

Learning Institute Quality Policy

1 Policy Statement

The Learning Institute operates as an outreach arm of the Westcountry Organisations Trust (WeST) and its policies adhere to those of WeST but include points specific to adult education and training. The objective of this policy is to attain and maintain high standards of processes and outcomes throughout the work of the Learning Institute. All persons conducting activities under the name of the Learning Institute will adhere to this policy.

The Learning Institute is committed to the development and provision of excellent services and to continual quality improvement. We believe in demonstrating our commitment to continual improvement through the development and implementation of our internal quality systems for all provision subject to Ofsted inspection and our contribution to partner organisations' HEFCE Annual Provider Reviews (APR). This policy statement and associated procedures, continues the development and response to the requirements and challenges laid down in the Common Inspection Framework.

There are four overarching requirements to be met by the Learning Institute. These are:

1.1 The Learning Institute undertakes an annual self-assessment of all aspects of its activity which affect the quality of learners' experience and the standards they achieve. This self-assessment process has four key features:

- To measure progress towards achieving agreed targets and goals;
- To compare the Learning Institute's performance with other providers;
- To identify strengths and areas for development;
- To prioritise areas for development.

1.2 Where appropriate The Learning Institute works to the quality statements within the Education Inspection Frameworks (EIF) for ITT and FES, which are organised around different aspects contributing to overall effectiveness. These are:

For ITT:

- Quality of education and training
- Leadership and management

For FES:

- the quality of education (of apprenticeships)
- behaviour and attitudes
- personal development
- leadership and management

These aspects are supported by a judgement on overall effectiveness

1.3 The Learning Institute is responsive to the quality improvement strategies of its funding partners and other partners and it incorporates learning and skills needs and priorities within a three year rolling plan which is subject to regular performance reviews including those undertaken by Ofsted and other external quality bodies such as Ofqual. This requires the

Learning Institute to ensure that its strategic priorities are integrated within course and programme provision and address such areas as the delivery of agreed student numbers, quality of education and training, standards achieved by learners, equality of opportunity, safeguarding and wellbeing, basic skills, employability, financial assurance, data management and health and safety.

2. Aim

The main aim of this Policy and its associated procedures is to provide an effective and efficient means of assessing and improving standards of achievement and quality of provision across the Learning Institute.

3. Principles on which this Policy and associated Procedures are based

There are three main principles underlying the Learning Institute's approach to quality assurance. These are:

- Quality improvement
- Accountability
- Openness and collegiality

3.1 The main aims associated with Quality Improvement are:

- To set and achieve high standards and targets across all provision
- To promote equal opportunities
- To provide a safe environment within which learners can achieve their full potential
- To encourage and support all staff in achieving continuous improvement through rigorous self-assessment and agreed development/improvement plans
- To assess the extent to which provision is achieving agreed standards and targets
- To ensure that remedial action is taken promptly where this is identified as necessary
- To identify, understand and learn from the factors which facilitate or hinder the realisation of high quality provision including the dissemination of good practice.
- To ensure that the Learning Institute quality management system documents are controlled and cover all procedures which are subject to the discipline of quality assurance.
- To indicate to all concerned exactly what is expected of them in respect of providing high quality provision.
- To provide a robust audit process to protect the integrity of the quality management system.

3.2 The main aims associated with accountability are:

- To demonstrate both internally and externally that the provision across the Learning Institute is of high quality; relevant and current; appropriate to the level of award; valued by learners, employers and other stakeholders; efficiently organised; effectively managed and led.
- To learn from performance and contextual data, trends and developments so that these can be fed into a cycle of continuing development.
- To ensure that Learning Institute leaders and staff take action where appropriate on the outcomes of external reports.

3.3 The main aims associated with openness and collegiality are:

- To foster a mature approach to managing quality assurance.
- To encourage the generation and use of ideas.
- To learn from mistakes.

- To promote a common understanding of what the Learning Institute means by quality as well as the techniques for assessing it.
- To establish the principle that quality assurance and improvement is a corporate and cooperative task involving all teaching and support staff, learners, managers and partners.

4. Responsibilities

The Director of the Learning Institute has overall responsibility for ensuring that the quality systems and procedures are effective in assuring and improving standards and quality. The implementation of this Policy and its associated Procedures is described in detail in the relevant Quality Manual. Responsibility of the teaching staff and management are stated within each procedure in the Manual. The director will present at regular intervals to the Learning Institute Governing Board and to the WeST Standards Committee quality reports to inform and support rigorous challenge and questions on Learning Institute performance.

5. Standards by which the success of the Policy can be evaluated

This Policy and its implementation will be judged successful, or not, on the extent to which it contributes to fostering a positive staff commitment to quality improvement; and achieving positive reports on the quality of provision from all the external bodies to whom the Learning Institute is accountable.

6. Review

The Learning Institute Governing Board is responsible for the annual review of this Policy.