Quality Framework Strategy

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Quality Framework Strategy:

1. Introduction

This is the College's Quality Framework for Further Education and Work-Based Learning programmes run by or funded through Colchester Institute. This document outlines the whole-college approach to quality enhancement which encourages the active involvement of staff, students, apprentices, employers and others.

The aim is to promote a culture of continuous quality improvement to the benefit of our students and apprentices and other customers.

This Framework Strategy should be read in conjunction with the materials that support our Teaching and Learning Improvement programme first introduced in 2019 – CI7 in Action.

These materials, and this Strategy have been developed for the purpose of empowering teams and individuals to identify opportunities and take action to achieve quality improvements.

Our mission ''to develop students' academic, technical and professional skills, and the knowledge and behaviours to succeed in life, work and to support the local economy', requires all members of staff to be committed to finding better ways of working for the benefit of our students and apprentices, our colleagues, and the community. This guide establishes the framework to do this.

Objectives and targets are set for all areas at all levels from corporate to individual employee. Self-Assessment Reports (SARs) containing Improvement Plans are produced and monitored regularly to support achievement of objectives.

Our student, employers and others have the right to expect from us the highest standards of service in meeting their education and skills needs. We must aim to meet their expectations and, wherever possible, exceed them.

Alison Andreas

Principal and Chief Executive.

1. The Model

The College's quality framework aims to continually improve:

- the quality of teaching and learning for all students and apprentices
- the standards achieved by all students and apprentices
- the student journey experience
- the efficient and effective use of resources
- the ability of the College and its partners to self-assess and enhance their provision

The system for enhancing quality within the college is underpinned by:
- On-going quality monitoring at Course and Curriculum level, feeding into regular Curriculum Management Monitoring meetings;
- Annual Self-Assessment Reports and Quality Improvement Plans;
- Human Resources policies;
- The observation of Teaching and Learning;
- Regular feedback from students and apprentices;
- Performance management incorporating 'Check Ins' (for reviewing staff performance and objective-setting);
- Induction and mentoring for all new staff;
- Staff training including professional and management development;
- Ongoing monitoring and evaluation of recruitment, progress, progression, achievement rates and students' and apprentices' destinations
- Course approval and monitoring of external verifier/examiner reports and responses through the central Quality team;
- Staff, student and employer surveys;
- Internal audit.

