

High Quality Standards of

Teaching, Learning and Assessment Policy

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Contents

Policy Statement3

Strategic aims3

Board and management expectations………………………………………………………………………………… 4

Roles & responsibilities………………………………………………………………………………………………… 4 & 5

Monitoring & review………………………………………………………………………………………………………….. 6

Policy Statement

Netcom Training provides a range of bespoke and accredited learning programmes for adult learners in the IT and Digital sectors across a wide variety of Combined Authorities and is committed to supporting regional needs and the wider economy through maximising the potential of learners through the delivery of high quality teaching, learning and assessment. Robust quality assurance and continuous improvement processes ensure that standards are maintained and further development takes place where identified. The purpose of this policy is to set out the company’s approach to managing the delivery of high-quality standards and providing the information, advice and guidance to enable learners to make informed decisions to support their career objectives. The senior management team will undertake a self-assessment reporting process with input from staff and external stakeholders to inform the scope and content of quality improvement planning.

Strategic aims

* To deliver a high quality learning experience and support learners in the development of skills, knowledge and behaviours to progress career aspirations
* To support our clients’ professional development through a collaborative and inclusive approach
* To offer learning programmes and tuition and coaching that are flexible and adaptable to meet the individual requirements of all learners
* Maximise the potential of all learners regardless of their starting point and encourage a passion for lifelong learning
* Provide excellent levels of service to meet the needs of learners and deliver value for money and effective use of government funding for learning
* Take proactive steps to increase the participation of any underrepresented groups across al learning programmes
* To innovate, design and build and further enhance the curriculum and sequencing of content within learning programmes to meet the needs of employers and the regional and wider economy.
* To strive to meet the challenge of plugging the technology skills gap by nurturing and developing future talent
* To meet retention and achievement rates that are in line with and exceed the national average for the sector of learning
* Recognise the importance and value of providing equality of opportunity to ensure all learners receive fair treatment and the support and guidance to develop both technical and soft skills to maximise their potential and further employment prospects
* Ensure the safety and well-being of learners at all times
* Encourage learners to take responsibility for their own learning and set clear expectations to assist the achievement of positive outcomes
* To facilitate the sharing of best practice and encourage innovation and reflective practice across the delivery of learning as a whole
* Utilise the latest technology to further enhance the quality of the learning experience

Board and management expectations

Netcom Training Ltd has sustainable growth plans to increase the range of its provision. It is committed to setting high expectations of the quality of all aspects of delivery which include:

* The achievement of Ofsted grade 2 as a minimum requirement with aspirations to achieve grade 1
* Retaining Matrix accreditation for the business
* High rates of satisfaction from learners via online surveys and other sources of feedback
* Positive outcomes for learners on completion of programmes including permanent roles, promotion or additional responsibilities with current employer or further/higher level training/education
* Building a reputation towards being the preferred provider of choice for learners across the region
* Using the findings of observations of teaching, learning and assessment to inform further development plans to provide the highest quality learning experience
* Closing retention and achievement gaps to support learners in maximising their potential from their starting point
* Maintaining a highly skilled and professional workforce and facilitating continuous professional development activity to meet individual and business objectives and the expectations of learners and stakeholders
* Progressing actions identified within Quality Improvement Plans with clear timescales for completion and evidence of identified improvements

Roles and responsibilities

The board of directors will provide the level of governance and oversight to agree the organisational structure, allocate resources and set clearly defined KPI objectives and assign responsibilities to support the high quality delivery of teaching, learning and assessment. The senior management team is responsible for the implementation of board directives and the leadership and management of the business and the overall achievement of key business objectives. The roles and responsibilities of those involved in the management and delivery of teaching, learning and assessment are as follows:

The **Director of Curriculum and Quality** supported by the Head of Curriculum and Innovation and the Lead Technical Trainer leads on the identification of improvements and action plans designed to enhance processes and procedures relating to the learner journey and quality of teaching, learning and assessment within the delivery of learning programmes. Surveys are conducted at various points to elicit feedback from learners as to their perception of the learning experience and overall service delivery. Responses are analysed and used to drive required improvements where appropriate. Statistical performance data is utilised to analyse the effectiveness of delivery and highlight any concerns with the retention and achievement rate of learners. Periodic observations of teaching, learning and assessment are conducted to judge the quality of delivery and results inform further planning and development activity. This encompasses both the core technical aspects of programmes and the teaching and embedding of literacy and numeracy and wider objectives such as Safeguarding, the Prevent Duty and British Values as part of an individual’s personal development.

The **Internal Quality Assurer(IQA)**

The IQA ensures that required quality standards of assessment and feedback are maintained in line with the specific requirements of awarding bodies concerned. Regular interim sampling of decisions made by delivery staff takes place to ensure that learners make sufficient progress and achieve the standard required. The rate of sampling will vary according to the level of expertise and experience of staff responsible for the delivery of any particular programme. The IQA will also be involved in the rollout and communication of accredited qualifications that may be added to the current provision and associated resource development.

**Delivery Staff**

A dedicated subject specialist member of the delivery team will be allocated to each new class cohort and will have a central role in providing the necessary tuition and support to take learners through each stage of their learning and development objectives. They will play a key role in the development of the curriculum, using a range of learning resources to suit individual learning requirements and provide a high quality learning experience.

English and Maths will be embedded within learning sessions and activity will be differentiated where may be appropriate to meet individual learning requirements. Learners will receive tuition on wider objectives such as Safeguarding, the Prevent Duty and British Values and their awareness will be reinforced throughout their programme. They will be encouraged to strive to attain the highest possible grades, if applicable and delivery staff will support them in understanding what they need to do to aim to achieve them.

Monitoring and review

The policy will be reviewed at least annually or in the light of significant changes to processes. Any such changes will be communicated at the earliest opportunity to all relevant staff and other parties that may be affected.

Linked policies and documents:

Self-assessment report

Quality Improvement Plan

Observation of Teaching, Learning and Assessment policy

CPD policy

Business continuity policy

Initial assessment policy

IAG policy