

Quality Framework Strategy

Author: Assistant Principal: Quality and Teaching and Learning Improvement

Issue Date: November 2020

Quality Framework Strategy:

Introduction

This is the College's Quality Framework Strategy for Further Education and Work-Based Learning programmes run by, or funded through, Colchester Institute. It includes the current processes not explicitly referenced in a policy or process document. This strategy outlines the whole-college approach to quality enhancement and Teaching and Learning which encourages the active involvement of staff, learners, employers and others.

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

The associated quality policies and procedures for teaching and learning and student experience establish a framework for the purpose of empowering teams and individuals to identify opportunities and take action to achieve quality improvements. Our mission 'to deliver first class education, professional development and technical skills training to develop careers and strengthen the local economy', requires all members of staff to be committed to finding better ways of working for the benefit of our learners, colleagues and the community.

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 learners, employers and others have the right to expect from us the highest standards of service in meeting their education and training 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 strategy aims to continually improve:

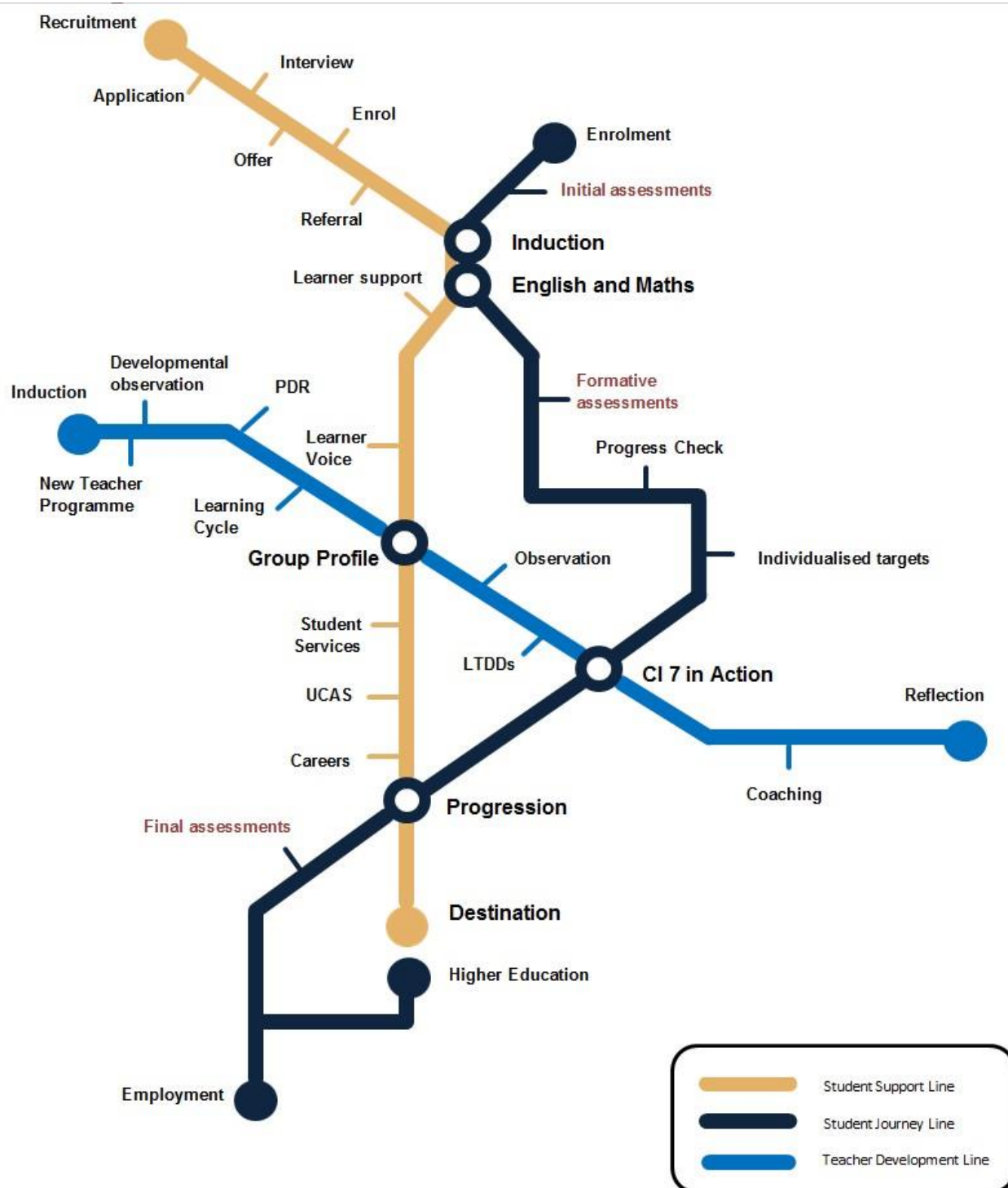
- the quality of teaching and learning for all learners
- the standards achieved by all learners
- the learner journey experience
- the efficient and effective use of resources
- the ability of the College and its partners to self-assess and enhance their provision

