Adult Learning

Quality Assurance

2023/24

Working for **Cumberland Council** and
Westmorland & Furness Council

1. Introduction

Continuous Quality assurance is key to the success of the service. To ensure success there are a range of measures and processes that allow us to understand if our learners are getting the best learning, developmental experience we can offer.

All staff are fundamental to this process from induction and probation onwards, through regular performance reviews and continual professional development. Therefore, it is vitally important that implementation of all such processes and procedures are monitored to ensure staff understand and comply and that all aspects of quality assurance are effective.

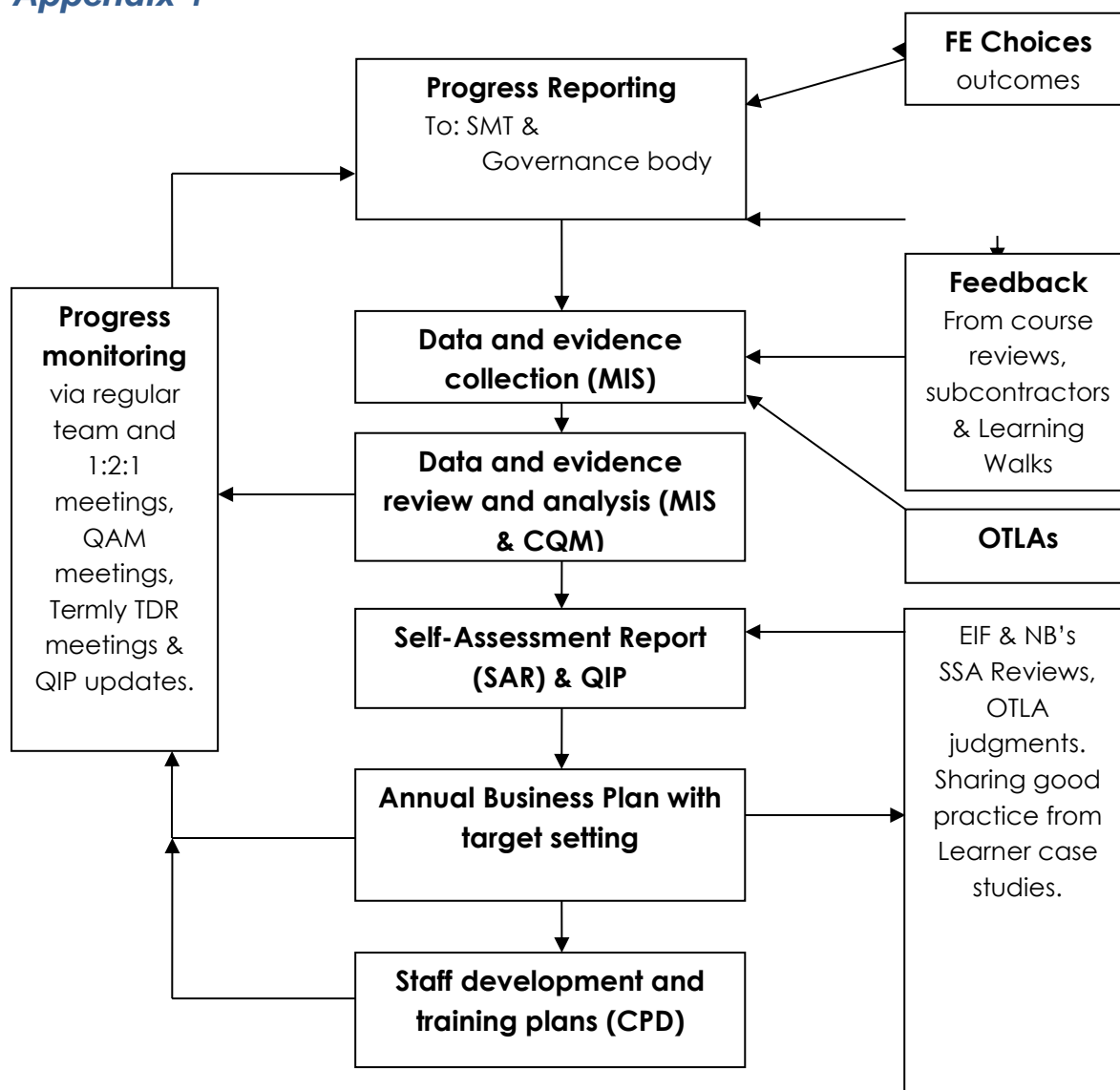# 2. Quality Assurance Processes *(also appendix flow chart)*

We have in place a range of processes that combine to support our commitment to quality assurance. These are:

- The annual self-assessment (SAR) inclusive of the QIP (Quality Improvement Plan)
- Observation of teaching, learning and assessment cycle including action plans
- Moderation and standardisation of observation of teaching, learning and assessment
- Staff VIP appraisals and development plans
- Annual Inset sessions
- Curriculum standardisation sessions
- All tutors hold a recognised teaching qualification
- Probation and mentoring scheme for new staff
- OTLA team and Advanced Practitioners provide development support for tutors
- Learner involvement through SPOCs (Accredited courses) and learner views
- Learner and staff induction programmes
- On -going Learning walks
- Termly Quality Assurance Meetings (QAMs) with centres
- Termly Data Review Meetings with centres
- Monthly Curriculum Data Reviews with ACM's & Curriculum & Quality Manager
- AL policies and procedures that support the quality framework are available via Teams
- Matrix accreditation (achieved)
- Termly Quality support and monitoring visits with CM's and Quality Improvement Lead
- Quality expectations are set out in the specification for all subcontracting arrangements and the performance of successful is monitored against the criteria
- Dedicated time for paid CPD and personal development opportunities
- Sharing of good practice through meetings, networking, and peer observations
- Feedback regularly sought from learners, partners, and subcontractors with regard to the quality of their experience of Adult Learning. This feedback is evaluated by the relevant staff and used to improve the quality of our operations
- Peer review and development, working with local adult learning providers to moderate self-assessment, develop local benchmarks and share good practice.
- Meeting with other adult learning providers to share good practice.

A cycle of review, evaluation, planning, and reporting is in place to identify priority areas for continuous improvement and development. The review cycle arises from information obtained from:

- The meeting of strategic objectives and annual targets
- Annual Quality Improvement Plan (arising from the Self-Assessment process) and termly progress reports
- SSA quality improvement plans with specific targets
- Observation of teaching, learning and assessment reports and action plans
- Staff appraisal and development reports
- Use of feedback – Learner surveys /SPOCs, complaints, compliments.
- Learner mid-course and end of course reviews
- Analysis of learner data on enrolment, retention, achievement and satisfaction to identify trends and areas requiring improvements and /or a change in policy or procedure.
- Learner case studies
- Use of national, local, and internal benchmarking data to identify priority areas.

Appendix 1

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                                                              │  FE Choices     │
                                                              │  outcomes       │
                              ┌──────────────────────┐        └─────────────────┘
                              │  Progress Reporting  │◄──────┘
                              │  To: SMT &           │
                              │  Governance body     │◄──────┐
                              └──────────────────────┘        │
                                                              │
┌──────────────────┐                                  ┌──────────────────────┐
│  Progress        │                                  │  Feedback            │
│  monitoring      │          ┌──────────────────────┐│  From course         │
│  via regular     │          │  Data and evidence   ││  reviews,            │
│  team and        │          │  collection (MIS)    │◄┤  subcontractors      │
│  1:2:1           │          └──────────────────────┘│  & Learning          │
│  meetings,       │                    │             │  Walks               │
│  QAM             │          ┌──────────────────────┐└──────────────────────┘
│  meetings,       │◄─────────│  Data and evidence   │
│  Termly TDR      │          │  review and analysis ││  OTLAs               │
│  meetings &      │          │  (MIS & CQM)         │
│  QIP updates.    │          └──────────────────────┘
│                  │                    │             
│                  │          ┌──────────────────────┐  EIF & NB's          
│                  │          │  Self-Assessment     │◄ SSA Reviews,        
│                  │          │  Report (SAR) & QIP  │  OTLA                
│                  │          └──────────────────────┘  judgments.          
│                  │                    │               Sharing good        
│                  │          ┌──────────────────────┐  practice from       
│                  │          │  Annual Business     │► Learner case        
│                  │          │  Plan with           │  studies.            
│                  │          │  target setting      │                      
└──────────────────┘          └──────────────────────┘                      
                                       │             
                              ┌──────────────────────┐
                              │  Staff development   │
                              │  and training plans  │
                              │  (CPD)               │
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Key to Acronyms

EIF: Education Inspection Framework

NB: National Benchmarks

QIP: Quality Improvement Plan

CPD: Continuous Professional Development

MIS: Management Information Systems

CQM: Quality Management

SMT: Strategic Management Team

SPOC: Student Perception of Course

SSA: Sector Subject Area