

Quality and Curriculum Standards Policy Statement

London Skills and Development Network (LSDN) aims to provide a high-quality and transformational service to all its learners, staff and stakeholders.

Statement of Principles

LSDN will provide a WELCOMING, INCLUSIVE, SAFE and POSITIVE learning environment which encourages lifelong learning, focusses on widening participation and:

- supports LSDN's mission statement, vision, core standards and strategic objectives;
- continually strives to improve the services offered to learners;
- manages resources effectively to support learning;
- treats all learners and prospective learners fairly and with respect;
- focuses on positive outcomes for the individual, community and society.

LSDN will ensure that all staff fully support student learning through:

- clearly identifying the teams and individuals with responsibility for each aspect of maintaining and improving the quality of the learners' learning experience (see LSDN Learner Journey flowchart);
- establishing quality management systems to ensure effective delivery and development of:
 - quality planning
 - quality control
 - quality assurance
 - quality improvement
- monitoring the performance of each staff member and service/delivery area against LSDN and sector standards and indicators to evaluate our effectiveness;
- being creative and innovative, looking to improve the education, training and other services and facilities offered;
- having an annual process of review and evaluation that will produce an annual self-assessment report and quality improvement plan.

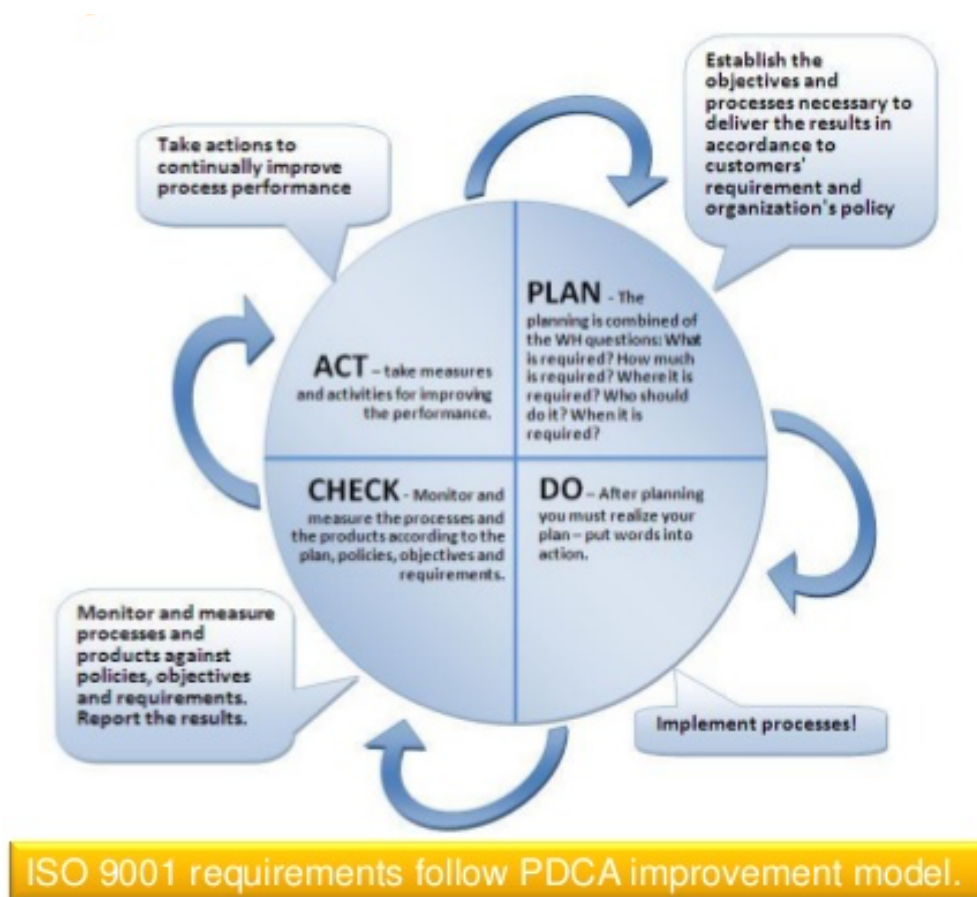
LSDN will work effectively with outside agencies to:

- ensure that learning programmes are accessible, promote inclusion, are delivered to the highest quality and effectively co-ordinated;

- support the self regulation of LSDN's performance in meeting the highest standards;
- provide added value services and opportunities to our learners.

Quality Management principles

LSDN utilises the PDCA Quality Management principles, as illustrated in the graphic below.



We have translated the PDCA model at LSDN as Quality Planning, Quality Implementation, Quality Assurance and Quality Improvement. Each of these phases is set out below in more detail.

