



Professional Development Strategy

2021-24

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Principal/Governor

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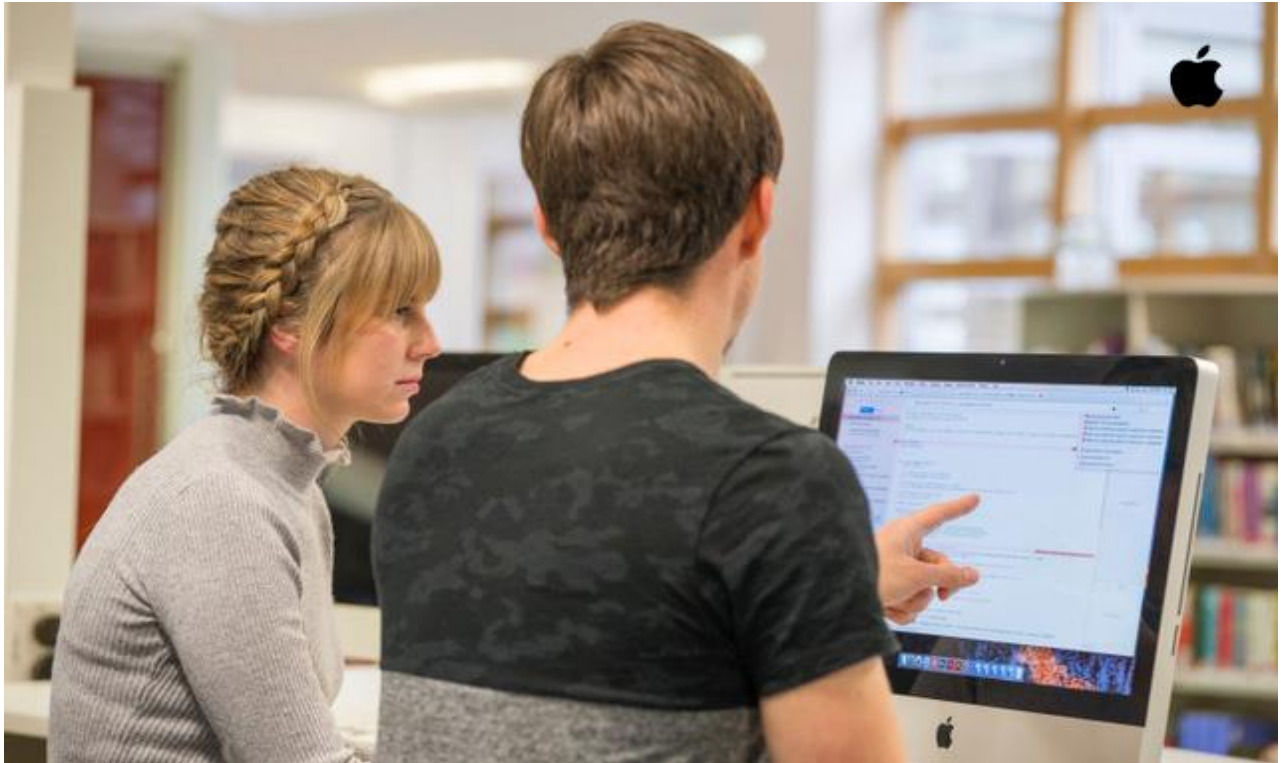
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Harlow College makes reference throughout its policies and procedures to learners and/or students. For clarity, any reference that the organisation makes in relation to our learners and/or students include the following groups:

- *14-16 learners on courses at the College*
- *16-18 full-time and part-time learners*
- *19+ adult learners*
- *Apprentices of all ages*
- *Learners of all ages on higher education courses*
- *Learners of all ages on loan-funded courses*
- *Learners of all ages on commercially/self-funded courses*



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1. Background and Introduction

The Harlow College Human Resource Strategy is to recruit, develop and retain the best possible staff in order to achieve its vision of being a high-quality education provider to its local community.

This strategy supports the delivery of the 2019/2024 Strategic Plan and interacts with other College strategies including the Teaching, Learning and Assessment, Finance and Property Strategies.

2. Business Context

We are committed to ensuring that we change and transform the lives of young people and adults in our community. We want all of our learners to achieve their ambitions, contribute significantly to the productivity of the economy and have happy and purposeful lives. We have a relentless focus on “Not Just Courses, Careers”.

Our next phase builds on key partnerships we have established with employers, business, community groups, schools, colleges and universities – we pride ourselves on our enterprising approach, ensuring that we develop the skills needed for our thriving innovation corridor.