The system for enhancing quality within the College is underpinned by:

- Quality Framework Strategy (this document);
- 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 learners;
- Performance management incorporating Performance Development Reviews (for appraisal of staff performance and target-setting);
- Induction and mentoring for all new staff;
- Staff training including professional and management development;
- Ongoing monitoring and evaluation of recruitment, success rates and learners' first destinations cross-college; course approval and monitoring of external verifier/examiner reports and responses through the central Quality team;
- Staff, learner 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 2020/21 (FE and Apprenticeships)

Aspect	Target 20/21
Attendance – all FE learners and apprentices	90%
Retention – all FE learners and apprentices	94%
Joint Achievement (all ages)	87%
Achievement for main vocational qualifications – All learners	90%
GCSE maths and English – pass (Grade 1 – 9)	83%
Apprenticeship Success rate (overall – all ages)	70%
Apprenticeship Retention of starts within the year recruited – all ages	93%
Student Survey Overall Satisfaction	90%
GAP – Percentage of Study Programme students achieving 30 hours of work-related activity/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 learners' 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 appraisal discussions;

The observation of teaching, learning and assessment will be a non-graded process.

4.1 COLLEGE OBSERVATION OF TEACHING AND LEARNING 2020-21

THE 2020 CONTEXT

The Autumn term will see the publication of a new and refreshed CI7 in Action programme. The College continues to engage with Tom Sherrington to take this initiative forward, and his work already undertaken this term with Excellent Teachers has shaped the CI7 into a more logical format, and one which follows teaching and learning 'cycles' more closely. In addition to this, the College has subscribed to 'Teaching Walkthrus', a research-based approach to CPD for teachers and assessors, which has been customised to fit the CI7. From the Autumn half-term onward FE teaching teams in FE will be exploring the content and be able try out techniques and strategies in a collaborative and supportive way.

The observation process will be structured around the CI7 in Action principles. More importantly, perhaps, observations will also be undertaken in a more collaborative way. Teachers and assessors will agree the session to be observed, and also the focus of the observation. This will normally be a particular strategy or teaching techniques the teacher has chosen as their development theme. A simplified observation form will enable feedback to be structured around this theme, with an ongoing action plan completed as a result. Teachers and managers will arrange a time to ensure the observation can take place by 18th December 2020. This is to ensure timely feedback on practice and a chance to request agree support and next steps. There will be no grading of observations.

Where teachers are delivering online, line managers will normally focus their observation around this aspect of teaching, and teachers should therefore expect to be observed in an online setting. Online delivery is still new to many teachers, so it is important to acknowledge that observations will focus entirely on the development points arising, and the CPD to be provided as a result. Ultimately the aim is to provide the highest standard of teaching and learning experience for learners through reflection on, and development of practice.