Quality planning will focus on:

- placing learners and staff interaction at the heart of the quality system, directly focusing on improving the learning experience of learners;
- setting standards of service that learners can expect;
- setting standards of behaviour and conduct that learners will be expected to meet;

- setting measurable targets and standards that staff and managers will work to achieve and review on a regular basis;
- allocating appropriate levels of available resources towards the delivery and coordination of teaching & learning and student services;
- regularly consulting users and staff in order to improve the quality of the service we provide;
- recruiting and appointing suitable staff and providing high quality training and CPD;
- reviewing external quality standards and awards used by the organisation and applying for new standards where beneficial to the organisation and learner experience;
- having relevant and detailed policies and processes to guide the delivery of services and clarify expectations;
- having in place detailed plans, resources and timescales for delivering the areas for improvement identified in annual QIP and LSDN Development Plan.

Quality implementation will focus on:

- having detailed delivery plans, schedules and staffing arrangements to ensure high quality provision is able to effectively take place;
- providing consistency and clarity in communication and messages to staff, including regular practitioner meetings and briefing events;
- ensuring that all staff involved in the delivery of teaching, learning, assessment and student support:
 - have clarity of purpose and a clear understanding of LSDN and wider sector expectations;
 - understand their designated roles, responsibilities and areas of accountability;
 - act in line with LSDN policies and procedures as set out in relevant documentation and discussed at meetings;
 - have a strong sense of professional pride, high esteem for their position and demonstrate highest levels of integrity and commitment to learner needs and outcomes;
 - take responsibility for their learning and development needs.
- using appropriate and learner-focussed policies, guidelines, manuals, structures and processes to guide the delivery of services and help to improve consistency and knowledge-based working across all aspects of the organisation;
- making available accurate and unbiased information and data to measure performance and improvement;

- regular performance management of individual staff and teams at all levels of the organisation.

Quality assurance will focus on:

- regular observations of all aspects of teaching, learning and assessment;
- review of quality indicators, information and data to evaluate individual and institution-wide performance and effectiveness;
- internal and external verification of processes (IQA/EQA);
- internal inspection/quality assurance activities;
- external inspection (Ofsted) and assessments (Matrix; H&S; IiP; ISO etc).

Quality improvement will focus on:

- annual self-evaluation and identification of areas for improvement (SAR/QIP);
- analysis of learner voice; employer voice; staff engagement feedback; feedback from LSDN funders, partners and other stakeholders;
- analysis of staff qualifications, competence and performance;
- analysis of extent to which LSDN is meeting its own stated targets, aims and objectives;
- Ofsted inspection feedback/action plan;
- Matrix assessment feedback/action plan;
- policy planning and responsiveness;
- regular review of our curriculum offer;
- providing our learners, partners, funders and other stakeholders with full information about our performance.

Responsibilities and Duties

All staff have a responsibility to ensure compliance and successful implementation of the LSDN Quality and Curriculum Standards Policy.

Each LSDN manager has a responsibility for promoting and maintaining awareness of the policy. LSDN managers also have particular responsibility for ensuring the implementation of any actions agreed for their team/area of accountability.

LSDN Curriculum Quality Manager has responsibility for setting and agreeing actions to ensure the policy is implemented.

The CEO has overall responsibility for creating an ethos and environment that reflects the policy.

The Board will approve and review the Quality and Curriculum Standards Policy each academic year.

Monitoring Arrangements

Review of this policy and reports on the impact of this policy will be sent to the CEO and LSDN Board and discussed at termly Board Meetings. Findings will be disseminated and shared with staff at monthly staff meetings and regular memos/communications from CEO and other leadership and senior management staff.

Relevant Policies and Procedures

Internal

- LSDN Mission, Vision and Values
- LSDN Core Standards
- LSDN Strategic Priorities
- LSDN Curriculum and Delivery Statement
- LSDN Curriculum Framework
- Strategic Overview of LSDN Curriculum
- Observation of Teaching, Learning and Assessment Handbook
- Quality Manual
- Effective Feedback and Target-setting Guidance
- ILPs, Reviews, IAG and Tutorials Handbook
- SEND/Learning Support Handbook
- Principles of Teaching, Learning and Assessment Handbook
- Student Handbook
- IAG Policy and Strategy
- Student Code of Conduct
- Positive Behaviour Policy
- Learner Post-Programme Support Policy
- Learner Positive Progression Policy
- Quality Management Statement
- Quality Principles
- Partnership and Collaborative Working Statement
- Health and Safety Policy
- Equality and Diversity Policy
- Complaints Policy
- Internal Verification Policy

- Staff CPD Strategy
- Annual SAR/QIP

External

- Ofsted education inspection framework and related guidance
- Matrix standard
- Skills for Londoners Strategy (GLA)
- AEB Funding Rules and related guidance