At the core of our Strategic Plan, we maintain our values:

- Students at the heart
- Be your best, be your future
- Work hard, work together
- Be innovative and enterprising

We have shaped our plan around the following intentions:

- **Career-led curriculum** – developing through our partnerships the technical, academic, digital, employability, mathematics and English skills required to be successful in the next steps in life. Offering a strong pastoral support programme with personal development and well-being at its heart.
- **Quality of Education** – continuing our drive to be excellent, providing high quality learning, teaching and assessment, with digital technologies effectively embedded. Equipping our students with transferable learning skills that means they are well equipped for a rapidly changing world.
- **Resources** – Shaping our learning spaces to mirror the workplace, investing in our infrastructure, technologies and partnerships to grow and diversify. Ensuring

our staff have cutting-edge industry skills and access to a high quality CPD programme. Maintaining our financial stability to enable investment in our approach to ultimately benefit students.

The College continues to function in a challenging environment, both financially and since March 2020 with the added complication of the impact of Covid-19. During Covid19 lockdowns the organisation led by our staff, quickly transformed ways of working to support learners through the pandemic, assisting them to achieve their goals. Whilst a blended learning approach was already a significant part of our way of working, during this period these methods have had a significant impact on our ability to function with teaching teams being able to offer hybrid and online learning, teaching and assessment quickly when lockdown began. During an Ofsted visit in June 2020 the Lead Inspector commented on the use of technology -

Technology is well embedded into normal learning, teaching and assessment at the College. This has allowed the College to make a smooth transition to online learning throughout the pandemic. Staff are confident in the use of technology already – the training, positive mindset and Digital Top 10 have all paid-off in the current climate.

The College has continued to actively reviewed income streams, seeking to maximise potential in earning wherever possible.

In the next stage of development, the College intends to build on key partnerships established with employers, businesses, community groups, schools, colleges and universities, in line with the core goals of Excellence, Efficiency and Effectiveness, Environment, E-Technology and Enterprise at the heart of the plan.

Two important projects which are key to the success and growth of the College are:

- Introduction of T Levels from September 2021, which will enable a SELEP wide Institute of Technology to be established.
- Embarking on a rolling programme to improve the Harlow campus, reshaping both our infrastructure and estate. When these works have been completed, Stage 2 of the Stansted Airport College development will commence.

This strategy supports the development of these areas.

The College will also respond to any opportunities and reforms from government such as the introduction of T Levels.

In September 2021, the College will deliver six Level 3 Technical Qualifications, T Levels, together with four Level 2 Transition programmes to meet the business needs. Support is ongoing for delivery staff through a range of CPD opportunities and vocational updating

opportunities. Service Teams and business support staff have undertaken continuous professional development to develop the skills and knowledge required to support the delivery of the new qualifications. Going forward, the College will deliver additional T Level pathways in subsequent years in Engineering, Hair and Beauty and Catering.

In the year 2019/20, the turnover was £32 million (including donated building circa 8m) and the College's expenditure on staffing costs was 70% excluding donated building. Our staffing costs are normal within the sector.

For this year 20/21 we are aiming for £24million and 72% staff cost to income.

During the lifetime of this strategy, the College will face challenges as it responds to demographic changes both locally and regionally which may impact on the various strands of its business.

Harlow is set for significant growth over the next 10 years. The current population, estimated at 86,500* is projected to grow with 16,000 new homes planned as part of the Harlow Gilston Garden Town Project. Business growth projections are high with the relocation of Public Health England (PHE) moving its world class laboratory testing centres and head offices to Harlow, bringing with it 3,500 new jobs to the town. In addition, Harlow's Enterprise Zone, Science and KAO parks have the capacity to attract new science and manufacturing businesses to the town. The inclusion of a planned new hospital, a full redevelopment of the town centre and other significant infrastructure projects, will all bring with them challenges and opportunities for skills and employment in construction, health and science, engineering, tech/digital. Harlow is located in a strong position within the UKIC, recognised as the fastest growing region in the UK with growth and GVA both above national averages. The corridor is home to 120,000 science, engineering and tech professionals.

In terms of our 16-18 years provision, whilst this area continues to be competitive, the College remains in a strong position with applications high at both Harlow and Stansted. The local 16-18 demographic shows a steady increase in young people needing to access post 16 education. Over the next 10 years, there will be 25% more 16-18 year olds in Harlow. These figures do not consider the significant projected growth in housing.

DEVELOPMENT OF THE 2021-2024 PROFESSIONAL DEVELOPMENT STRATEGY

The Professional Development Strategy represents both:

- A further explanation of what is identified in the College's Self-Assessment Review and Quality Improvement Plan
- A direct outcome of the College's Strategic plan for 2021-2024

PRIORITY AREAS FOR YEARS 2021-2024

Priority Area 1: Initial Teacher Training Programme

How this priority area relates to the Strategic Plan 2021-2024

Our intention

The Initial Teacher Training Programme intends to build confidence in staff new to teaching, enabling them to build strong working relationships with students and colleagues, experience the joy of teaching and secure the best possible outcomes for learners.