2. Quality and the Learner Journey

All aspects of the Quality Improvement Strategy work in an interrelated fashion to ensure the learner journey - and the staff experience - is enhanced by appropriate and timely advice, guidance and support.
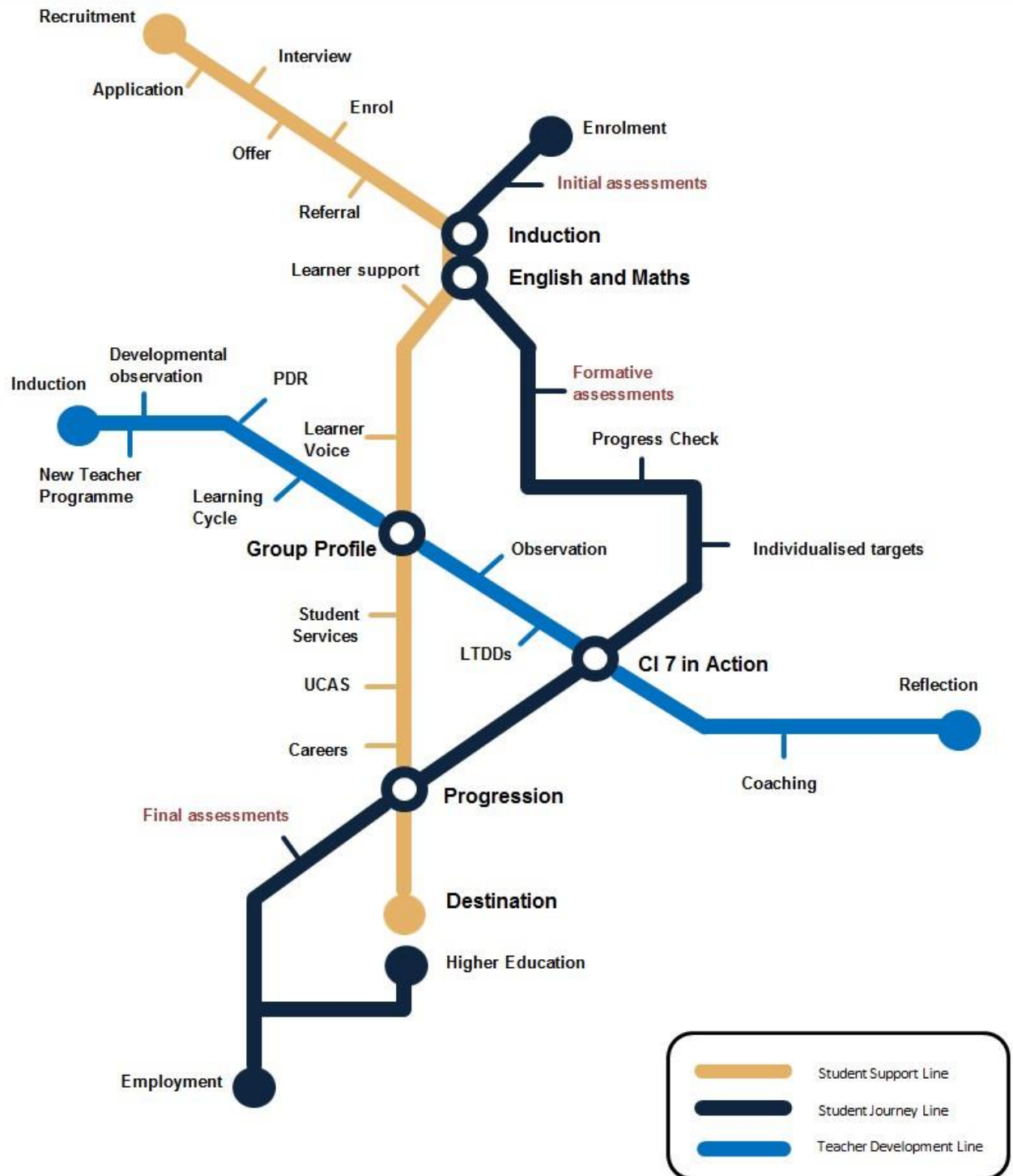
3. Setting Standards – College Quality Targets 2021/22

Aspect	Target - 21/22
Attendance – all FE students	90%
Retention – all FE students	94%
Joint Achievement (all classroom based quals, all ages – incl maths and English)	87%
Joint Achievement (all classroom based quals, **16-19 only** – incl maths and English)	85%
Joint Achievement (all classroom based quals, **adult learners only -** incl maths and English)	88%
Difference between overall achievement ofHigh Needs Students (all ages, all aims)	**<+/- 2 %points**
GCSE maths and English – pass (Grade 1 – 9)	83%
L3 Applied Average Grade (16-19)	**Distinction -**
L3 Technical Average Grade (16-19)	**Distinction -**
L2 Technical Average Grade (16-19)	**Merit**
English Average Progress (16-19)	**-0.08**
Maths Average Progress (16-19)	**-0.04**
Apprenticeship Achievement rate (overall – all levels)	68%
Apprenticeship Achievement rate (Intermediate)	68%
Apprenticeship achievement rate (Advanced)	68%
Apprenticeship achievement rate (Higher)	65%
Student Survey – Overall Satisfaction	90%
Internal Progression - Same or higher levelfrom Entry Level (16-19)	71%
Internal Progression - Same or higher levelfrom Level 1 (16-19)	72%
Internal Progression - Same or higher levelfrom Level 2 (16-19)	60%
Internal Progression Level 3 (first year) toLevel 3 (second year) *	80%
Destination – into positive destinations(national performance tables measure)	90% (internal data)
GAP – Percentage of 16-18 Study Programme students achieving 30 hours ofwork-related activity, which may include quality work experience	90%

