Curriculum Delivery
& Quality Improvement Policy

Excellence

Principal: Tim Jackson BTech (Hons), PGCE

Our Vision Statement

To inspire learners to recognise and achieve their full potential

Our Mission Statement

Excellence, Passion, Team Work, Integrity, Innovation,

Sustainability, Valuing Others and Supportiveness

SPARSHOLT COLLEGE HAMPSHIRE

The *Curriculum Delivery & Quality Improvement Policy* was approved by the Quality & Standards Committee under the authority of the Board of Governors. This combines and supersedes previous publications and is effective from August 2018.

Equality Impact Assessment	Conducted:
	Located:
Originator: *Deputy Principal, Curriculum*	Located: College Intranet, College Website

Curriculum Delivery & Quality Improvement Policy

Excellence

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SPARSHOLT COLLEGE HAMPSHIRE incorporating ANDOVER COLLEGE

Curriculum Delivery & Quality Improvement Policy

Purpose

The purpose of this policy is to provide a policy framework to all those who deliver, enable and support learning. The policy aims to ensure that all decisions and activities support the promotion of excellence in Teaching, Learning and Assessment (TLA), success for all and result in the continual and sustainable improvements in practice.

Contextual Statement

This policy is placed in the context of:

- The 2014 Professional Standards for Teachers and Trainers
- Sparsholt College's Mission Statement and Values
- Sparsholt College's Strategic Plan

It brings together previously disparate policy documents, relating to Teaching, Learning and Assessment (TLA); Quality; and Staff Professional Development and is supported by an, annually reviewed, strategy document which sets out the College's plans to secure further improvements in TLA practices. It has links to Policy documents relating to Information and Learning Technology (ILT); Human Resources (including capability); Managing Learner Conduct and Performance; and the conceptual map of the learners' journey, referenced to the 'Learning and Skills Taxonomy of Issues' (http://ccqi.org.uk/wp-content/uploads/2014/09/Learning-Skills-Taxonomy-A3.pdf). The former Learner Involvement Strategy (2014) has been incorporated.

Policy Statement

Sparsholt College Hampshire (the College) has a sustained commitment to:

1. Placing the learner at the centre of the entire journey from independent advice and guidance to progression to work and/or Further/Higher Education whilst providing support which extends equality of opportunity to all.

2. Planning, delivery, assurance and continual improvement of inclusive TLA that empowers, stretches and challenges every individual appropriately so they meet curriculum expectations and fulfil their individual potential through:

- Clear, unambiguous and unbiased advice and guidance aligned to the Matrix Standards and the National Careers Strategy, which utilises staff expertise to assess the skills, knowledge, aspirations and potential of every individual to ensure that they are provided with a programme of study which best fulfils their current, and expressed future, aspirations and needs.

- Effective assessment of learners' initial abilities to support the setting of appropriate, but challenging, targets for achievement and to ensure that appropriate support is provided to ensure equality of opportunity in meeting these.

- Assessment *for* Learning that involves the frequent use of:

    o a variety of valid, reliable, sufficient, fair assessment methods generating formative, and summative, judgements of learners' progress;

    o constructive feedback providing clear targets which, and effective guidance that, enables learners to improve knowledge, skills competence, and the professional skills necessary to support independent learning;

    o Accurate and sufficient assessment records that inform learner targets, the planning of delivery, and the reporting of progress to colleagues, learners, and other stakeholders.

- Personalisation of TLA which draws upon learners' skills, knowledge and prior experiences to provide a programme of instruction, coaching and support which ensures they progress effectively towards their personal goals.

- Facilitation of an interactive, participative, curriculum which involves learners in planning the pace, and content, of TLA so that they develop appropriate professional, independent, learning skills.

- As enshrined within the College's SEND policy, the College seeks to ensure that all individuals are supported to fulfil their academic potential through the mitigation, wherever possible, of any barriers. In addition, this policy is guided by the College's statutory responsibilities under the Children and Families Act (2014) as defined by SEND Code of Practice (2015).

- Delivery of a broad Study Programme which prioritise the development of independent, professional, learners who (in addition to fulfilling curriculum goals) acquire:

    o sustainable personal, entrepreneurial, and employment-related skills which prepare them for future careers;

- research and study skills which support progression, through FE/HE, to further study;

- further improvements, including qualifications where appropriate, to Literacy, Numeracy, and Digital Literacy skills.

- Pastoral support for all learners which, delivered in a form appropriate to the needs/mode of study, ensures that learners can fulfil their potential by mitigating, as far as practicable, barriers to achievement through:

  - Ensuring that all learners have access to pastoral staff who understand, and can respond effectively to, their specific needs within a timely period;

  - Promoting engagement with specialist Student Support teams to provide additional technical, or emotional, support to mitigate more severe issues;

  - Providing access to specialist Learning Support that enables learners to mitigate the potential impact of learning difficulties, or disabilities, upon their studies.

