

Quality Assurance and Improvement Process and Procedures

Purpose

EDEN TRAINING is committed to continuous improvement of standards of delivery, outcomes for learners/customers and satisfaction rates. This commitment is set out in the organisation's Quality Policy Statement.

The purpose of EDEN TRAINING's quality assurance process is therefore to:

- establish and continually improve standards of teaching, learning and assessment, IAG, customer satisfaction and outcomes for learners/customers
- ensure that teaching, learning and assessment methods and IAG inspire and challenge all learners/customers and meets their different needs
- assist in identifying and supporting organisational development needs and the individual needs of tutors, advisors and assessors
- measure progress and impact in order to identify the current position of teaching, learning and assessment, IAG and outcomes for learners/customers for self assessment.

Process



Methods



Procedures

Risk assessment and planning

Quality assurance activities will be planned on the Quality Assurance Calendar. The activities planned will include the following:

- Observations of teaching, learning and assessment, review and IAG
- Collection of learner/customer feedback
- Collection of employer feedback
- Collection of stakeholder feedback (e.g. staff)
- Quality Reviews, by contract, programme and partner
- Self Assessment Report and report updates.

Activities planned for the next quarter should be reviewed as part of the monthly Quality Meetings.

Contract, programme and partner risk ratings will be reviewed as part of the monthly Quality Meetings and may be amended based performance, progress made with action plans and/or the outcome of a recent of Quality Review.

Data

The following data will be collected and analysed at least monthly and used to plan quality assurance activities or amend existing plans:

- Outcomes for learners – apprenticeship and qualification success rates, overall and timely success by programme and level
- Outcomes for learners – progressions
- Outcomes for learners – Functional Skills, including first time pass rates
- Outcomes for learners – by gender, BME group, age, learning difficulty or disability
- Outcomes for learners – by delivery team and partner
- Learner/customers satisfaction rates
- Employer satisfaction rates.

Data on contract performance, including against any Key Performance Indicators (KPIs), National Rates and Minimum Levels of Performance (MLP) should be reviewed as part of the monthly Senior Management Meetings.

Data packs will be reviewed as part of the monthly Senior Management meetings and Quality Meetings. Risks identified through the data analysis will be used to inform the Quality Assurance Calendar as part of the Quality Meetings.

Compliance

Compliance Checks will be completed on the following using the relevant EDEN TRAINING compliance checklist:

- New starters/enrolments
- On-programme/In-learning
- Achievement
- Progression.

Compliance checklists will be updated annually or prior to any new contracts or funding rules becoming effective. The criteria covered in the checklist will cover requirements relating to both quality and compliance.

Any errors and/or omissions identified in learner/customer and/or employer records will be recorded on the compliance checklist, which will be forwarded to the relevant programme/partner manager for action. Errors or omissions identified in relation to customer engagement/new starters must be rectified within 48 hours to ensure timely processing on funding claims.

Errors will also be recorded on the audit tracker and actions will be followed up. Overdue actions will be discussed as part of the monthly Quality Meetings.

The performance management process will be implemented where individuals or any partners where applicable have an error rate above 5% or where they repeat errors after further training or with new learners/customers.

Internal audits will also be planned and carried out as part of the Quality Review process. Audits will focus on delivery in relation to specific contracts or individual staff. Audit findings will be included with the Quality Review reports, along with any actions or recommendations.

Observation scheme

Observation of EDEN TRAINING staff performance is a key aspect of the organisation's quality assurance and quality improvement process, as observation provides direct contact with service users and an opportunity to evaluate staff performance and the customer experience.

Observations will be planned on the Quality Assurance Calendar based on risk (e.g. where success rates are below the national rate, KPIs are not being consistently met, for new programmes or where issues with quality or consistency have been identified).

Observations of the following will be completed as part of the observation scheme:

- Teaching and learning
- Assessment
- Review
- Information, advice and guidance.

Observations will be completed as part of the Quality Reviews. Process based observations may also be completed across programmes and partners, to evaluate the effectiveness of a specific aspect of delivery such as IAG or Functional Skills delivery.

New tutors, coaches, advisors and assessors will be observed early on in their probationary period. They will be expected to demonstrate consistently effective performance before their position is made permanent.

Observations will be planned, carried out and recorded in accordance with the organisation's Observation Policy.

The observation is the start of the improvement process. An action plan should therefore be agreed within 5 days of an observation being carried out.

Outcomes from observations should be recorded on the Observation Tracker. The data on the tracker will be reviewed at the monthly Quality Meetings and will be used to plan staff training, development and CPD opportunities.

The Quality Team is responsible for tracking the completion of action plans and for arranging follow up observations to evaluate progress and impact.

Good practice will be shared through the CPD sessions delivered to staff and partners on each programme.

Feedback

The Quality Team is responsible collecting and analysing feedback from the following groups:

- Learners/customers
- Employers
- Stakeholders
- Staff.

Feedback will be collected through the following methods:

- Interviews – as part of observations and Quality Reviews
- Forum/Focus Groups
- Internal surveys
- External surveys e.g. ESFA Learner Satisfaction Survey, Employer Satisfaction Survey.

