QUALITY ASSURANCE HANDBOOK

Values

Do the right thing

Learners are at the centre of everything we do

Continuous improvement

Innovation through collaboration

Developing and empowering staff

Vision

Transforming lives through learning

Tone of voice

Our tone of voice takes its direct influence from our core values.

We are passionate about people and learners and are driven to get the best out of everyone by getting to understand them. We are caring and supportive, as well as being determined and strive for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY CHANGES

Date	Page	Details of amendments
01/04/2019	All	**Full procedure review to bring all policies and procedures into a handbook**

I. INTRODUCTION

Here at Learning Curve Group (LCG) we ensure that our core values take priority when conducting quality assurance activities. This policy is designed to fit together as a set of arrangements which support compliance, consistency and continuous improvement within the business.

Applies to:

Learning Curve Group is one of the largest national training providers in the UK, providing education and training nationally. In October 2018 Profound Services Limited and Northern Care Training Limited joined the Learning Curve Group family. This handbook has been adapted by the Group and is to be adhered to by all operational and quality teams working across the three companies.

Reason for policy:

These activities will be carried out in order to ensure that LCG drive future improvements of the company in order to maintain and achieve internal Key Performance Indicators (KPI) as well as Ofsted, ESFA and Awarding Organisational standards.

II. POLICY

The quality policy and supporting framework refer to:

• Analysis of data of all groups of learners and targeting under performance
• Self Assessment reporting
• Quality improvement planning
• Consistent guidance through handbooks, policies, procedures and documentation
• Sampling of the customer experience
• Internal audit and quality health checks
• Quality monitoring of sub-contractor
• Internal Verification and moderation of assessment
• Observation of the learners' journey
• Observation of teaching, learning and assessment
• Coaching and Mentoring
• External quality reports and assessments
• Exchanging good practice internally and externally
• Feedback from learners, employers, sub-contractors and staff
• Internal and external comparisons of performance data
• Curriculum reviews and inspections
• Thematic reviews Policy Statements

Here at LCG we are committed to assuring the quality of our provision, the drive always is to enhance our services to our customers, to set high expectations and do all we can to reach them. Our philosophy also translates to the expectations we have

for our learners where we support their learning and facilitate them in reaching their potential. The LCGs vision statement is 'transforming lives through learning' and one of our values is Learners are at the centre of everything we do.... we are driven by the desire to provide life-changing opportunities for our learners.

Compliance

Learning Curve Group quality improvement arrangements are continually reviewed to ensure that they meet the required compliance of a range of organisations that impact on our provision.
These requirements include those that are laid down by Government, by funding bodies (ESFA), by sector skills councils (framework specifications) and by awarding organisations and qualifications authorities (assessment and verification).
Self assessment and quality improvement planning are a formal, annual requirement. We have formal arrangements in place to conduct internal self assessment and quality improvement planning.

Consistency

To maintain consistency and the quality of training, we use a number of quality audit tools, which culminate in the annual self assessment. These are internal audit, verification of assessment, observation of activities and feedback channels. Trends are used to make improvements, including additional training and improved processes. Trends are collated on a regular basis and reported to the senior management team.
We also use external tools to report consistency. External quality reports from organisations such as awarding organisations and provider performance reviews from funding bodies.

Continuous Improvement

Here at LCG we use all of the quality tools outlined above to identify areas for improvements and takes appropriate action using consultation and collaboration with others. Curriculum reviews, and themed review, including performance boards all focus on identifying good practice and hot spot areas that require improvement to ensure our learners receive the very best experience. LCG also exchanges good practice to proactively develop the best possible learning experience and achievements for each learner. Feedback from learners, employers, sub-contractors and staff is systematically gathered to ensure that LCG is meeting the needs of its primary stakeholders in the business and to make improvements ongoing.
Internal and external comparisons of performance data including EDIMS are carried out and challenging targets set to strive for continuous improvements. Destinations of learners are systematically monitored through the use of an early leaver questionnaire to evaluate reasons why learners leave and to attempt to address any shortfalls or weaknesses.

