivers are maintained and that the quality of learning opportunities provided for students on these programmes is enhanced through regular monitoring and periodic review.</p>
Annual HE Report	<p>The production of annual monitoring reports at course level along with survey results, external examiner reports, periodic review outcomes and student feedback form the basis for the College's annual self-evaluation document for qualifications on the Framework of Higher Education Qualifications.</p> <p>The Annual HE Report, and annual operating plan are produced by the Head of Quality Improvement and Deputy Principal respectively. These are approved by CMT and the Curriculum and Quality Committee.</p> <p>Monitoring of the annual operating plan is the responsibility of the Curriculum and Quality Committee.</p>
Student Voice	<p>Each course elects a course representative. Students' and apprentices' views will be sought at scheduled times throughout the year by means of student surveys, learner focus groups and forums.</p> <p>All students and apprentices complete the College's annual student and end of year survey.</p> <p>The student complaints procedure outlines the actions to be taken in the event of a complaint from a student about college services.</p>
Employer Voice	<p>Employers provide feedback to College Apprenticeship Assessors and the Head of Projects and Business Development and are invited to Employer Open Events and other meetings as appropriate.</p>
Subcontractors	<p>Regular termly meetings and consistent processes of quality assurance to ensure students are benefitting from high-quality training and assessment and compliance with their contract.</p>



Internal Quality Assurance	A consistent process of internal verification/moderation for all course and apprenticeship provision in accordance with the College Internal Quality Assurance Policy.
External Quality Assurance	Organising and supporting cross-college responses to external agencies, including Ofsted, IQER, Awarding Bodies ensuring positive outcomes.
Internal Audit	Internal college processes and systems are subject to internal audit to provide independent assurance that the College's risk management, governance and internal control processes are operating effectively. The schedule of works is determined by the College's objectives, its risk profile and assurance framework in line with the Risk Management Policy document.
Quality Policies	Maintaining up to date policies and procedures to deliver the commitments of the college and awarding bodies.
Sharing of Good Practice	Ensuring examples of good practice are identified, promoted and shared across the curriculum areas, CPD opportunities and Staff Development Days. Good practice is shared, discussed and disseminated by the Vice Principals, in Curriculum Team Leader/Head and Course Team Meetings. Ensuring timely identification of underperformance and implementation of effective intervention strategies as detailed within the College's Staff Capability Procedures.

3 Quality Processes for Evaluating the Quality of Training and Outcomes of Apprenticeships

3a The College assesses its performance as an apprenticeship training provider by:

- The College's Board of Governors, in particular the Curriculum and Quality Committee regularly assess the quality of Apprenticeship training and outcomes.
- Publishing monthly Apprenticeship Quality Improvement Reports, which provide essential data including recruitment, progress, withdrawals, timely and overall achievements.
- Comparison of College data against National Achievement Rates Tables
- Detailed tracking of individual apprentices' progress by assessors and College managers enabling rigorous performance tracking (including English and maths)
- Termly "Quality Summit" meetings chaired by Principal or Deputy Principal



Policies

- Apprenticeship Assessor meetings are held twice a year and chaired by Principal or Deputy Principal and attended by apprenticeship assessors.
- Termly “Subject Review” meetings chaired by members of the Senior Leadership Team and attended by all Apprenticeship Team members
- Carefully reviewing external Quality Assurance Reports to determine any areas where improvements are required to achieve excellence in training and outcomes.
- Regular and frequent observations of teaching, learning and assessment in the form of Learning Walks, to determine the quality of training.
- Taking full account of external quality assurance interventions by, for example, Ofsted or Landex (land-based college quality improvement body).
- Regularly seeking the views of apprentices and their employers through surveys to ascertain areas of good and excellent practice and any areas where improvements may be required.

3b The College responds to feedback from employers and apprentices by:

- Careful, frequent and rigorous collection of feedback, formal and informal, from employers and apprentices.
- Celebrating good and excellent feedback through effective communication with internal and external stakeholders such as employers, and other employer bodies such as the Chamber of Commerce and the Federation of Small Businesses.
- Drawing up and executing detailed Action Plans, which are approved by the College Management Team and informing apprentices and employers of actions the College has taken.
- Through responding to and actioning any complaints made by employers.

3c The College’s method or procedure for continuous improvement of apprenticeship training is:

- To be fully informed about the quality and outcomes of apprentice training from internal quality assurance procedures, external moderation reports from awarding organisations, Ofsted and other external inspections, learning walks, learning and assessment, apprentices’ progress, external benchmarking data, feedback from employers and apprentices.
- Using the data to plan improvements to the quality of apprenticeship training including the annual self-assessment cycle.



Policies

- Managing the delivery of the College's Apprenticeship Improvement Plan. Improvements may include specific staff development interventions to improve the quality of training and/assessment; improvements in data capture and monitoring systems; further developments in employer engagement to ensure that employers are truly driving forward and enhancing apprenticeship provision.

3d The College identifies and addresses apprenticeship under-performance by:

- Carefully assessing its apprenticeship training performance by:
 - o Intense scrutiny from Board of Governors, comparing College and national data sets.
 - o Regularly publishing detailed Quality Improvement Reports.
 - o Detailed tracking of individual apprentices' progress, taking account of their starting points.
 - o Intervention by senior management through Quality Summit and Apprenticeship Assessor meetings.
 - o Senior and middle management intervention through detailed Subject Reviews.
 - o Taking full account of internal and external course moderation reports.
 - o Regular Learning Walks to observe teaching, learning and assessment.
 - o Noting observations by external quality improvement bodies such as Ofsted and Landex.
 - o Regularly seeking the views of apprentices and their employers.
- Timely and appropriate interventions by governors, senior and middle managers to ensure that detailed SMART action plans are devised to address any under-performance of apprenticeship provision.
- Appropriate actions may include, staff development, mentoring, improvements to systems and processes, or in more extreme examples the implementation of the staff capability procedure, which could lead to dismissal.

Should any apprenticeship training fall significantly below the required standard, the College implements its Accelerated Quality Improvement and Support Plans, which involve regular meetings of the Apprenticeship Team with the Deputy Principal, allocation of a Teaching and Learning Mentor, and necessitates rapid quality improvements.



4 Related Policies, Guidance Documents or Templates

Apprenticeship Agreement

Employer-College Contract

Commitment Statement

Employer Handbook Template

Apprentice Handbook Template

Student Handbook Template

Apprenticeship Progress Review Template

Assessment Policy which includes Accredited or Recognised Prior Learning Policy

Internal Quality Assurance and Appeals Policy.

Academic Misconduct Policy.

Tutorial Policy.

Student Complaints Policy.

Staff Capability Procedure.

Developmental Observation Guidance.

Lesson Plan Templates.

Scheme of Work Templates.

Student and Apprentice Tracker Template.

ILP and Tutorial Review Templates.

Assessment Board Guidelines.

Risk Management Policy.