4. Observation of Teaching, Learning and Assessment

THE AIM
- The observation of teaching, learning and assessment at Colchester Institute aims to:
- improve the quality of students and apprentices' experience and their achievement.
- support delivery staff in their personal development by identifying areas of excellent practice, areas for development and/or areas for improvement.
- support the College's aim of continuous improvement in teaching, learning, assessment and attainment.
- encourage reflective practice and professional approaches to teaching, learning and assessment
- ensure that the College meets and exceeds the requirements of external agencies and inspections, including the Education Inspection Framework for Further Education and Skills.
- inform check-in conversations.
- The observation of teaching, learning and assessment will be a non-graded process.

The College will employ two main processes to monitor the quality of teaching and learning:

- Observation of Teaching and Learning
- Learning Walks – including obtaining student feedback

4.1 COLLEGE OBSERVATION OF TEACHING AND LEARNING 2021/22

THE 2021 CONTEXT

The Autumn term will see the continuation of the CI7 in Action programme. The College has subscribed to 'Teaching Walkthrus' again for this year, to enable access to this valuable research-based approach to CPD for teachers and assessors.

The observation process will be structured around the CI7 in Action principles. Observations will continue to promote a collaborative approach to teaching, learning and assessment development. Teachers and assessors will agree the session to be observed, and, if appropriate, the focus of the observation. This will normally be a particular strategy or teaching techniques the teacher has chosen as their development theme. An online observation form will be completed based on the effectiveness of teaching, learning and assessment strategies deployed, and the impact they are having on the student or apprentice experience. Teachers and managers will arrange a time to ensure the first observation can take place by 8th October 2021, wherever practicable. This is to ensure timely feedback on practice and 'diagnose' any barriers to effective learning. There will be no grading of observations.

Where teachers are delivering online, line managers will normally focus their observation on this aspect of teaching, and teachers should therefore expect to be observed in an online setting.

The aim is to provide the highest standard of teaching and learning experience for students and apprentices through reflection on, and development of practice.

WHO WILL BE INVOLVED?

All FE and Apprenticeship teaching and assessing staff will undergo formal observation.

WHEN WILL OBSERVATIONS TAKE PLACE

The first round of formal observation of teaching and assessing staff will commence 27th September 2021 and conclude on Friday 8th October 2021. It is expected that all staff will be observed in this window. Where absence or other issues prevent this, a time will be agreed at the earliest appropriate opportunity to undertake the observation. Follow up development plans will be in place no later than the end of November 2021
A second round of observations will take place during January 2022. The main purpose of this second round of observation is to measure the impact of the CI7 in Action programme, and the progress being made by individual teachers and assessors against their personal action plans for improvement. This round of observations will feed into the Term 2 Check In review conversations.

WHO WILL UNDERTAKE OBSERVATIONS?

The observation team will comprise Area Heads and Business Development Managers, Assistant Area Heads, members of the College Quality team and members of the College Executive. In the majority of cases staff members will be observed by their line manager, although for large teams, this may not always be the case. A proportion of observations will be moderated by a second observer.

WHAT DOCUMENTATION WILL NEED TO BE PROVIDED IN AN OBSERVERVATION?

For an observation the following supporting documentation is needed:

- A Session Plan Plus (a rationale) * see section 5 Planning Learning
- A scheme of work/Learning Plan for the subject
- A Group Profile
- A copy of the Collaboration Card if an LSP is supporting in the session

PROCESS MODEL:

Term 1
- Two-week window (27th September - 8th October)
- Teacher and manager agree session to be visited
- Pre-Observation form completed and shared with line manager/observer
- Observation takes place
- Observation Form including suggested area/s of development completed by observer and shared with observee
- Development plan created; this underpins check in conversations
- CPD planned and undertaken
- Follow Up meeting or observation date agreed

Term 2

- Two-week window (17th January - 28th January)
- Teacher and manager agree session to be visited
- Pre-Observation form completed and shared with line manager/observer
- Observation takes place

- Observation Form including suggested area/s of development completed by observer and shared with observee
- Development plan updated; this underpins check in conversations
- CPD planned and undertaken

HOW LONG IS A FORMAL OBSERVATION?

A formal College observation will normally last around 45 minutes. Observers will usually arrive for the start of the session.

WHAT HAPPENS AFTER A FORMAL OBSERVATION?

The observer will arrange to meet with the observee and feedback will be given. This will normally be within five working days of the initial observation. Completion of the feedback back process will include agreeing areas for development and how these will be taken forward. A personal Development Plan will be discussed and documented, and a follow-up date agreed. A copy of the completed observation form will be returned to the Quality team within a specified time of the observation.

ACTION PLANNING AND DEVELOPMENT

Teaching staff will:
- Make time to reflect and critically analyse their own teaching practice
- Learn from others and be willing to share practice and engage in peer support and collaborative action research
- Continually listen to and respond to student feedback

Leaders, Managers and Quality improvement staff will:
- Develop simple ways in which to bring the focus back onto teaching and learning through personalised CPD, utilising the 'Walkthrus' and other resources supporting the CI7 programme
- Prioritise the development of teaching and learning regularly, including through a weekly College-wide development slot
- Facilitate one to one support if and when required
- Facilitate peer observations where appropriate
- Carry out learning walks
- Share ideas
- Review development and follow up actions

4.2 LEARNING WALKS

Throughout the year, managers in varying roles, including College Executive members, will engage in a series of Learning Walks. These will be short visits into all learning environments to view practice. Learning Walks may have a theme, such as lesson starts, assessment or learning environment/culture, or they may just have the aim of ensuring an Area Head or WBL manager has a true understanding of the teaching, learning and assessment taking place in their area.

5. Planning Learning

"It's almost impossible to execute [teaching techniques] at a high level if your planning isn't also thoughtful, consistent and focused on the most important tasks".

Doug Lemov Teach Like a Champion

Teaching, learning and assessment at Colchester Institute is underpinned by the belief that planning learning is critical to success.

A regular session plan at Colchester Institute can take the format preferred by the tutor or assessor in question. The Five-Minute Session Plan, the CSPARR session plan and the standard CI linear template are all popular choices. For observed sessions, the Session Plan Plus, which includes a rationale is required, as it gives a richer picture of the context in which the session is being delivered and explains the teacher's planning and delivery decisions. A Collaboration Card exists for tutors to communicate with LSPs about how they can support learning in a session.

Planning of sessions is expected in order to prompt choice and selection of teaching activities from the vast array that exist. Teachers and assessors are expected to choose approaches and techniques that are most appropriate to the needs of the student/s in front of them, and develop them accordingly.

As above, and in the planning wheel (page 7) the following expectations around planning apply:

1. Scheme of Work/Learning Plan

    Created prior to delivery of topic/unit. Serves as a plan for delivery of the syllabus, ensures sequence of learning is appropriate, ensures coverage of content
    Needed in every session? No
    Needed for observation? Yes

2. Group Profile
    Created early in the year to provide an overview of the current student group. Provides necessary information to plan sessions; serves as an up to date reference point for the group, and for individuals, in terms of their English and maths level, their additional learning needs, their intended destination
    Needed in every session?
    No Needed for
    observation? Yes

3. Session Plan Basic
    Created from Scheme of Work/Learning plan. Provides a structure for learning with timings, activities, assessment tools; follows the CSPARR Learning Cycle; incorporates individual targets; own choice of template
    Needed in every session: Yes
    Needed in observation: No - Session Plan Plus must be used

4. Session Plan Plus (Rationale)
    Provides a plan for the session based on deliberate choice of teaching, learning and assessment approaches as opposed to task or activity; written as a Q &A; shows in detail how the session will meet student needs

Needed in every session? No, unless it's your usual preferred planning tool
Needed for observation? Yes

