### Strategy

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Quality Improvement Strategy</th>
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<tr>
<td><strong>AIM:</strong></td>
<td>The Quality Improvement Strategy aims to bring together, within a single concise statement, the wide ranging initiatives, procedures and arrangements which are in place and being developed continuously to improve learners’ chances of success.</td>
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| **Related Policies & Procedures:** | • Quality and Standards Policy  
• Self Assessment Reporting Protocol  
• Higher Education Strategy  
• Learning and Teaching Policy  
• English, Mathematics and Learning Support Policy |
| **Date for Implementation:** | September 2019 |
| **Approved By:** | Executive Team  
Quality Standards Committee  
Board of the Corporation |
| **Date of Approval:** | June 2019 |
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| **Person Responsible:** | Director Curriculum, Learning and Quality |

### Equality Impact Assessment

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Initial Screening completed</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Phase 2</td>
<td>Full impact assessment completed/ not required</td>
<td>✓ Not required (please tick if appropriate)</td>
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1. **Introduction**

The 2019-2020 Quality Improvement Strategy aims to bring together, within a single concise statement, the wide ranging initiatives, procedures and arrangements which are currently in place, and those being developed, to improve learners’ chances of success. This strategy is applicable to both Further Education and Higher Education programmes at the College. It underpins the College’s Quality and Standards Policy and seeks to meet the requirements of the new Education Inspection Framework (EIF) and the QAA Quality Code for Higher Education. The focus of the strategy is to bring about year-on-year measurable improvements to learners’ achievement on all learning programmes and underlines the College’s commitment to raising standards. The College intends to ensure learners choose the right course, are inducted and supported effectively, experience high quality teaching, learning and assessment and their performance is assessed accurately and constructively. Learners are supported to progress to a positive destination, which may be employment, apprenticeships, further education or higher education.

The College has a strong track record of making continuous improvements, as identified in self-assessment reports, Ofsted inspection of February 2016 and the College’s most recent QAA Quality Review Visit (QRV) of Higher Education.

2. **Focus of Quality Improvement Strategy in 2019-2020**

The focus of interventions will be to address areas identified through the self-assessment processes for further education, annual quality review processes for higher education, and reports from external bodies including the recent Ofsted report of March 2016 and 2018 QAA Report. The Strategy acknowledges the key elements of securing outstanding outcomes for all its learners, namely a relentless drive to improve the quality of teaching, learning and assessment and providing a rich learning environment across all sites and across all College activity. The key areas for improvement are:

- Ensuring that teaching, learning and assessment meets the needs of all learners and that the most-able are challenged to achieve their best.
- Making sure that all formats of feedback helps learners to make progress
- Bringing about greater consistency in the way that Equality and Diversity is promoted in lessons
- Improving attendance and punctuality
- Continue to develop approaches to the use of Information and Learning Technology (ILT) and digital literacy skills so that all learners benefit from a high quality e-learning experience and to ensure efficiency in the delivery of the curriculum
- Improving the take up of sport and enrichment activities across the curriculum
- Promoting British Values to all learners, including apprentices
- Improving achievement rates on the small number of programmes that are below the national average
- Further enhancement to the HE student experience to support wider participation in the local area
- Further quality activities to ensure the accuracy of information provided to students and their acknowledgement of appeals and complaints procedures as per the guidance and criterion set by the Office for Students (OfS), Competition and Markets Authority (CMA) and Office of Independent Adjudication (OIA).
3. Quality Assurance Procedures and Self-Assessment

The College’s quality assurance procedures are designed to examine areas for improvement within the College’s provision and enhance strengths. The College’s procedures are designed to meet the requirements of the Education Inspection Framework (EIF), and the UK Quality Code for Higher Education. The College provides a clear focus on the EIF throughout the annual review of the self-assessment procedures for all curriculum and service areas. The College’s Self-Assessment Report is internally and externally validated through the peer review and development process with other colleges. This ensures that judgments and grading are accurate. The 4 Key Judgements which underpin the EIF and the College’s SAR are:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

The annual College HE Quality Review collates information from each validating University evidencing the requirements of the QAA UK Quality Code, UK Professional Standards Framework (UKPSF) and QAA Quality Review Handbook. Modelled on the formal Annual Monitoring, Review and Enhancement Report (AMREP) by the University of Hull this shapes the annual College HE Quality Review which evaluates performance and includes an action plan for improvement for key issues.