Internal surveys should be planned on the Quality Assurance Calendar.

The Learner Interview Questions should be used to interview individual learners, or small groups of learners, as part of the observation and Quality Review processes. Strengths and any areas of improvement identified should be recorded in the Quality Review report.

Learner Forum/customer focus groups will be used to consult learners/customers on their views and to evaluate the impact of quality improvement actions that have been implemented.

Surveys will be circulated at least annually to:

- Identify learner/customer/employer needs
- Gain feedback on key aspects of the service provided
- Measure progress with, and impact of, quality improvement actions
- Establish what learners/customers/employers like and what they think could be improved.

Learner feedback and the actions taken to address any areas for improvement identified should be communicated to learners/customers through a 'You said, we did' communication.

A summary of feedback will be included in Quality Review reports, along with any actions or recommendations.

Quality Reviews

Quality Reviews are evidence-based programme evaluations against the Common Inspection Framework. Reviews should be planned based on risk on the Quality Assurance Calendar.

An initial Quality Review should be completed within the first three months of commencement of a new contract or programme.

The Quality Team will review evidence of the following, in order to formalise the agenda for a Quality Review:

- Outcomes data e.g. achievement, progression, E&D
- Internal audit feedback
- Learner feedback
- Employer feedback
- Progress with addressing actions from the previous review.

The Quality Team will forward an agenda for each Quality Review two weeks before the start date. This will set out any observations and interviews to be arranged prior to the visit and the evidence that should be made available as part of the visit.

The agenda for each Quality Review should cover the following:

- Outcomes for learners – trend data on achievement and progression rates, by programme, level and group
- Observations – covering each process relevant to programme/contract
- Policies and procedures e.g. Observation, Safeguarding, Prevent
- Schemes of work/delivery arrangements
- Interviews with learners/customers
- Interviews with employers
- Interviews with managers and staff
- Safeguarding and Prevent incident logs
- Internal Quality Assurance – plans, activities, outcomes and actions
- Staff training, development and CPD
- External reports – awarding bodies, quality standards
- Self Assessment
- Progress with actions in the QIP and the previous Quality Review.

Feedback should be provided verbally at the close of each visit/day of the review.

A Quality Review report should be drafted and circulated within two weeks of the review. The report will outline details of the evidence base, key findings, actions and recommendations, which should be included in an updated Quality Improvement Plan. Recommendations are presented for consideration but implementation of these is not mandatory.

Outcomes from Quality Reviews should be recorded on the Quality Review Tracker, so that progress can be monitored. A RAG rating should also be agreed and recorded on the tracker.

Further concerns, including slow progress with the completion of actions should be raised at the monthly Quality Meetings.

A Letter of Concern or Improvement Notice will be issued where a delivery is not meeting their contractual obligations in relation to performance or quality. The terms and conditions covering breach of contract will be followed where the required improvements are not secured within the timescales agreed.

Self Assessment Report

EDEN TRAINING will complete a formal self assessment exercise at least annually and will forward a Self Assessment Report (SAR) to Ofsted and funders by the end of January each year.

Self Assessment will involve a cross section of staff across the range of organisational functions, who will be asked to review the following evidence in order to identify the strengths, areas for improvement and grades to be included in the self assessment report:

- Outcomes from learners – three-year trend data, outcomes by programme, level and group, first time pass rates, EPA pass rates and grades.
- Outcomes for learners - progression rates.
- Observations of teaching, learning and assessment – trends in strengths and areas for improvement identified through observation.
- Feedback – analysis of feedback from learners/customers, employers and stakeholders, showing the strengths and areas for improvement identified.
- Quality Reviews – reports, QIP and progress with actions.
- Training, development and CPD records.
- Safeguarding and Prevent – DBS checks, management arrangements, incident logs
- External quality assurance reports e.g. awarding body, quality standards.
- Key business documents and plans e.g. strategic plans, operational plans, schemes of work, self assessment reports and meeting minutes.

The self assessment team should review the self assessment evidence and reach agreement regarding the strengths, areas for improvement and grades to be included in the self assessment report for the following:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behavior and welfare
- Outcomes for learners
- Each type of provision.

The judgements and grades from the self assessment exercise should be recorded on the EDEN TRAINING self assessment template.

The judgements and grades agreed as part of the self assessment exercise will be used to draft the Self Assessment Report.

Quarterly updates should be made to the report based on outcomes from Quality Reviews, observations and performance data.

Quality Improvement Plan

Sufficient actions to address the areas for improvement identified through self assessment and quality assurance activities should be planned in a Quality Improvement Plan (QIP).

Actions included in the QIP should be SMART and be owned by the relevant member of the Senior Management Team.

Progress with the completion of actions and the impact should be monitored as part of the monthly meetings completed with delivery teams and individual partners.

Progress, including slow progress, should be reported as part of the agenda for the monthly Quality Meetings.

New actions should be added to the QIP as issues with performance and/or quality are identified as part of the implementation of the quality assurance activities in the Quality Assurance Calendar.

Reviews Review

This policy will be reviewed annually by the Director of Quality Improvement.

Judith Saxon
Managing Director
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