5. Collaboration Card
   Written by the tutor; based on plan for that session; provides guidance to the LSP of support needed for that session
   Needed in every session? Yes, where an LSP is present
   Needed for observation? Yes, where an LSP is present
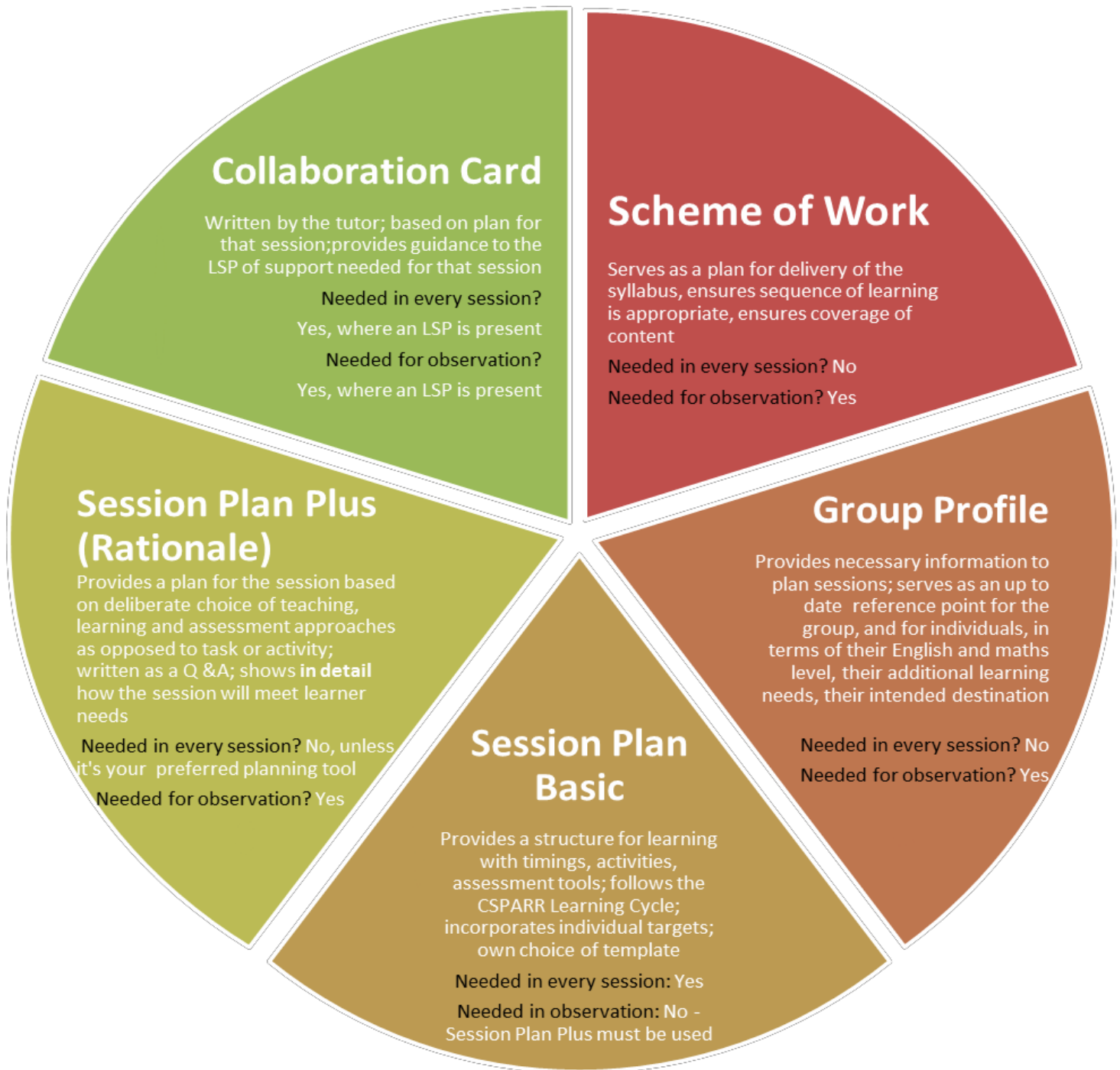
Planning Wheel showing preparation required

Collaboration Card

Written by the tutor; based on plan for that session; provides guidance to the LSP of support needed for that session

Needed in every session?