Our curriculum plan supports the strategic plan in the following areas:

- **Curriculum planning** – identifying how pedagogy can inform curriculum planning
- **Learning, teaching and assessment** – demonstrate established strategies and some new approaches for teaching and assessment to meet the needs of learners
- **English and mathematics development**– how to meaningfully address the maths and English needs of students
- **Digital skills development** - creatively use a range of digital technology to engage learners
- **Recruitment, staff training and retention** – delivering the essential skills for new teachers to thrive in the classroom during the first weeks of teaching
- **Staff satisfaction and wellbeing** – Understanding the role and impact of the teacher in the personal development of young people. Being effective in the use of teaching, learning and assessment strategies to achieve a healthy work life balance
- **Safeguarding students** – demonstrate and promote the highest values of inclusion, equality and diversity. Be aware of discriminatory behaviour, signs of bullying and sexual harassment, challenge and report behaviours appropriately.
- **Behaviour and attitudes** - apply concepts of motivation and demonstrate enthusiasm for the subject. Confidently and proportionately deal with learner behaviours, whilst

maintaining positive relationships with individuals. Enable learners to share responsibility for their own learning and assessment, and goal setting

- **Wellbeing & Enrichment-** apply and teach the theory of growth mindset to promote student resilience and personal development
- **Financial health** – attract fee paying students from a national market through online delivery

The current position for this area

The number of staff unqualified at Harlow College as of June 2021 was:

Teachers 62

Following a period of change around the delivery of ITT for staff the College has re-introduced initial teacher training in-house using Gateway as the awarding organisation offering level 3 and 4 to all untrained staff.

Level 3 Award has been introduced for all staff new to teaching to provide the basics of being successful in the classroom. This programme is run over a 15 week period and allows staff from all aspects of the College to learn together and complete a micro-teach in a safe working environment. Whilst at the same time staff are introduced to the Harlow College way of working – Pro Monitor, Pro Solution, unit half day delivery, the structure of a session, the power of 3, the 4 steps and the use of digital technology in the classroom are all integrated and introduced to the staff.

Once completed those staff can then progress onto the Level 4 Certificate over a 1 year period where any untrained staff across the College are now offered the opportunity to complete this qualification.

The College has signed up to the Taking Teaching Further (TTF) government funded project. This project offers providers funding to support industry specialist in key shortage areas to move into teaching. New trainee staff are better supported through additional training and a longer 8 weeks induction period and a reduced timetable for the first year. New staff on this project must complete the Level 5 ITT within two years.

The TAQA provision has now moved into the remit of the Quality Team providing Level 3 and Level 4 programmes for all staff that require this as part of the delivery of competency-based programmes.

Objectives for 2021-2024

Our implementation

A key part of our implementation is for all staff teaching, assessing and observing on the ITT programme to role model the practices, theories and approaches being taught in the programme. The planning and delivery of the lesson is regularly laid bare for participants to critique, question and discuss, to further develop their planning and delivery skills.

Our implementation plan:

- **Curriculum planning** – pedagogical theories and models curriculum planning are researched and discussed by trainee teachers. Recently teacher trained staff will be ambassadors for curriculum design and development whilst sharing their professional practice within their teams
- **Learning, teaching and assessment** – participants will be exposed to a variety of approaches and the theory that underpins them, they will be invited to critique and reflect on these. Level 3 students will be delivering a lesson and receiving feedback from their peers. Level 4 and 5 undergo a series of observations to target improvement of practice. Student teachers benefit from guest speakers such as Ofsted HMI's
- **English and mathematics development**– initial assessment of maths and English used to inform individualised development path. Best practice taught to participants on embedding maths and English. Observation and coaching process to support development of skills
- **Digital skills development** - to deliver all Teacher Training in a Blended or Online Learning Approach to enable new staff to become immersed in best practice
- **Recruitment, staff training and retention** – work towards recognition as a Hub of excellence and innovation with our unique selling point of a taught programme delivered fully online. The level 3 course strongly focuses on survival skills for the new teacher, planning, delivery and assessment to provide the essential skills for new teachers to thrive. The micro-teach session is specifically designed to boost teacher confidence
- **Staff satisfaction and wellbeing** – theories, models and practices of student led learning are explored and applied by student teachers, including the effective use of existing resources and learning technology. Innovative approaches are explored to assessment practice and feedback, such as video logs and audio notes.
- **Safeguarding students** – student teachers explore the issues of inclusion, equality and diversity. They benefit from guest speakers and case studies on discrimination, bullying and sexual harassment.
- **Behaviour and attitudes** – all staff delivering on ITT programme to demonstrate calm and consistent adult behaviour, promoting our shared values of students at the heart, work hard, work together, be the best, be innovative and enterprising.
- **Wellbeing & Enrichment**- student teachers research, discuss and reflect on the theory of growth mindset by Carol Dweck. They reflect on the practice in their journal and practice teaching the topic to students
- **Financial health** - exploit the commercial opportunity for delivery of the Level 3 Award to the public sector such as Fire Service, Police and NHS and as a professional development route for trainers in commercial enterprise. To develop a National Teacher Training Hub by

marketing all three levels of teaching training, along with assessor and quality assurance awards, fully online taught programmes.

- To provide ITT to all unqualified staff within a 3 year period from June 2018

Level 3 Award	Start Date	End date	Numbers
Cohort 1	May 18	August 18	7
Cohort 2	September 18	December 18	6
Cohort 3	April 19	July 19	8
Cohort 4	September 19	January 20	10
Cohort 5	March 20	June 20	8 – Postponed (Covid)
Cohort 5	October 20	January 21	11
Cohort 6	February 21	June 21	12
Cohort 7	September 21	December 21	14
Cohort 8	February 22	June 22	15
Level 4 Certificate	Start Date	End date	Numbers
Cohort 1	September 18	June 19	8
Cohort 2	September 19	June 20	10
Cohort 3	September 20	June 21	10
Cohort 4	September 21	June 22	15
Level 5 Diploma	Start Date	End date	Numbers
Cohort 1	January 21	June 22	5
Cohort 2	January 22	June 23	10

Impact Assessment

- **Curriculum planning** – impact assessed through assignments, college Health Checks and destination data
- **Learning, teaching and assessment** – impact assessed through observations, walkthroughs, learning success data and probationary period achievement
- **English and mathematics development**– impact assessed through observations and walkthroughs
- **Digital skills development** - impact assessed through observations, college Health Checks and walkthroughs
- **Recruitment, staff training and retention** – impact assessed through, number of live vacancies, probation period achievement and staff turnover
- **Staff satisfaction and wellbeing** - impact assessed through staff satisfaction surveys, number of staff on sick leave with work related illness
- **Safeguarding students** – impact assessed through safeguarding reporting issues and incidents
- **Behaviour and attitudes** – impact assessed through observations, college Health Checks and walkthroughs, Ofsted monitoring visits, employer feedback
- **Wellbeing & Enrichment**- impact assessed through observations, college Health Checks and walkthroughs
- **Financial health** - impact assessed through numbers of external students recruited

Priority Area 2: Quality Improvement - Improving Learning Teaching and Assessment

How this priority area relates to the Strategic Plan 2021-2024

Our Intention

Harlow College will be an inspirational college which delivers peoples' futures; in terms of exceptional student success, enrichment and progression into work or further study. It will be an expansive organisation where students and staff develop their confidence and their creativity, and are provided with innovative ways of learning.

We are recognised for outstanding learning, teaching and assessment in a number of key areas, particularly around our embedded use of technology across our curriculum and our achievement of our Apple Distinguished School Status.

We have created a college that genuinely puts the learner at its heart, with our 'not just courses, but careers' strap line.

We have achieved much of this with a difficult backdrop. We are even more ambitious for the future. Our focus will be firmly on the quality and range of our curriculum delivery.

Over the three years ahead our focus will be:

- To be recognised for Innovation in Learning, Teaching, Assessment and Support across the UK.
- To be recognised for our Innovation in our blended learning approach and our use of technology to enhance the learners experience whilst in college which also prepares them for their next steps.
- To be recognised for our development of our AR provision and work alongside Hologo in the production of industry-standard resources.
- To be recognised for our Innovation in our online Teacher Training provision.

The current position for this area

The Teaching, Learning and Assessment strategy has been revised and in addition to the emphasis on students' progress and development now reflects the additional requirements for English and maths, work experience, digital capabilities... The pandemic has ensured that all areas of the College have been able to utilise the digital top 10 and develop their blended learning approach to deliver an effective LTA strategy.

The College has successfully won bids to facilitate projects:

- Maths Excellence project – 5 year duration project focused on action research to improve outcome for learners taking maths post 16; also to trial national initiatives.
- OTLA Developing English practice in Further Education and Training – a shorter 6 month project that focuses on developing new teaching strategies for improving English.

- ETF Taking teaching further – to specifically fund an enhanced induction and support programme for new teachers recruited from industry in shortage technical/vocational areas.
- Edtech Demonstrator Project – to support a range of schools and colleges on their journey to use edtech moving forwards. To provide support to catch up students, to provide advice and guidance on the development of an edtech strategy, the development of staff competence in the use of edtech in the classroom. To enable the change of culture associated with a complete change in the way of teaching and to support in particular SEND students with the use of technology.

Following the Ofsted visit in Jan 2019 the College demonstrated that LTA was mostly good, with good levels of planning; however, areas of development were pace and challenge to include differentiation. Following the Ofsted visit, Staff Development Days and CPD sessions began the full upskilling of staff to enhance their toolkits. Staff were also targeted to attend training from data found in walkthroughs where they were seen to have a judgement of 'not met yet'

This training was on-going and planned until March 2020 when the beginning of the pandemic meant that online learning became a priority – All staff undertook Teams training, Planet Estream training and learnt how to deliver an Online LTA session.

All staff had to move to a position of working fully online in March 2020 and January 2021 – this involved a range of upskilling staff from the use of Teams and Breakout rooms to taking their current Blended Learning Approach to fully online LTA. Staff also had to work with the 50/50 approach used by the College between September and December 2020.

Objectives for 2021-2024

Our Implementation Plan

- To demonstrate the clear link between Intent, Implementation and Impact across all programme offerings, curriculum planning and lesson planning.
- Demonstrate a clear link between the strategic plan and accompanying QIP, the Appraisal and observation processes in order to provide a coherent provision for the development of staff.
- Staff Development Days will have a clear focus and involve all staff. Themes will be used where appropriate, staff will be targeted when required to attend specific sessions, which will allow staff to have a better understanding of key drivers.
- Staff will be targeted to attend specific sessions on SDD based on data from walkthroughs, the Power of 3 and a digital skills audit.
- The celebration and sharing of progress in relation improved LTA in the spring of each year. Plans also include a general LTA fair to fully share all best practice seen within the College.
- All staff to complete a 5th development day of their choice – either going back into industry or working with another college to share best practice. This should be easily achieved

through the work as an edtech demonstrator college, a maths centre of excellence and through the T levels development

- For all staff to have embedded the 4 steps to success within their everyday practice with student improves located in one of three locations – Padlet, Showbie or Onefile
- CPD afternoons to provide continuous drip - feed approach to all things LTA
- Staff development to support awarding organisation requirements, including BTEC, C&G and English and maths.
- To ensure that all staff are recording their journey on Pro Observe through peer observations and the power of 3 and through staff development items following walkthroughs, ITT and probationary observations.
- Continue to provide free accredited staff development in the form of assessor, quality assurance and education and training qualifications.
- Establish the College as a high-quality provider of educational qualifications to external learners.
- Continue the embedding of the power of 3 across all delivery areas. To ensure every teaching member of staff actively takes part in the power of 3, recording their experiences, reflections and completions of any outstanding actions.
- Continued embedding of Growth Mindset concepts and the use of language in all situations.
- Every delivery team member has one walkthrough report annually to enable assessment of LTA standards and inform the Power of 3 focus.
- To ensure that termly reports are communicated to Executive and to Heads on the quality of LTA based on data from the Power of 3 and Walkthroughs.
- To re-address the key issues from Ofsted report 2019 on LTA – Pace and Challenge following COVID.

Impact Assessment

- **Curriculum planning** – impact assessed through assignments, college Health Checks and destination data
- **Learning, teaching and assessment** – impact assessed through the Power of 3, walkthroughs, learning success data
- **English and mathematics development**– impact assessed through the Power of 3 and walkthroughs
- **Digital skills development** - impact assessed through walkthroughs, the Power of 3, college Health Checks and skills audits and JISC Insights surveys
- **Behaviour and attitudes** – impact assessed through the Power of 3, college Health Checks and walkthroughs, Ofsted monitoring visits, employer feedback

- **Wellbeing & Enrichment**- impact assessed through the Power of 3, college Health Checks and walkthroughs
- **Financial health** - impact assessed through numbers of external students recruited

Priority Area 3: Leadership and Management

How this priority area relates to the Strategic Plan 2021-2024

Our Intention

The College requires leaders and managers that are able to support the values and shared cultures of the College and use their management skills to ensure high expectations of our students and our services and operate in a consistently innovative, diverse and flexible way.

The current position for this area

The College is broadly successful in filling management posts internally and many staff have developed their careers within the organisation. However, there is an identified need to ensure that managers have a shared skill set and understanding in order to ensure consistency in management and leadership. This includes the need to support service area managers and prospective service area managers and often this is a bespoke requirement.

Objectives for 2021-2024

Our Implementation Plan

- Onboarding of the 3Is in preparation for Ofsted in all aspects of QA/QI processes and associated Leadership and Management
- A specific Quality Induction programme for staff new to the College to ensure they are familiar with the process and procedures across all aspects of QA/QI
- AAMs/HoA/APs support network/mentor system for staff new to role to help them upskill quickly and effectively
- Management Development Programme for new and existing managers which incorporates specific bespoke skills development, shadowing senior post holders internal and external, up-dating, undertaking cross-college projects etc.
- Appraisals undertaken for all staff across the College, which include full reference to the power of 3 and engagement in professional development through the completion of staff development items.
- AAM development training to run every other year to encourage the development of staff into managers
- To encourage Managers at HoA level and above to present at National events such as the AoC and JISC on a regular basis, to broaden the individuals skill set and develops networking opportunities.

Impact assessment

- **Curriculum planning** – impact assessed through assignments, college Health Checks and destination data
- **Recruitment, staff training and retention** – impact assessed through, number of live vacancies, probation period achievement and staff turnover
- **Staff satisfaction and wellbeing** – impact assessed through staff satisfaction surveys, number of staff on sick leave with work related illness, JISC surveys

Priority Area 4: Digital Technology

How this priority area relates to the Strategic Plan 2021-2024 - Our Intention

The College achieved Apple Distinguished Schools status in September 2017, the first further education college in the country to do so. It gained accreditation a second time from 2019 to 2022.

Staff training and development has been an essential component linked to the iPads for All 1-to-1 device deployment to all teaching staff and full-time students. The Core 5 and Top 10 recommended apps are incorporated into this.

Digital Leaders and Digital Ambassadors play a key role in the use and on-going development of digital for learning, teaching and assessment.

Staff and learner participation in JISC Digital Experience Insights surveys provide feedback and key data on digital development.

The Covid-19 pandemic has led to a strong reliance on online learning during two phases of national lockdown. This has resulted in further upskilling of the teaching staff in their use of digital in order to deliver their classes.

Recognition of the College 's status for digital leadership has grown through its role in the EdTech Demonstrator programme, which started in 2020. In the same year, the College was named as one of the country's EdTech Top 50.

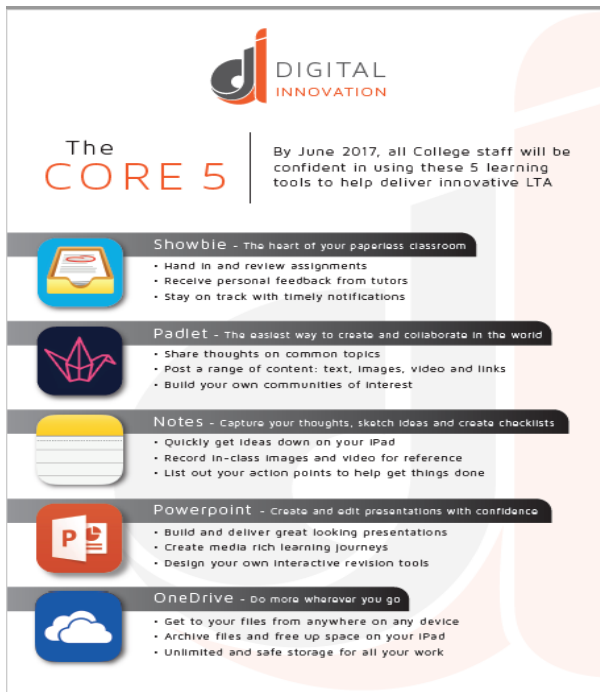
The current position for this area

Harlow College achieved Apple Distinguished Schools status in September 2017 and again in 2019 for its outstanding use of technology across the College with all full-time learners as part of the 1-to-1 device strategy. The College was the first Further Education establishment in the country to achieve this status. In January of 2018 Tim Cook, the CEO of Apple visited, the College to meet with Level 2 IT students who are using Swift Playgrounds as part of the coding development part their course. Since 2019, the College has been part of the *#EveryoneCanCode* initiative.

The College ADS application and its two iBooks can be accessed through Apple Books on Apple devices.

The College is in year 7 of the rollout of iPads to all staff and all 16-18 year-old full-time learners through a lending/deposit system. In 2018, Access and HNC/D students were also provided with iPads to assist in their learning and development for the first time. The College is seeking ways to be more sustainable to continue with this strategy and is working with Apple and Apple re-sellers on a more favourable procurement plan.

Staff are familiar with the Digital Top 10 recommended apps and learning platforms, receiving training throughout the year to enhance their skills.



The Digital Innovation Team and Digital Leaders play a key role in delivering training and providing support.

New staff are also up-skilled quickly so that they can embrace the use of technology within the classroom during their college induction.

Unexpected and rapid acceleration of staff training and development has occurred as a result of the Covid-19 pandemic, adding online teaching skills and reliance on new systems, such as Teams, to the skill base of college teaching staff. Evidence of this has been gathered through comments made in the 2020-21 JISC Digital Insights Teacher Survey.

Evidence of teachers and learners' digital experience is demonstrated through the College's annual participation in the JISC Digital Insights surveys. This helps to provide both a current snapshot of experience as well as longitudinal data with involvement stretching back to the first student survey in 2016. Large-scale participation in the survey year on year is due to a good understanding of the value of this data, which has also been used as evidence for both ADS applications.

Student Digital Ambassadors have played a strong role with increasing membership from both Harlow and Stansted colleges. Their voice has been heard in various ways with particular recognition at JISC DigiFest and the CAN conferences as well as meeting representatives of Apple, the Apple community and government.

The College's reputation for good practice in digital has been seen in the work being carried out supporting fellow colleges and schools as part of the EdTech Demonstrator programme along with being named one of the EdTech Top 50 at the beginning of 2020. Digital leaders, the Digital Innovation Team have helped with the EdTech Demonstrator programme, which is now entering its second year.