- Ensuring dynamic contributions from students through a range of fora, resulting in quantitative and qualitative analysis of feedback, followed by effective, timely, action to address student requests and requirements within the budget envelope.

  - **Consultation with learners** – individually and collectively:

    - Student surveys are commissioned throughout the academic year to gain feedback on the student experience during their learning journey at the College.

    - Managers undertake focus group activities with students to elicit feedback about their courses or any other aspects of student life.

  - **Representation of learners**

  - a) Student Council

    - The College seeks in-depth student involvement and engagement through its Student Councils, each chaired by the Deputy Principal, Curriculum on the Andover campus, the Sparsholt campus and also for the residents on the Sparsholt campus.
    - The purpose of the Student Councils is to involve students in issues that have an impact upon their student lives by involving them in policy initiatives, gathering their feedback and enabling them to make suggestions that will improve the experience of the wider student body.

- Membership of Student Councils is voluntary, and students are nominated by tutors or may self-refer via their tutor to the Deputy Principal, Curriculum.

  o <u>b) Student Governors</u>

- The Board of Governors is the highest decision-making body in the College. It has a mix of membership from within (Principal, staff governors, student governors) and also external members from outside the College. The role of student governors is to provide first-hand insight into the experience of being a student at the College, and therefore student governors are highly valued by the other members of the Board for their knowledge of the College. Student governors are appointed in their own right as individuals and not as representatives of the student body.
- When the term of office of a student governor is nearing expiry or a vacancy arises for any other reason, the Clerk to the Corporation will arrange the selection process of a student by the Student Councils for appointment by the Board. The student governor vacancy will be publicised to the student body through the Student Councils. Members of the Student Council will be encouraged, but not obliged, to stand.

  o **Participation of learners in College life**

  o Curriculum Delivery

    The curriculum has been designed to maximise opportunities for involvement in campus life – including access to appropriate additional learning experiences such as trips, study tours, competitions and other enrichment opportunities.

  o Mentoring and Ambassadors

    There are opportunities for students to represent the College at schools liaison and other marketing events.

3. Ensuring that Quality Assurance, and Quality Improvement, activity effectively identifies opportunities to further develop curriculum delivery through:

- Accurate, and timely, use of information from a range of sources to ensure that, where delivery does not meet expectations, prompt and effective action is taken to identify, mitigate, and remove barriers to progress.

- Empowering innovation, experimentation, and creativity by teachers, coaches, and instructors, to effectively utilise new methods of TLA to ensure that delivery motivates, inspires, and stimulates curiosity resulting in the improved effectiveness and success of learning.

- Delivery of a high quality, responsive programme of Continuing Professional Development that is explicitly focussed upon identifying and fulfilling the needs of practitioners, ensuring that positive impacts can be measured through rigorous follow-up activity.

- The sustainable management and creation of resources, including the learning environment, that enable practitioners to inspire learners, enhance effective integration of theory into practice, and reflect changing expectations of curriculum delivery.

4. Maintaining a culture of professionalism, accountability, and responsibility amongst staff where a sustained committed to raising standards is:

- Providing encouragement, training and support for its employees to gain the skills and qualifications that will support their future employability and meet the needs of the College.

- Informed by experimentation, collaboration, sharing good practice and the meeting of identified requirements for further skills, knowledge and (where appropriate) qualifications.

- Characterised by a staff team who take responsibility for the development and assurance of their own TLA, specialist subject knowledge and contextual development.

5. Utilising a comprehensive performance management process, informed by diverse, real-time, evidence to ensure that:

- Performance reviews clearly contribute to the formulation of the annual programme of Continuing Professional Development.

- Improvements in practice can be quantified and, where appropriate, triangulated with the inputs from professional development.

- The progress of curriculum delivery (including support) staff through their continuing development, including the achievement of appropriate formal

teaching qualifications and, where appropriate, higher degrees, reflects the expectations of their roles.

The College will publish an annual *Curriculum Delivery & Quality Improvement Strategy* document within which its approach to furthering these policy obligations will be detailed and, where appropriate, linked to the College's Strategic Plan.

Reference Documents

1.   **Curriculum Delivery and Quality Improvement Strategy**

2.   **Our College Way – guidelines for Excellent Teaching, Learning and Assessment**

3.   **Resources to support Learning, Teaching & Assessment**

- 'Teachers' Toolkit' – Moodle site

- Passport to Success – CPD planning, booking and reflection resource

- 2014 Professional Standards for Teachers
  http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf

- Education and Training Foundation resources, including the Excellence Gateway
  www.excellencegateway.org

- Learning and Skills Taxonomy of Issues' (http://ccqi.org.uk/wp-content/uploads/2014/09/Learning-Skills-Taxonomy-A3.pdf)

- ILT Skills and Development materials – Moodle site