WHO WILL BE INVOLVED?

All FE and Apprenticeship teaching and assessing staff will undergo observation of practice.

WHEN WILL OBSERVATIONS TAKE PLACE?

The first round of formal observation of teaching and assessing staff will commence 2nd November 2020 and conclude on Friday 18th December 2020. It is expected that all staff will be observed in this window. A second round of observations will take place during February 2021. 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 in to the Term 2 Check In review conversations.

WHO WILL UNDERTAKE OBSERVATIONS?

The observation team will comprise of Area Heads and Business Development Managers, Assistant Area Heads and members of the College Quality teams. In many cases staff members will be observed by their line manager, although for large teams, this may not always be the case.

WHAT DOCUMENTATION WILL NEED TO BE PROVIDED IN AN OBSERVATION?

For an observation you will need to have prepared:

- Section A of the observation form, outlining your planned focus against each aspect of the CI 7
- Your chosen session plan

You should also have available

- A scheme of work/Learning Plan for the subject
- A Group Profile

PROCESS MODEL:

Term 1

- Three weeks following half term (2nd November – 18th December)
- Teacher selects session (either recorded or in classroom) to be viewed and discussed with line manager
- Term 1 focus normally **online delivery**, except where teacher isn't delivering in this way
- Observation form section A completed and discussed with line manager
- Observation takes place
- Discussion re WWW, EBI
- EBI forms focus of Development Plan
- Development plan saved and shared centrally
- Development plan underpins check in conversation
- CPD planned and undertaken

Term 2 –

- 18th January – 19th February*
- Teacher selects session (either recorded or in classroom) to be viewed and discussed with line manager
- Term 2 focus normally **classroom-based session***
- Observation form section A completed and discussed with line manager
- Observation takes place
- Discussion re WWW, EBI
- EBI added to Development Plan
- Development plan underpins check in conversation
- Updated Development Plan shared centrally
- CPD planned and undertaken

*This timing may change if restrictions to campus apply

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.

1. Curriculum Monitoring Meetings

What?

Curriculum Monitoring Meetings (CMMs) 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?

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

When?

Four meetings per year: 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 (Chair)
- AP: Quality and Teaching and Learning Improvement
- VP: Curriculum Delivery and Performance
- AP: Braintree Campus and STEM
- Principal (optional)
- Area Head
- Assistant Area

Purpose

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

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

2. Apprenticeship Monitoring Meetings (AMM)

What?

Apprenticeship Monitoring Meetings (AMMs) 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, November, January, March, May and June), 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.

Membership

- EVP: Curriculum, Planning and Quality
- Director of Apprenticeships and Business Development (Chair)
- Vice Principal Curriculum Delivery (where appropriate)
- Business Development Manager (where appropriate)
- Area Head (where appropriate)
- Assistant Area Head (where appropriate)
- Quality Enhancement Officer - Apprenticeships
- Principal*
- Assistant Principal: Quality and Teaching and Learning Improvement*

*optional

Purpose

To review progress within an Apprenticeship delivery area, to include at the appropriate points in the year:

- Previous year's outcomes
- New starts
- At risk students
- Attendance
- Retention/Best Case
- Quality Improvement Plan actions
- End Point Assessments (planned, and outcomes)
- Employer Issues
- Teaching, Learning and Assessment
- Apprentice Experience
- Support and Resource Requirements
- To identify, celebrate (and subsequently share) good practice

3. Monitoring Learner 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 learner 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 learners 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 behaviour 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 learners 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 learner by their teachers. We call this process College Progress Review.

Process

Teachers will work in teams to agree a consensus predicted grade for each learner. 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. Funding and Information Systems 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.

4. Learner Voice

What?

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

A Course Representative is a student who acts as a key contact for the students 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.

Why?

Colchester Institute regards feedback on the learner 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 representative 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 learner 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 learners have the opportunity to engage in Learner Voice activities, and to apply to undertake the position of Course Representative.