Objectives for 2021-2024

Our Implementation Plan

- To secure funding to support sustainability of the project.
- To maintain the innovative and diverse range of applications within the LTA environment that enhances the classroom environment and enriches the experience for students.
- To maintain the status as an Edtech Demonstrator college providing support to other colleges across the UK for their development of their digital strategy.
- To complete community-based projects to digitally up-skill parents and members of the community especially around coding.
- To become a Regional Training Centre for Apple – to offer coding courses for the local community.
- To work with local primary schools using technology to enhance the pupils experience and improve their digital skills especially around coding.
- Monthly e-Learning workshops to share innovative practice and ideas for delivery.
- An annual Digifair/LTA fair to celebrate best practice in both online and a blended learning approach, inviting outside visitors and organisations.
- Utilise data from JISC surveys and in-house surveys to drive LTA and continuous improvement
- Clear identification of subject specific apps and learning tools.
- The development of links with companies such as Showbie, Hologo, BodySwaps and Century Tech to best support staff and develop new and exciting innovation.
- To ensure that Digital Leaders and Digital Ambassadors are offered opportunities to develop their practice, present at national events and share their ideas with others.

Impact assessment

- **Curriculum planning** – impact assessed through assignments, college Health Checks and destination data
- **Learning, teaching and assessment** – impact assessed through Power of 3, walkthroughs, learning success data and probationary period achievement
- **Digital skills development** - impact assessed through observations, college Health Checks and walkthroughs, Power of 3, Digital skills audit results and JISC Insights results
- **Staff satisfaction and wellbeing** – impact assessed through staff satisfaction surveys, number of staff on sick leave with work related illness

Priority Area 5: Quality Assurance in respect of Learning, Teaching and Assessment

How this priority area relates to the Strategic Plan 2021-2024

Our Intention

Harlow College will be an inspirational College which delivers peoples' futures; in terms of the very highest student success, enrichment and progression into work or further study. It will be an expansive organisation where students and staff develop their confidence and their creativity, and are provided with innovative ways of learning.

Harlow College remains committed to becoming a market leader of education and training both locally and nationally.

We maintain the highest professional standards in respect of conduct with students, awarding organisations, parents and employers.

Current Position

Current IQA practices and processes are sound with team's progress on QA issues checked every term by the Head of QA. This is supported by EQA reports that have seen no blocks on certification since the introduction of these checks. The cycle has been interrupted by the pandemic and most IQA is now done online remotely. Though things have been adequate, there is scope for improvement in team's knowledge and practices to ensure the highest standards are met.

Objectives for 2021-2024

Our Implementation Plan

- All staff to be able to adhere to College and awarding organisations quality assurance requirements and be qualified in assessment standards where required.

- To resume and complete IQA Progress Checks across all delivery teams to provide continuous and on-going support. This is RAG rated according to area deemed in greater need of support.
- To provide training sessions to support high quality delivery and IAQ requirements and the development of assessment skills, feedback, record keeping etc. (staff and managers).
- To provide training to support staff in using on-line learning and assessment tools such as One-file, OneDrive, and Showbie etc.

Impact assessment

- **Curriculum planning** – impact assessed through assignments, college Health Checks and destination data
- **Learning, teaching and assessment** – impact assessed through Power of 3, walkthroughs, learning success data and probationary period achievement
- **English and mathematics development**– impact assessed through Power of 3 and walkthroughs
- **Digital skills development** - impact assessed through Power of 3, college Health Checks and walkthroughs

Priority Area 6: Quality Assurance in Respect of Service Areas

How this priority area relates to the Strategic Plan 2021-2024 ***Our Intention***

Harlow College will be an inspirational College which delivers peoples' futures; in terms of the very highest student success, enrichment and progression into work or further study. It will be an expansive organisation where students and staff develop their confidence and their creativity, and are provided with innovative ways of learning and working.

Current Position

In addition to the many strengths of the service areas audit reports from 2018/2019 identified a number of teams with common development needs in respect or managing the introduction of new systems, more effective working with other areas of the College and solution focussed customer service.

Objectives for 2021-2024

Our Implementation Plan

- To address service team audit actions in a timely fashion and feed outcomes into the College s Resources committee.
- To encourage all service areas to either visit and share processes or experiences with at least one other college or to go into industry to update their practices.

- Undertake self-assessment and action plan (QIP) activities in line with college procedures
- Use 'Praise and Raise' feedback to create action plans.
- Adopt solution focussed customer service practices.

Impact assessment

- **Digital skills development** - impact assessed through effective processes used across college including the Pro Suite and Grofar
- **Recruitment, staff training and retention** – impact assessed through, number of live vacancies, probation period achievement and staff turnover
- **Staff satisfaction and wellbeing** – impact assessed through staff satisfaction surveys, number of staff on sick leave with work related illness
- **Financial health** - impact assessed through numbers of external students recruited

Priority Area 7: Apprenticeships

How this priority area relates to the Strategic Plan 2021-2024

Our Intention

Harlow College will be an inspirational College which delivers peoples' futures; in terms of the very highest student success, enrichment and progression into work or further study. It will be an expansive organisation where students and staff develop their confidence and their creativity, and are provided with innovative ways of learning.

Harlow College remains committed to becoming a market leader of education and Apprenticeship training locally and nationally.