Focus is placed on identifying underperforming programmes and addressing this through prompt, direct interventions to bring about swift improvements. Full scrutiny of programmes takes place and the improved performance against targets is monitored carefully by Heads of Curriculum (HoC), Curriculum and Standards Forum (CSF) and the Quality and Teaching Standards Unit (QTSU). The CSF, a standing group of the Quality and Standards Committee, verifies the accuracy of the reports from curriculum areas by calling in evidence to substantiate strengths and monitors development plans for improvement. The HE Committee, also a standing committee of the Quality and Standards Committee, focuses on the quality enhancement of the College’s HE provision and ensures that awarding body requirements are met as well as meeting the requirements of the UK Quality Code for Higher Education.

Particular attention is paid to the setting of realistic, but stretching, targets for learner pass rates, retention and achievement rates. As part of the College’s quality assurance procedures, performance against targets is examined regularly and individually with Heads of Curriculum at the Curriculum and Quality Reviews (CQRs). These reviews are held half termly and include Heads of Curriculum Area, the Director of Curriculum, Learning and Quality. CQR meetings use an in-year tracking system to forecast achievement rates and value added outcomes at course level and highlight ‘at risk’ programmes for early intervention. The outcomes from these reviews are presented at College Executive Team (CET) meetings.

Internal Inspection of cross-College themes is an integral part of the College’s quality assurance process and will serve to verify the accuracy of the curriculum areas’ self-assessment reports. Curriculum areas to be inspected and topics of focus are determined by assessment of the current risks, identified areas in the SAR and duration since last inspection. The inspections involve scrutiny of those issues identified for closer monitoring and improvement from internal and external quality assurance systems. From these internal inspections, graded inspection reports are published with explicit analysis of strengths and areas for improvement.

The Governors’ Quality Standards Committee (QSC) considers reports on the quality of teaching, learning and assessment and the standards of provision. Learner pass rates, retention and value
added are analysed by age, level and type of qualification and the recommendations for action are discussed. Governors also consider the progression of learners following the completion of learning programmes. Governors set and approve targets for pass rates and retention, and consider and approve the Self-Assessment Report, updates, and the processes leading to the publication of these documents.

4. Value Added and Target Setting

The College’s Value Added (VA) arrangements ensure targets are set for all full time learners. VA is used for formative assessment purposes as well as for summative reporting. Tutors use the “Minimum Expected Grade” to inform discussion and agreement of the learner’s “Target Grade” which is then recorded by the learner in their e-ILP. The College uses the nationally recognised ALPS programme to set aspiration targets for all level 3 learners. The College aspires to be in the upper quartile nationally over the next three years for Value Added outcomes for learners on graded Level 3 courses. Ungraded qualifications at level 1 and 2 will have individualised targets set that are subject-specific and relate to the learners’ progression and career aspirations such as employability skills and specific English and mathematics targets.

5. Teaching, Learning and Assessment

The College has detailed procedures for the observation of teaching and learning, which reflect the requirements of the EIF. The observation of HE provision takes into account the UK Professional Standards Framework (UKPSF) and includes a greater emphasis on peer-review using a model of good practice from the AoC Scholarship Framework. The monitoring and improvement of teaching, learning and assessment is completed via both graded and ungraded observations, both of which result in varying formats of feedback and actions for future improvements. With regard to formal graded observations, these are carried out by a trained team of observers which includes Heads of Curriculum and Senior Managers. The College provides annual refresher training to this team, part of which involves joint observations for the purpose of ensuring consistency in grading and feedback to teachers. In addition, the College engages external consultants, to validate the accuracy of lesson observation judgements and overall grades. Governors are also included in paired observations with curriculum and senior managers.

The College maintains strong links between the grading of teaching and the management of performance. This is facilitated through the College’s Performance Management Framework to demonstrate Professional Effectiveness. The appraisal and performance management record for each member of teaching, assessing, and learning support staff places a strong emphasis on the quality of teaching, learning and assessment and includes outstanding performance payments. Outstanding practitioners play a key role in sharing outstanding practice and developing other staff. As part of the professional effectiveness criteria, staff are required to achieve a ‘good’ or ‘outstanding’ grade from their annual graded observation. Teachers who achieve a ‘requires improvement’ or ‘inadequate’ grade from graded observations are supported through rigorous action planning, then re-observed within a 12 week developmental period. The 12 week development plan consists of a range of supportive activities to monitor improvements including two ungraded focused observations where additional feedback is provided, peer observations of good and / or outstanding practitioners, working with one of the College’s Teaching, Learning and Assessment Coaches and engagement with on-line training materials.

The College sets targets at all levels to improve the quality of teaching, learning and assessment from graded, formal observations. Targets for 2019-2020 are that a minimum of 95% of graded lesson observations will be outstanding or good with no inadequate teaching.

The College has made a strategic decision in recent years to significantly increase the number of FE and HE walk-through observations, with a total of around 500 undertaken across the College each year. Given that these shorter observations are undertaken without notice, they have proven
to be a highly effective way of identifying day-to-day teaching, learning and assessment characteristics. Walk-throughs are undertaken by curriculum and senior managers and targets for improvement are set and recorded which are followed up promptly. The quantity of walk-throughs, along with the targets set and proportion completed, are monitored by the College’s Quality and Teaching Standards Unit and reported in Curriculum and Quality Meetings.

Reflecting the College’s value of openness, regular peer observations will continue to feature in all curriculum areas in which staff are encouraged to explore new and innovative teaching and learning strategies. These peer observations are valued by staff and include peer observations with colleagues from other curriculum areas. The annual ‘Open Door Week’ will return in 2019-2020 creates further opportunities for peer review for all academic and service area staff. In this period, staff increase their knowledge of other curriculum areas and develop a greater awareness of the variety of learner experiences through observing innovative practices and teaching strategies in a variety of teaching environments.

Teaching, learning and assessment is the core business of the College and provides the key focus of the College’s staff training and development programme. The College produces on an annual basis a comprehensive staff development handbook with an emphasis on using the findings from lesson observations to inform college-wide staff development activities. Staff development is also targeted to ensure that individual training and development needs are met. All teaching staff complete the annual Professional Updating Programme (PUP). The dissemination and transfer of good practice and innovative techniques from this forms an essential part of the staff development programme and outstanding practices are shared through the Learning Enhancement and Advancing Practices Programme (LEAPP). Good practice from outside the College is identified through reports by organisations such as the Education Training Foundation (ETF) and the Quality Assurance Agency (QAA), and from good practice and inspection reports from Ofsted and the QAA.

The College works closely with other institutions to share effective practices via shared staff development sessions and conferences, and peer work via hosting events or external visits. A key area of continued development is the use of e-learning in teaching, learning and assessment. The College’s e-learning team coordinates staff training to support all teachers to improve their e-learning competency.

6. Leadership and Management

The College’s procedures for assuring the quality of leadership and management are centred on the effectiveness of ‘Leadership and Management’. Emphasis is placed on how well managers set a clear direction leading to high quality education and learning, and the effectiveness of steps taken to secure improvements. Within the context of improving quality and standards, the management team assess how well resources are deployed to achieve value for money. The College’s Leadership Charter provides a leadership entitlement for all staff in relation to standards of leadership, management and commitment to professional development that they can expect from the College’s managers.

Through their own quality assurance procedures, outlined in the Quality Manual for Governance, governors assess how well they set the strategic direction of the College, determine its educational character and monitor performance to bring about improvements. Governors seek to ensure equality of opportunity and that the College’s resources are effectively and efficiently utilised.

