

QUALITY HANDBOOK

Policy Group: Quality and Curriculum Group 4

Effective: May 2020

Approved: Gail Crossman

Responsible officer: Christine Robinson, Claire
Ensor

Next renew due: May 2021

Ref no.: 4.1

GUIDANCE

Values | Vision | Tone of Voice



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
06/04/2020	All	Covid-19 Changes
08/05/2020	all	Reflect agreed standardised procedures between LCG and LHAA

I. INTRODUCTION

Learning Curve Group is one of the largest training providers in the UK, providing education and training nationally. In October 2018 Profound Services Ltd and Northern Care Training Ltd joined Learning Curve Group and later in 2020 the London Hairdressing Apprenticeship Academy and the London Beauty Therapy Academy joined the family.

Glossary:

Learning Curve Group (LCG)

Profound Services (PS)

Northern Care Training Ltd (NCT)

London Hairdressing Apprenticeship Academy (LHAA)

London Beauty Therapy Academy (LBTA)

We want to 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.

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 sampling
- Quality monitoring of sub-contractors
- Internal Quality Assurance and moderation of assessment
- Observation of the learners' journey (face to face and remote)
- Coaching and Mentoring(face to face and remote)
- 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
- Deep dive reviews

Applies to: All Staff

Reason for policy:

These activities will be carried out in order to ensure that we 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.

We are committed to assuring and developing 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. Our 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.

Management of Process

The management of the quality process is an integral part of our quality framework success. We strive to work collaboratively with all operational management, delivery teams and external stakeholders. In line with our LCG values 'do the right thing' and 'continuous improvement' we aim to support and challenge appropriately where the impact on the learner is at risk, or there is an identified training need to improve and develop practice. We will engage in all relevant forms of communication to drive improvements and celebrate successes. We directly report monthly to the Executive team and Board members, focusing on highlights, lowlights and action planning, using appropriate data.

Compliance

Our quality improvement arrangements are continually reviewed to ensure that they meet the required compliance of a range of organisations that influenced provision. These requirements include those that are laid down by Government, by funding bodies (ESFA), and by Awarding Organisations and qualifications authorities (assessment and verification). This will include any short term requirements linked to periods of disruption.

Consistency

To maintain consistency and the quality of training, we use a number of quality sampling approaches, which culminate in the annual self assessment. These include internal audit, verification of assessment, observation of activities and deep dive themed reviews. Trends are used to make improvements, including additional training and changes in processes. Trends are collated on a monthly 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 and Development

We use all of the quality tools outlined above to identify areas for improvements and takes appropriate action using consultation and collaboration with others. Deep dives and quality 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. We exchange good practice identified across our provision with the LCG family, 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 we meet 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. In line with our LCG value 'develop and empower others' we use our development matrix to identify and track the training needs of the individual and offer development pathways which include coaching, training and peer mentoring to upskill and enhance any knowledge and skill gaps to raise standards of practice. We offer as part of our pathway offer the Teaching Excellence Programme, a four modular approach focusing on upskilling and sharing best practice in applying; Education Inspection Framework, English, mathematics and digital skills, equality and diversity, including British values and coaching and mentoring.

Review and Evaluation of Quality Improvement Arrangements

Quality improvement arrangements culminate in a self assessment, 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.

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.

Thematic Reviews

We conduct thematic reviews on a variety of topics depending on business needs and could include but not limited to:

- Career, Education ,Information, Advice and Guidance
- On Boarding and Induction
- Individual learning planning
- Additional learning support
- Work readiness
- Progress Reviews
- Use of data to inform change
- Exit advice and guidance
- Destination and progression
- Internal Quality Assurance and moderation
- Performance management
- Technology and adapted delivery models
- Maths and English
- Enrichment and non-qualification activity
- Equality and Diversity, British Values and Functional Skills
- Safeguarding and Prevent
- Health and Wellbeing

Internal Audit

We have 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 Managers oversees the company's verification activities in line with the qualification authorities, awarding organisations and Codes of Practice. Our 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 Internal Quality Assurance Managers co-ordinates all schedules and standardisation activities.

II. RELATED POLICIES

4.2 Internal Verification and Moderation Policy and Procedure

4.4 Observation Handbook

4.1.1 Management and Quality Assuring of Subcontractor Provision Procedure

III. APPENDIX

Feedback and Quality Processes

For Learners:

- 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
- Academy learners will have the opportunity to participate in focus groups as part of learner consultation
- Learners undertaking training by our subcontractors will have the opportunity to provide feedback during the quality monitoring process and through engagement in 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 senior team work with the Quality and operational teams to ensure timely improvements are made
- A variety of methods 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 where 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 Team for analysis.
- Employers will be informed of improvements made to the service on an individual basis if appropriate and through a regular employer liaison newsletter.
- Feedback received from employers will be celebrated and 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.

Review and Evaluation Procedure

Quality Reviews and Deep Dives

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.

Customer 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 Desk Based Sampling

The Quality Team will conduct various desk based reviews and these are determined by emerging needs and feedback will be provided to managers and actions agreed.

Thematic Project Groups

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.

Outcomes

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