We require that our staff are updated in relation to sector knowledge changes and requirements and that staff are improved in areas relating to LTA on a continuous basis

Current Position

Our Implementation Plan

The Ofsted Report for January 2019 graded Apprenticeships as Good.

What does the provider need to do to improve further?

Ensure that more learners make swift progress in improving their skills and achieving their qualifications in English and mathematics

Make sure that teachers set, monitor and review precise and ambitious targets for learners and apprentices that enable them to make rapid progress, particularly for the most able.

Reduce the variability in achievement between different groups of apprentices, by monitoring the performance of these apprentices carefully, identifying reasons for non-achievement and taking prompt action to address these.

Objectives for 2021-2024

- To ensure Inductions focus on Learner Journey with apprentices & employer
- To review and improve stretch & challenge with apprenticeships, looking at full time as an example. Set targets at each level.
- Individualise assessment plans and reviewing them every 11 weeks with apprentices and employer, including stretch & challenge, math, English & OTJ
- Plan math & English earlier within programmes giving more time for achievement and progression to higher levels.
- Continue on the improvement of LTA through the Power of 3. To ensure every teaching member of staff actively takes part in the power of 3, recording their experiences, reflections and completions of any outstanding actions.
- To ensure that termly reports are communicated to Executive and to Heads on the quality of LTA based on data from the Power of 3 and Walkthroughs
- To provide regular updates and Apprenticeship –specific support and development session on every cross-college Staff Development Day
- To ensure that all staff record their internal and external CPD including membership to professional bodies on Pro Observe ensuring the reflection is fully completed.
- All staff to be able to adhere to College and awarding organisations quality assurance requirements and be qualified in assessment standards where required.
- Every delivery team member has one walkthrough report annually to enable assessment of LTA standards and inform the Power of 3 focus.
- To complete College Health Checks across all delivery teams to provide continuous and on-going support. This is RAG rated according to area deemed in greater need of support.
- To provide support and guidance of the completion and review of the College Appraisal System so that regular discussions are recorded to allow for improvement and support.

Impact assessment

- **Curriculum planning** – impact assessed through assessment plans, college Health Checks and destination data
- **Learning, teaching and assessment** – impact assessed through observations, Power of 3 walkthroughs, learning success data and probationary period achievement
- **English and mathematics development**– impact assessed through observations and walkthroughs
- **Digital skills development** - impact assessed through observations, Power of 3 college Health Checks and walkthroughs

- **Staff satisfaction and wellbeing** – impact assessed through staff satisfaction surveys, number of staff on sick leave with work related illness
- **Behaviour and attitudes** – impact assessed through observations, college Health Checks and walkthroughs, Ofsted monitoring visits, employer feedback
- **Wellbeing & Enrichment**- impact assessed through observations, college Health Checks and walkthroughs
- **Financial health** - impact assessed through numbers of external students recruited

Priority Area 8: External work – Bids and Projects

How this priority area relates to the Strategic Plan 2021-2024

Our Intention

Harlow College will be an inspirational College which delivers peoples' futures; in terms of the very highest student success, enrichment and progression into work or further study. It will be an expansive organisation where students and staff develop their confidence and their creativity, and are provided with innovative ways of learning and working.

The opportunity to work alongside other organisations and colleges through collaborations and bid work is increasing and encouraged by local and national government opportunities as well as through other government agencies.

The current position for this area

Our Implementation Plan

- Strategic Development Fund - capital and revenue
- College Collaboration Fund - revenue
- Community Renewal Fund - revenue
- EdTech Demonstrator extension - revenue
- SELEP Skills COVID 19 Recovery Fund - revenue - 3 lots
- Taking Teaching Further - revenue
- Ufl VocTech - revenue

Objectives for 2021-2024

- To maintain a successful range of bids across capital and revenue funding
- To be successful for bids that allow for curriculum development in areas such as maths, science, construction and engineering
- To be successful in bids that support the institute of technology development
- To be successful in bids that continue the College s reputation for innovation and creativity in learning, teaching and assessment especially around the use of technology

Impact assessment

- **Learning, teaching and assessment** – impact assessed through Power of 3, walkthroughs, learning success data and probationary period achievement
- **English and mathematics development**– impact assessed through the power of 3 and walkthroughs
- **Digital skills development** - impact assessed through observations, Power of 3 college Health Checks and walkthroughs
- **Financial health** - impact assessed through the number of bids successfully obtained

TRACKING and REFERENCE INFORMATION

Date Approved: 14 December 2021 (Executive Team)

Review Date: 2024

Author/Responsibility: Executive Director, Quality

Equality Impact Assessment: TBA

List of related policies, procedures and other documents:

- Equality & Diversity Policy
- Data Protection Policy
- HR Strategy

Complaints: If you wish to submit a complaint about the application of this policy or the procedure of it, please send your request in accordance with the provisions of the Grievance Procedure.

Monitoring: The application of this policy and associated procedure will be monitored by Executive Director for Quality.

Easy reading: To receive this policy/procedure in a different format, please contact HR Services