

Catch22 College Policy

Quality Assurance of Teaching & Learning Policy Catch22 College

Contents

1. What is the policy about?	3
2. Who does this policy apply to	3
3. Policy requirements	3
4. Related policies	8
5. Appendices	8
Annex 1 – Equality Impact Assessment	9

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

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Queries to:	Will Duke-Oddy
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Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	7th May 2025	Will Duke-Oddy - Quality & Curriculum Manager - OSH	New Policy Created
2.0	<i>27th October 2025</i>	<i>WD-O</i>	<i>Updates to formatting</i>

1. What is the policy about?

This policy outlines the methods Catch22 Colleges employ to monitor and ensure the quality of education delivered to learners. It aims to establish standardised quality assurance procedures to maintain high educational standards across the college network. This policy provides a structured framework for the continuous monitoring and review of educational quality, supported by a quality calendar that outlines key activities and timelines.

2. Who does this policy apply to?

All Catch22 College Staff, Learners and Stakeholders.

3. Policy requirements

Background / Introduction

At Catch22 Colleges, our core mission is to positively impact young people's lives by empowering them to succeed in education. We specialise in offering learning and training opportunities for learners who may not thrive in traditional academic environments. Our approach provides an alternative pathway for learners in a smaller, highly supportive setting, focusing on delivering learning and training options that equip them with the skills, qualifications, and experiences necessary to achieve their life goals. We don't give up on people. We understand the complexity of needs and adapt our approach accordingly. We prioritise collaboration with local authorities and employers to create work experience and apprenticeship opportunities, ensuring our curriculum aligns with local labour market needs. Our commitment to quality education and information, advice, and guidance (IAG) enables us to empower learners to progress and succeed.

The intent, implementation, and impact of the education provided by Catch22 Colleges are outlined in the Catch22 College Theory of Change Document. We operate a robust and visible quality assurance process, utilising key auditing and quality assessment tools to continually evaluate and improve our service provision. The outcomes of audits and quality assessments are integrated into our governance processes at all relevant stages.

Policy Requirements, Monitoring & Review

Self-evaluation, reflection, and refinement are fundamental to teaching and college life at Catch22 Colleges. All staff are expected to engage in reflective practice, reviewing their work and its impact regularly to ensure learners receive the highest quality education. The specific roles and responsibilities for quality assurance are outlined in this policy. This policy will be reviewed at least annually and is the responsibility of the Operations Manager.

Responsibilities

College Governance Board –

- Approve outcomes from the College Self-Assessment Report (SAR) and ensure they inform the College Quality Improvement Plan (QIP).
- Consider relevant data and feedback from senior leadership and external sources on college performance.

- Provide scrutiny and challenge to SLT over college outputs.
- Ensure necessary audits are conducted and receive their results.
- Ensure that policies and procedures are developed and followed effectively.
- Gather feedback from stakeholders, including learners, parents, staff, and the wider community.
- *Governors may be asked to speak with Ofsted in the event of an inspection or monitoring visit, governors should therefore familiarise themselves with the Education Inspection Framework and the Colleges SAR and QIP documents which will be provided as part of the induction pack.*

Head of Operations

- Drive continuous improvement of quality, and define a culture of improvement by;
 - Setting key targets for Senior Ops Managers through QPRs.
 - Hold Ops Managers accountable for setting targets at a local level.
 - Receive updates from Operational Support Hub on quality assurance activity and embed within the above.
- Creation of strategy to align with QIP – (Using key learnings from SAR)

Senior Operations Managers (North & South)

- Monitor the quality of education using the activities outlined in this document.
- Analyse data from compliance teams to guide interventions and focus strategies.
- Provide and coordinate training and Continuing Professional Development (CPD) for staff.
- Implement areas of the QIP and contribute to the annual SAR.
- Organise & lead regular monitoring visits/audits at all delivery sites.
- Continually review curriculum offer in providing an impactful and appropriate curriculum across Cacth22 Colleges.
- Celebrate the success of staff and learners.
- Promote and implement standardised process across the college network.
- Collaborate with SENCO leads to ensure the curriculum considers Special Educational Needs and Disabilities (SEND).
- Establish and monitor the quality assurance processes of other staff members.
- Establish, support, and review the required policies and procedures, and ensure the college is operating effectively according to internal policies and awarding body requirements.
- Driving continuous improvement in quality;
 - Setting key targets for Lead Teachers through QPRs.
 - Hold Lead Teachers accountable for setting targets & completion at a local level.
 - Receive updates from Operational Support Hub on quality assurance activity and embed within the above.

