



Blackburne House Quality Assurance Policy

Version	Version 3
Title of Policy	Quality Assurance Policy
Policy Owner	Andrea Rushton
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Blackburne House Education is committed to ensuring that the quality of education and training that it delivers is of a high standard.

Education and training is delivered to meet the identified needs of both individual learners and the community within which they live and work. Blackburne House Education is committed to providing good learning resources and employing competent and experienced staff to ensure that the quality of the learner's experience is consistently high.

Blackburne House Education has in place quality standards that underpin the delivery of learning and guidelines for staff showing how the quality of the learner's experience is to be assured and improved.

Blackburne House Education will:

1. Regularly collect and analyse the views of its learners. Information gathered is used to bring about improvements to the services that they offer. The results of actions taken are shared with learners.
2. Collect, analyse and use feedback from key partners including staff and volunteers. The results of actions taken to bring about improvements are regularly shared with partners.
3. Arrange for observations of staff as they work with learners, against pre-determined standards. Learning walks will be regularly conducted to ensure that standards and learner experiences are consistently high. Written feedback is provided to staff. The results of observations are used to inform staff appraisal and development plans.
4. Produce written policies and guidance for staff which clearly define how key learning processes are to be carried out.
5. Audit and review key documents, processes and procedures to ensure they meet the needs of learners, the organisation and where appropriate the requirements of legislation.
6. Check at regular intervals that policies, procedures and other guidelines are being adhered to by all staff
7. Have systems in place to ensure that they consistently meet the requirements of any external bodies with which they hold accreditation
8. Have arrangements in place to support the collection and analysis of data on learner success and regularly analyse this information to identify areas for individual and organisational improvement.
9. Conduct annual self-assessment which results in an improvement/development plan that is used to guide quality improvement activity.
10. Have arrangements in place to monitor staff performance and to conduct regular appraisals which lead to the setting of targets and the identification of opportunities for continued professional development.

Monitoring the Quality of Learning

Key Stage of Learning	Methods of Quality Assurance
1. Pre-course information, advice and guidance (<i>including interview and initial assessment</i>)	Learner survey/focus groups ➤ Audit
2. Induction	➤ OTL ➤ Learner survey / focus groups ➤ Course reviews ➤ Tutor feedback/evaluation
3. Planning Learning and Support	Learner survey/focus groups ➤ Tutor feedback/evaluation ➤ OTL
4. Training and assessment	➤ OTL ➤ Learner survey/focus groups ➤ Tutor feedback/evaluation ➤ Internal verification processes ➤ External verification reports
5. Review of progress and support	➤ Learner survey/focus groups ➤ ILPs ➤ Tutor feedback/evaluation ➤ Audit
6. End of course (<i>including exit, withdrawal and transfer data</i>)	➤ Learner survey/focus groups ➤ Tutor End of Course Evaluations ➤ MIS
7. Achievement and success	➤ Learner survey/focus groups ➤ MIS ➤ SAR ➤ QIP