Review and Evaluation of Quality Improvement Arrangements

Self assessment

LCG quality improvement arrangements culminate in an annual self assessment process, accurately evaluating all programmes and identifying strengths and weaknesses. The input of a range of staff is included, as well as using quality improvements arrangements to include input from learners, employers and sub-contractors. Each area of learning and leadership and management is graded. All staff will be asked to validate the final draft.

Thematic Reviews and Performance Boards

LCG conduct thematic reviews and Performance Boards on a variety of topics depending on business needs and could include but not limited to:
• Information, advice and guidance sampling
• Induction documentation
• Delivery colleague feedback relating to teaching and learning
• Delivery colleague feedback relating to assessment practice (in addition to moderation)
• Individual learning planning and review
• Additional learning support
• Progress tracking and target setting
• Exit advice and guidance
• Internal verification and moderation
• Course management
• Learner Journey across programme areas
• Enrichment and non-qualification activity
• Embedding of Equality and Diversity, British Values and Functional Skills
• Embedding Safeguarding and Prevent
• Embedding Health and Safety and Wellbeing

Quality Improvement planning

A quality improvement plan is prepared as a result of the findings of the self-assessment report or after the receipt of a formal inspection report. The quality improvement plan will act as a long term improvement tool and will be managed, regularly reviewed and updated to record progress and impact. Additional items will be added as improvement actions are identified and triggered.

Internal

LCG has a systematic internal audit to ensure its compliance with funding requirements and documentation control. A summary report is provided after each audit which identifies the percentage errors and the subsequent implications for extrapolation. The outcome of all audits will be reported at the Management Team Meetings.

Verification of assessment

The Quality Assurance Manager oversees the company's verification activities in line with the qualification authorities, awarding organisations and Codes of Practice. LCG's practices are outlined in the Quality Assurance Strategy and the Sampling Strategy and Rationale.

Quality Assurance is a key activity for ensuring learners' achievements are valid.Internal Quality Assurers undertake observation, learner interviews and sampling assessment against a planned schedule. The Quality Assurance Managers, alongside the Lead Quality Assurance Managers co-ordinates all schedules and standardisation activities.

III. RELATED POLICIES

4.2 Internal Quality Assurance handbook and procedures
4.4 Observation procedure
4.1 Feedback and consultation procedure
4.1.1 Quality monitoring of sub-contractors procedure
4.2 Internal quality assurance policies

IV. APPENDIX

Feedback and Consultation Procedure

Learners Undertaking Training

- Ongoing quality activities will be used to collect adhoc feedback, such as observations, quality monitoring, internal quality assurance, health checks and process reviews
- Telephone surveys will be conducted from time to time to explore specific areas as directed by the Management Team.
- Learners on short courses will receive a feedback questionnaire that covers all aspects of the course from initial advice to exit guidance
- Feedback on long courses will be collected at induction, on programme and exit on all the key elements of the learner journey
- Full time learners will have the opportunity to participate in focus groups as part of learner consultation
- Learners undertaking training with Learning Curve Group subcontractors will have the opportunity to provide feedback during the quality monitoring process and through engagement in LCG or Subcontractor Surveys
- All feedback and consultation activities will result in analysis and appropriate action planning within 10 days of the process being concluded. The findings will be presented to the management team quarterly
- The Director of Performance and Development will work with the Head of Quality and the Quality Assurance Managers to ensure timely improvements are made
- Long term action points will be used to inform the quality improvement plan
- A variety of meetings will be used to promote feedback and improvements made back to learners
- Significant/sensitive matters will be fed back directly to the individual learner and employer
- Learners will be encouraged to take part in the ESFA Survey and Ofsted Learner View Survey.

- Learners who are unable to participate in written feedback mechanisms will have the opportunity to provide feedback in a way that suits their needs.