Wider Senior Leadership Team & Centre Lead Teachers

- Completing and evidencing quality assurance activity tasks promptly and to a high standard.
- Attend regular SLT & quality meetings.
- Attend required training for completing and supporting quality assurance activities.

- Raise any quality concerns.
- Provide data in timely manner to compliance.
- Support and promote standardisation of subjects & practices, including organising and facilitating IQA & EQA visit.
- Establish, support, and review the required policies and procedures, and ensure the college is operating effectively according to those policies.
- Driving continuous improvement in quality;
 - Setting key targets for staff through QPRs and supervisions.
 - Hold staff accountable for meeting targets at a local level.

Tutors / Delivery Staff

- Attend regular centre & standardisation meetings.
- Collaborate with Senior Operations Managers and Quality Leads on quality assurance activities and accept developmental advice.
- Engage in CPD and training sessions.
- Raise concerns to Lead Teachers / Senior Operations Managers when necessary.
- Commit to continuous improvement and reflective practice.
- Collaborate with colleagues to share best practices.
- Liaise with R&P Officers to ensure curriculum alignment with learner's aspirations & goals.

Recruitment & Progression Officers

- Support delivery staff during quality assurance activities.
- Conduct regular reviews with learners and report any concerns to senior leadership.
- Include youth voice in curriculum reviews and development.
- Assist in QA activities and accept developmental feedback.
- Collaborate with other R&P officers to enhance offerings and share best practices to continually improve the IAG offer.

Operational Support Hub

- Review quality assessment policies, procedures, trackers and templates – Update where necessary.
- Chair & agenda Quality Assurance meetings.
- Update Quality Calander.
- Producing reports for various stakeholders – Including presenting to Governance
- Supplement quality assurance activities at a local level.
- Collate QA activity & publish annual quality review.
- Monitor quality assurance activities and calendar – raising any concern to Operations Manager
- Standardise Quality approach by;
 - Bench marking, dip sampling & moderation of quality assurance activity.
 - Lead training sessions on completion of QA.

Quality Assurance Practices

SAR – An annual Self-Assessment Report to be generated to include an analysis of the college groups strengths and weaknesses, areas for improvement, and strategies for enhancing overall effectiveness.

QIP - Annual Quality Improvement Plan that identifies areas for improvement, set specific goals, implement changes, and assess the impact of those changes over time. The goal is continuous improvement to achieve higher standards of quality and drive targets & actions for quality improvement across the college network.

OTLA – Observation of Teaching, Learning & Assessment to be completed on all delivery staff at regular intervals. Completed for each member of delivery staff at minimum twice a year, as outlined in OTLA Policy.

Curriculum Appraisal – Assessment of curriculum content for all delivered quals (including PSHE & EEP) at regular intervals. Complete for each member of delivery staff at minimum one per year, as outlined in Curriculum Appraisal Policy.

Learning Walk – Impromptu opportunity to observe teaching and learning in action, foster reflective practice, and ensure that high standards of our education offer are consistently maintained. Completed twice a term as minimum and completed as in Learning Walk Policy.

Work Scrutiny - Work Scrutiny assessment ensuring that learners' work is assessed and monitored in line with college standards and external frameworks. Completed once a term as minimum as outlined in Work Scrutiny Policy.

Curriculum Review - Qualification offer to be discussed annually with Lead Teachers, Senior Ops, Head of Ops & Operational Support Team and should reflect current need in localities, ensuring an inclusive & accessible curriculum for all. New courses to be validated and approved centrally (through Senior Ops Managers & Head of Ops).