7. Promoting Equality and Diversity

The College’s commitment to improve quality and standards is underpinned by its Equality Policy, Equality Objectives and the Equality Objective Implementation Plan which incorporate the College priorities relating to the elimination of discrimination, harassment and victimisation, advancing equality of opportunity and the fostering of good relations. The Equality and Diversity Committee, a standing committee of the Quality and Standards Committee (QSC) with members from all the
curriculum areas, together with support staff members and learner representatives, is responsible for supporting the implementation of the Equality Policy and monitoring progress towards each of the agreed Equality Objectives.

Learner attainment is interrogated at course, curriculum area and college level to identify gaps in performance between different groups including 16-18 and 19+ learners, those with and without a disability/learning difficulty, male and female learners and those from different ethnic groups. Actions, at the appropriate level, are taken to close identified gaps and include staff and curriculum development projects where appropriate.

In accordance with its statutory duty, the College publishes information annually detailing its work relating to equality and diversity and the progress made towards the achievement of its agreed Equality Objectives.

Whilst comprehensive arrangements are in place to promote equality and diversity within the classroom, the College continues to prioritise the embedding of equality and diversity within teaching and learning, the effectiveness of which is subject to monitoring during internal inspection. The College continues to prioritise non-stereotypical participation with the intention of encouraging males into hairdressing and beauty therapy, and early years and care and female learners into engineering and construction.

8. Entry Requirements

While the College has an extensive curriculum portfolio, it is essential that learners are recruited to the right course at the appropriate level of programme if they are to successfully complete their studies. While all learners are challenged to exceed their potential, they must be enrolled on programmes where they are expected to complete and achieve. In addition to carrying out diagnostic testing to assess learners’ ability in English and mathematics, many curriculum areas have introduced vocational screening tests to assist in the analysis of learner need. It is the responsibility of staff enrolling learners to ensure entry requirements are met. If there is any uncertainty, the Head of Curriculum is consulted.

9. Learner Induction

It is important that all learners are welcomed to the College and become quickly aware of the College’s facilities, services and requirements of their learning programmes. All learners, both full time and part time, including learners commencing their programme in-year, will be inducted to the College. Learners starting in September will participate in a comprehensive induction programme including an extensive Freshers’ Fair, curriculum induction, Principal’s welcome, Health and Safety speaker, guidance meetings and an introduction to the learning resource centre. Learners starting later in the year can access the same introduction via the online induction service offering the same comprehensive overview of the College and its services. Teaching and learning observations of induction take place in each curriculum area and feed into the College’s quality assurance processes. There is a particular emphasis in the induction process to ensure that safeguarding issues are addressed and learners are aware of what to do if they ever feel unsafe whilst at college. British Values and elements of the Prevent Agenda are also shared with learners during the induction period.

10. English and mathematics

East Riding College recognises that English and mathematics are paramount to the success of individuals in their training, employment and personal life. English and mathematics remain a pre-requisite, with priority given to the achievement of GCSE qualifications 4-9. In addition to committing to the requirement that all 16-19 year old learners achieve a GCSE 4 grade or
above, the College will continue to ensure that the literacy and numeracy skills of its adult learners are improved also, so that they too are able to meet their full potential.

Learners who have achieved a grade 3 (previously D GCSE grade) will re-sit the GCSE qualification in the respective subject. Learners without a grade 3 will be enrolled onto the most appropriate qualification given their skills profile and level of ability as identified through initial assessment. For learners, including those at Level 3, who already have a 4-9 grade in English and/or mathematics, there is the opportunity to access skills improvement classes in order to gain additional, higher level qualifications or to improve their current grade at GCSE. These learners will continue to be stretched and set challenging targets for the improvement of their English and mathematics skills, support for which will be embedded into their study programme. Individual learners may also be enrolled on a ‘fast-track’ programme creating an opportunity for early resists.

11. Apprenticeships

Quality assurance for apprenticeship activity is embedded within the College’s overall quality assurance processes and in-year performance is monitored through the Apprenticeship Standards Forum (ASF) and College’s Quality and Teaching Standards Unit (QTSU). All apprentices receive specific information, advice and guidance to provide effective enrolment and progression opportunities on their chosen programme. A rigorous initial assessment process is in place to ensure new learners embark on the correct programmes to meet individual career aspirations and which provide targeted support needs. This process is then followed up throughout the duration of the apprenticeship with learner and employer reviews, which set clear targets for learners to ensure that they are progressing and achieving the expectations of the framework. To maximise the learners’ experience and opportunities to succeed, the College maintains an excellent relationship with employers through the work of the Businesses Development Unit, curriculum areas and individual assessors. The College will continue to undertake separate learner perception of college surveys for FE, employer based provision and apprentices in 2019-2020, carried out by an external agency (QDP) in order to access the most up-to-date benchmarking data.

12. Tutorial Support

Effective group and individual tutorial support, including the review of Individual Learning Plans, is seen as an essential element in supporting learners to complete and achieve on their programmes. The electronic Individual Learning Plan (eILP) is key to setting individual SMART targets with learners. All learners on full-time FE courses and substantial part-time courses have an eILP. The College tutorial entitlement ensures that learners receive a comprehensive programme of individual and group tutorials, including a range of mandatory topics. The effectiveness of the tutorial programme is monitored by Learner Services. Teaching and learning observations of tutorial delivery take place in each curriculum area and feed into the College’s quality assurance processes. Tutorial Briefs ensure that direct communication with learners on key themes such as the government’s Prevent strategy, Equality & Diversity and Safeguarding can be further enhanced. All students have the opportunity to achieve the Enterprise and Employability Passport emphasising the development of job-ready and social skills. A comprehensive range of visiting speakers complements the learner tutorial programme.

13. Retention Strategy

The College Retention Policy ensures that learners at risk of failing to complete their course are identified in a systematic and timely manner, with appropriate strategies agreed, implemented and monitored. Retention statistics are monitored closely in-year as a key performance indicator for quality improvement. In-year retention is monitored closely at learner level and discussed at Curriculum Quality Reviews (CQR’s) half termly, or more frequent if required, to ensure prompt interventions are in place to support at-risk individuals and groups. This is coupled with a
strengthening of initial advice and guidance aimed at ensuring that learners embark on the course most appropriate to their aspirations, interests and abilities.

The ‘Personal Success Programme’ (PSP) based within the Foundation and Learning Support area creates an enjoyable individualised programme of successful learning for identified students between levels Entry 2 and Level 2, maintaining all elements of the Study Programme. The programme enables curriculum interests and motivations to be retained, assisting positive progression opportunities, whilst providing effective guidance to maximise academic achievements for vulnerable ‘at risk’ learners. The identification of learners who are suitable for the PSP progresses chronologically throughout the academic year, monitoring individual needs. Learners on programme are provided with the support and attention to maximise the opportunities to achieve academically and socially whilst progressing to a positive destination.

14. Attendance Strategy

The College Attendance Policy regards good attendance as a key factor in the successful achievement of a learner’s targets. The policy is designed to ensure that learners who are absent without prior authorisation are swiftly identified, contacted promptly and supported to return. The primary responsibility for contacting and supporting absent learners resides with the relevant course tutor supported by Learner Services. Individual learner notes and actions are monitored in the e-ILP ProMonitor. Weekly attendance reports provide a comprehensive identification of learners currently under the college target of 90%. Separate attendance reports by curriculum area for Maths and English, Directed Private Learning (DPL) and the Success Centres are also produced. Automated text messages and phone calls are used to create an instant communication method notifying students, parents and guardians of none attendance. Regular one-to-one progress reviews between course tutors and learners remain fundamental to improving punctuality, attendance, retention and achievement. The focus will continue to be on supporting all learners to achieve at least 90% attendance, and ensure that learners understand the impact that poor attendance can have on their progress and eventual achievement.

15. Learner Support

All existing and potential learners have access to initial advice and guidance and to a strong pastoral and welfare support system. Each full-time learner has a personal tutor. Guidance Officers are available at all sites and have a regular presence in the local Job Centres. The College has the Gold Standard for IAG, the Matrix IAG Standard and is accredited to the Customer Excellence Quality Standard.

Additional learning support needs are identified through comprehensive initial assessment arrangements. In-class support is provided by Learning Support Advisors to address identified need. SEN learners are identified upon application and support provided in accordance with assessments provided by the applicant’s school. The College collaborates with external agencies including local authorities, special schools, social services and health services to ensure the effective implementation of the Children and Families Act, in particular the management of the Education, Health and Care Plans.

The College ‘Success Centres’ run at all sites and are managed by trained staff to provide effective support to learners. Seen as an example of outstanding practice in the College’s 2016 Ofsted inspection, these ‘open’ centres provide an environment where all students can progress their studies whilst accessing support when required. The centres flexibility allows students to attend when they choose or at a prescribed time dependant on the learning needs.
16. Highly Able Support Programme (HASP)

The Highly Able Support Programme (HASP) will resume in 2019-2020 as it continues to illustrate the College’s commitment to ensuring all learners, regardless of their level of ability, are challenged to achieve their full potential. The aim of the Highly Able Support Programme is specifically to identify and support ‘gifted and talented’ learners to achieve to the best of their ability and raise their ambitions. It is recognised that these learners may need additional and specific support to meet their full potential and prevent risks of under-achievement. ‘Gifted and talented’ commonly refers to learners who have the potential to develop significantly beyond what is expected for their age:

- ‘Gifted’ refers to a learner who has abilities in one or more subjects. This can be high academic ability on both academic and more vocational courses;
- ‘Talented’ refers to a learner who has skills or aptitude in a practical or vocational area, such as art, music or engineering. This can include sporting prowess, demonstrated in and outside of College e.g. such as competing at county or national level, or winning prestigious prizes in art or media exhibitions.

The HASP will continue to support and enhance learners’ opportunities to exceed their targets through activities such as Russell Group University visits, specialised guidance meetings, external events/conferences, meetings with local companies, guest speakers and Highly Able Support Programme meetings. The programme will continue to evolve to meet student needs via learner feedback and will include a greater focus on mentors including the use of senior managers at the College.

18. College Timetable

The College timetable for full-time learners is reviewed annually. This serves the objectives of maximising learner choice and optimising class size while securing the effective use of the College’s accommodation and learning facilities.

19. Course Management

The course management files in place at the College are a set of live documents, which contributes to improved course administration and management. These files (physical or electronic) are maintained by course leaders and monitored by their respective Head of Curriculum Area and form a key focus for internal audit.

20. Continuing Professional Development of Staff

Underpinning all aspects of the College’s improvement strategy is the Staff Training and Continuous Professional Development Policy and programme. Staff development associated with aspects of the improvement strategy will be given priority in the allocation of the College’s staff training and development budget. The staff development programme seeks to ensure that teaching staff have the necessary skills and up-to-date knowledge to deliver high quality teaching, learning and assessment.

An annual staff training and performance evaluation report will consider how the training and development, undertaken by teaching and support staff, have contributed to the College raising standards and achieving its corporate priorities. The priority for appraisal of staff is to plan for improvements in teaching and learning and College services, and the staff development required to support this. The professional effectiveness criteria support and enhance the appraisal process. Outstanding practitioners play a key role in the planning and delivery of the Learning Enhancement and Advancing Practices Programme (LEAPP) which utilises the skills of teachers and assessors to share outstanding practice and develop staff. Staff delivering HE programmes have been given
support to complete Research and Scholarly Activity (RSA) through the Staff and Curriculum Development Fund.

21. **Peer Review and Development**

The College participates in peer review and development activities with several general and specialist FE colleges. This provides the opportunity to share good practice across colleges and curriculum areas through observations and peer reviews, and also to validate self-assessment judgements. In addition, the College has links with a large number of colleges and providers with which it carries out good practice sharing activities. The College additionally reviews external consultation opportunities to provide additional support in areas for improvement or new developments.

22. **E-Learning**

The College places a high priority on the development of Information and Learning Technology (ILT) as a means of developing learners’ digital literacy skills, enhancing the learner experience and bringing about further efficiencies in the delivery of the curriculum. The College will continue to review the impact of e-learning upon the learner experience as an integral aspect of its quality assurance arrangements with the specific intention of identifying good practice and sharing it across the curriculum.

The college has a vast array of e-learning tools and resources which enables teachers and learners to be part of an immersive and dynamic learning process. Key Performance Indicators show that the majority of the curriculum areas are using e-learning tools extensively. The college will continue to assess quality, and consistency across the platforms that are widely used. The Virtual Learning Environment (VLE) is at the centre of these e-learning tools alongside with the college’s electronic Individual Learning Plan (e-ILP).

‘Directed Private Learning’ (DPL) allows for all learners to engage with subject specific tasks and materials outside of lessons through the use of ILT, developing their subject knowledge and independent learning skills. Integral to DPL is the effective use of the College’s Moodle platform by all curriculum areas. The platform has been upgraded and redesigned for the purpose to be global, user friendly and attainable by all. The quality assurance is defined with minimum standards that are detailed with all the requirements to attain an optimum level of consistency, across all the College’s curriculum areas. Specific FE and HE minimum standards are set and audited. This process is overseen by the ICT Manager via e-Learning staff in the LRC and ensures the suitability and content of all programme pages.

An extensive programme of staff development, based upon identified staff training needs, relating to the use of e-learning will be maintained to ensure that all staff, particularly teachers, have the necessary skills to successfully embed the use of learning technologies within their practice. The College will continue to work with external partners and consortia to ensure that learners benefit from the highest quality and most up to date e-learning resources and approaches.

The College uses an Electronic Individual Learning Plan (e-ILP) system (ProMonitor) to support all learners in their progression. The e-ILP is constantly tailored to accommodate the needs of managers, teachers and learners. The quality assurance of this system is designed with customised reports which allows managers to monitor the usage of the system by their staff. These reports are used to provide training and support to ensure a consistent and effective use of ProMonitor across all curriculum areas.
23. **Learner Voice**

The College will further develop its learner voice arrangements as an integral aspect of its quality assurance arrangements for FE and HE. Through involving learners, both individually and collectively, the College will ensure that it systematically collects and responds to learner views to strengthen teaching and learning and respond to individual need. Together with its learner representatives, the College will review the effectiveness and impact of its learner voice arrangements on the quality of the learner experience.

24. **Minimum Standards**

The College has clear procedures in place to monitor performance on all programmes against Minimum Standards set by the ESFA.

The ESFA have confirmed that they will cease taking intervention action on the basis of the 16-19 and adult education and training measures from 2018/19 and will instead use all education performance data available in overall risk assessments.

Minimum Standards for Apprenticeships remain in place until a more fundamental review has taken place. The ESFA will apply the existing Minimum Standards policy for Apprenticeships during 2020 based on 2018/19 data. The Minimum Standards for Apprenticeships consider the Overall Achievement Rate by level and framework code against a minimum expectation of 60%. Where the Overall Achievement Rate for a particular framework/level falls below 60%, all of the leavers on that framework are considered to be below the Minimum Standards threshold. The total leavers below the threshold are then considered against the overall cohort with the requirement that these must represent less than 40% of overall leavers, otherwise the Minimum Standard has not been met.

25. **FE Choices**

'New Challenges, New Chances', (the Department for Business, Innovation and Skills, 2011), set out the Department's intention to develop a new FE Public Information framework. The framework consists of a set of basic information to be made available in a clear and consistent format by colleges and training providers and nationally collected and published data which will make use of Performance Indicators that measure aspects of performance such as:

- Achievement rates
- Views of learners and employers
- Learner destinations

The College uses the comparative data to judge its own performance and areas for improvement.

26. **Higher Education Unistats**

The College publishes Unistats information for all undergraduate programmes where available, whether full-time or part-time. Unistats contains areas of information that students have identified as useful:

- Student satisfaction
- Course information
- Employment and salary data
- Accommodation costs
- Financial information, such as fees
- Students’ union information
Unistats enables the College to illustrate the quality of the experience that is offered to HE students. In many cases the information will not be new and is currently available, but not easily accessible to students as some is available through UCAS website and UNISTATS website. The College makes items available on its website, on an easily comparable basis providing greater information to potential applicants.