Employers Involvement

- Feedback from employers will be encouraged through the progress review process and analysed on a quarterly basis. On instances were concerns are highlighted this will be investigated immediately by the appropriate company manager and noted on the complaints log, if deemed appropriate The Management team will direct a range of employer consultation and feedback activity such as an online paper survey, telephone consultation and visits to employers
- Members of staff liaising with employers as part of their role will collect feedback on an ongoing adhoc basis and provide this to the Quality Support Coordinator for analysis.
- Employers will be informed of improvements made to the service on a individual basis if appropriate and through a regular employer liaison newsletter
- Feedback received from employers will be celebrated promoted back to them using various mechanisms
- Employers will be encouraged to participate in the ESFA Survey and Ofsted Employer Views Survey.
- The results from the ESFA Survey will be analysed and improvement plans put in place

Service Users
- Regular surveys will be conducted to obtain internal customer satisfaction feedback, which will in turn support the departments improvement to their service.
- The analysis of feedback will inform how well the department are performing against preset targets and the aims of our company values, mission and vision.
- Various feedback mechanisms will be used to establish how effectively our client facing departments meet the needs of their clients.

Links to surveys:

Apprenticeships

Induction -   https://www.surveymonkey.co.uk/r/PY9227P
Mid Point -   https://www.surveymonkey.co.uk/r/PYPZQY9
Completion -   https://www.surveymonkey.co.uk/r/P2QBCS3

Pathways

Completion -   https://www.surveymonkey.co.uk/r/5K39D7Y

Classroom (Skills Division & Academies)
Induction - https://www.surveymonkey.co.uk/r/GBYM3HS
Completion - https://www.surveymonkey.co.uk/r/75VSZD2

Review and Evaluation Procedure

Self Assessment

• Self-Assessment process for all areas will commence in June each year with completion of evaluation activities and a team SAR event.

• The Self-Assessment Report and QIPs will be completed by each team followed by Validation process in early November of that academic year.

• Curriculum Self-Assessment Report grade will be finalised at the final data close at the end of October and prior to the report being submitted for validation.

• The monitoring and setting of actions with the QIP will be ongoing using the appropriate tools.

Curriculum Team Meetings

These will be conducted at monthly and cover as a minimum:
• KPI's
• Recruitment and income targets
• Quality of teaching and learning
• Data Management
• At risk learners
• New developments in curriculum
• Customer Voice Feedback
• IQA/Moderation feedback
• Audit Activity Feedback
• EDIM's
• Safeguarding and Prevent themes
• Equality & Diversity, including British Values themes
• Health and Safety updates
• Timetabling and components of study

Quality and Curriculum Reviews for Acadamies and Pathways

These will be planned termly and will be centre focused, dependent on the themes or hot topics at the time. The processes will consistently focus on improvements needed and being made. These activities will be led, actioned and feedback given to the relevant managers by the Quality Assurance Manager.

Quality Sampling

Customer facing departments will undertake sampling activities which may include remote calling, mystery shopping to establish the level of service our customers receive. Reports will be provided against a prepared criteria.

Quality Thematic Review Sampling

The Quality Team will conduct various desk based reviews. Reviews are determined by the Head of Quality and feedback will be provided to managers and actions agreed.

Quality Performance Boards

The Quality Team will trigger improvement projects via the performance board, throughout the year and the range of projects will be based on a range of indicators including achievement rates, observation results, audit activities, moderation activities, external triggers and highlighted hot spots.

Internal Audit, Inspection and Themed Reviews

Internal audit will be conducted over the year and will be used as a risk based approach to review across a range of provisions be completed.
In addition, inspections will be conducted on our range of reviewed in situ by the QualityTeam.

Outcomes

The outcomes of review and evaluation activities will be presented to the Quality Group Management team and the Board and used to inform developments, Self-Assessment and associated development plan.