Yes, where an LSP is present

Needed for observation?

Yes, where an LSP is present

Scheme of Work

Serves as a plan for delivery of the syllabus, ensures sequence of learning is appropriate, ensures coverage of content

Needed in every session? No

Needed for observation? Yes

Session Plan Plus (Rationale)

Provides a plan for the session based on deliberate choice of teaching, learning and assessment approaches as opposed to task or activity; written as a Q &A; shows **in detail** how the session will meet learner needs

Needed in every session? No, unless it's your preferred planning tool

Needed for observation? Yes

Group Profile

Provides necessary information to plan sessions; serves as an up to date reference point for the group, and for individuals, in terms of their English and maths level, their additional learning needs, their intended destination

Needed in every session? No

Needed for observation? Yes

Session Plan Basic

Provides a structure for learning with timings, activities, assessment tools; follows the CSPARR Learning Cycle; incorporates individual targets; own choice of template

Needed in every session: Yes

Needed in observation: No - Session Plan Plus must be used

6. Curriculum Monitoring Meetings

What?

Curriculum Monitoring Meetings occur five times a year and involve Area Heads reporting progress being made towards the College targets using clear evidence to justify their position.

Why?

Curriculum Monitoring Meetings are an opportunity for Senior Managers to review, with curriculum leadership staff the progress that students are making, and the actions being taken to address any concerns with individual students or cohorts. CMMs give complete accountability to Area Heads to provide an update on FE, Adult learning and High Needs students within their area. CMMs will be summarised and reported to governors and SLT.

When?

Five meetings per year: September, November, January, March, May), usually of 45 minutes or one hour's duration

Process

There is a standard agenda for each of the five meetings, which is reflective of the point in the year at which the meeting is being held. During the meeting, the AP: Quality and Teaching and Learning Improvement will update a rolling Action Plan, which will be circulated to relevant parties immediately after the meeting, and reviewed at the next meeting.

Membership

- EVP: Curriculum, Planning and Quality OR VP: Curriculum Delivery and Performance (Chair)
- AP: Quality and Teaching and Learning Improvement
- AP: Braintree Campus and STEM (optional)
- Vice Principal, Curriculum Delivery (optional)
- Principal (optional)
- Head of Area
- Assistant Head of Area (optional)

Purpose

To review progress within a particular Curriculum Area's FE Provision, to include at the appropriate points in the year:

- Previous year's self-assessment and associated action plans
- Teaching, Learning and Assessment
- Enrolment numbers
- Student progress in year (by provision type: 16-18; Adult; Apprentices (high level) and Vulnerable Students and apprentices)
- Attendance and Retention
- Work Experience /Industry Placement
- Student Experience
- Support and Resource Requirements
- Good news stories
- In light of the above to agree an action plan to address issues relating to students and apprentices or groups giving cause for concern
- To identify, celebrate (and subsequently share) good practice

7. Apprenticeship Monitoring Meetings (AMM)

What?

Apprenticeship Monitoring Meetings occur six times a year and involve Business Development Managers and Area Heads reporting progress being made towards the College targets using clear evidence to justify their position.

Why?

AMMs provide the opportunity for Senior Managers to review, with Business Development Managers and/or Area Heads the progress that apprentices are making, and the actions being taken to address any concerns with individual apprentices or cohorts.

When?

Six meetings per year: September, October, December, January, February, May), usually of 45 minutes or one hour's duration

Process

There is a standard agenda for each of the six meetings, which is reflective of the point in the year at which the meeting is being held. During the meeting, an updated rolling Action Plan will be updated and will be circulated to relevant parties immediately after the meeting, and reviewed at the next meeting.

Membership

- EVP: Curriculum, Planning and Quality
- Head of Apprenticeships
- Head of Area/Business Development Manager (as appropriate)
- Assistant Head of Area (where appropriate)
- Quality Enhancement Officer – Apprenticeships
- Data Quality Officer
- Principal (optional)
- Assistant Principal: Quality and Teaching & Learning Improvement (optional)

Purpose

To review progress within an Apprenticeship delivery area, to include at the appropriate points in the year:
- Teaching, learning and assessment
- At risk apprentices
- Attendance
- Retention/Best Case
- End Point Assessments (planned, and outcomes)
- Employer Issues
- Apprentice Experience
- Support and Resource Requirements
- Good news stories
- To agree an action plan to address issues relating to apprentices or apprenticeship groups giving cause for concern
- To identify, celebrate (and subsequently share) good practice

8. Monitoring Student Progress: Predicting Grades and Progress Checks 2020-2021

What?

What is meant by a predicted grade?

By predicted grade, we mean the grade that the student seems most likely to achieve next summer, taking into account all of the evidence from such as classwork, homework, independent study, participation, skills, attitude to study and knowledge. It is not meant to be the grade that students and apprentices would achieve if they sat the exam/completed the qualification now (i.e. a grade determined in much the same way that you would determine a predicted grade for, say, UCAS). Progress checks measure the knowledge, skills and behaviours level against a 9-point scale, ranging from insufficient progress to better than expected progress. The nine categories are grouped in three bands of Red, Amber and Green.

Why?

The college needs early, systematic understanding of the grades that students and apprentices are likely to achieve. This will allow for better intervention and support. This information continues our approach from previous years, including the development of the Progress Checks.

When?

There will be four data points in the year – November, January, February, and April – at which a recorded prediction and review will be made for every student by their teachers. We call this process College Progress Review.

College Progress Review Calendar

Date	Predicted Grade	Progress Check
25/10-8/11	▯	▯
06/01-10/01	▯	▯
10/02-21/02	x	▯
20/04-24/04	▯	▯

Process

Teachers will work in teams to agree a consensus predicted grade for each student. Grades will be entered in a pre-prepared part of Pro Monitor and each year is published nearer the time on how to do this. FIS will aggregate predictions through to the Scorecard to ensure ease of access to monitor predictions at course, area, and college level and to plan actions.

9. Student Voice

What?

The term 'student voice' applies to any initiative or process which gives students and apprentices a voice in the running of the college and enables managers and others to receive student suggestions for improvement. Activities and events intended to capture feedback from students and apprentices include the appointment of course representatives, student governors, Lunch with the Leadership Team, focus groups and surveys.

A Course Representative is a student who acts as a key contact for the students and apprentices on their course, the College and the Student Liaison team. They are responsible for gathering feedback, opinions and ideas from their class mates and voicing them to their tutors and the Student Liaison team, working in partnership to resolve issues. This is achieved through Course Representative Meetings and by attending course committee meetings.

What is the purpose of 'Lunch with the Leadership Team'?

This is an opportunity, not just for Course Representatives but for all students and apprentices, to feedback on what really matters to them. Lunch with the Leadership Team is a chance to meet directly with the Principal and discuss any issues at College. A meeting is held each term, in a place where students will feel 'at home' such as a college refectory. There will be two meetings at the Colchester campus with one meeting at the Braintree campus during the year. Anyone unable to attend the meeting can e-mail issues to the Student Liaison team in advance.

Why?

Colchester Institute regards feedback on the student experience as critical to quality improvement.

The following paragraph is an excerpt from the Tutor Course Representative Guide, and explains the purpose and value of the course rep. role:

"We are all here to ensure that our students have the best possible learning experience that they can but without student feedback this would be incredibly difficult. Student feedback is central to our College if we are to fully understand the quality of the education and services we provide. The feedback from Course Representatives at course committee meetings and Course Rep meeting allows the issues affecting other students to be raised, discussed and where possible resolved.

The success of the student voice scheme is that it ensures that students feel that they really are valued and listened to and course representatives play a big part in this. Course Representatives are also important in helping to celebrate our successes, whether it's recognising good teaching, great resources, or new opportunities.

When?

Throughout the year, and as an ongoing part of quality assurance processes.

Who?

All students and apprentices have the opportunity to engage in Student Voice activities, and to apply to undertake the position of Course Representative.