IQA – Internal Quality Assurance practices to be embedded for each delivered qualification. To be continually monitored & reviewed throughout delivery of qualifications. Strategy for IQA, and minimum expectations outlined in IQA Strategy Document. Wider Roles and responsibilities, and guidelines surrounding IQA expectations outlined in Assessment & IQA Policy.

Quality Meetings – Meetings to be held to discuss quality through-out centres. These can be either face to face or using Microsoft teams and to include;

- Working Groups – Subject specific groups to share best practice, discuss qualifications, raise questions/concerns etc.
- Data Tracking and review between compliance team and quality team to identify themes and initiate needed interventions.
- SLT and Quality Manager to meet regularly to discuss quality & compliance need at a both local and service wide level.

Meeting evidence (agenda & minutes) to be uploaded to SharePoint and included on Site Quality Audit Tracker.

QPR – Quarterly Performance Reviews – Line manager held meetings each quarter to reflect on performance, discuss targets and set new targets.

Youth Voice – Learners – Use youth voice to gain insight into quality using R&P learner reviews, Youth Voice Forum and using the Catch22 Reflection App. Gather voice;

- Programme <21 weeks - Twice Minimum - At start and end of programme to gather distance travelled and learner feedback on quality of service.
- Programme >21 Weeks – Thrice Minimum – Start, mid-point and end of programme to gather distance travelled and learner feedback on quality of service.
- Staff and Parent/Guardian surveys completed on needs basis to capture insight into quality – to be reviewed and updated for 2024-2025 delivery.

Centre Quality Audit Tracker – Tracker used to consolidate findings from numerous QA activities; to provide oversight of risk and actions of quality at local and national level; host quality calendar & book local quality audits.

External Audits / External Agencies – Compulsory and advised audits by external agencies to include;

- EQA – As per qualification specification – To standardise practices and ensure compliance with awarding body specification.
- Matrix Accreditation – As per agency guidelines – To audit procedure, policy and practices regarding R&P. IAG, WEX & EEP
- Centre Annual Review – Annually - with awarding bodies to ensure compliance with policy and procedure.

Quality Annual Review – Consolidated review of quality assurance activity from academic year, highlighting areas of good / outstanding practice & highlighting key areas of improvement / focus.

Wider Quality Assurance Practices

Alongside the above College specific QA activities, Catch22 deploy the following QA activities throughout its services, each being completed by the college network as per Catch22 practices.

Induction

All new staff are given a standard induction that contains information about the assurance practices of their programmes and the overall division, and what their individual expectations will be.

Staff supervision and performance reviews

All staff are required to attend monthly supervisions with their line managers to help them achieve their individual performance targets, encourage Continuous Professional Development, and review any issues they may have with the Information, Advice and Guidance service they deliver. A record of quarterly performance reviews is stored within

Catch-22's HouRs secure system and the SMT are informed if any member of staff has not received a performance review within the quarter.

Brilliant Basics

Brilliant Basics is the Catch22 Operations audit framework, developed to ensure that all services are operating at a consistent level of safety, performance, and compliance. All services are audited annually by a member of the Employability division's Senior Management Team (Assistant Director and Senior Operations Managers). Service Managers are also expected to complete a self-assessment audit annually, which creates an action plan to be monitored by a member of SMT. The results of the self-assessment audit and SMT audit are reported to Catch22 Strategic Directors as part of the Impact & Audit Review Board.

4. Related policies

Catch22 Quality Assurance Policy

Assessment and IQA Policy – Catch22 Colleges

Blended Learning Policy – Catch22 Colleges

Careers & Education, Information, Advice & Guidance (CEIAG) Policy – Catch22 Colleges

Contingency Policy – Catch22 Colleges

Internal Quality Assurance Strategy Policy – Catch22 Colleges

Malpractice, Maladministration and Plagiarism Policy – Catch22 Colleges

Marking Policy – Catch22 Colleges

5. Appendices

Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

1. Summary

This EIA is for:	Quality Assurance of Teaching & Learning Policy Catch22 College
EIA completed by:	Will Duke-Oddy - Quality & Curriculum Manager - OSH
Date of assessment:	07/05/2025
Assessment approved by:	<Name>, <Position> [if required]

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Quality Assurance of Teaching & Learning Policy Catch22 College for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/paternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner