Quality Assurance Policy & Procedures

QUALITY ASSURANCE POLICY

MTC learning is committed to providing a high standard of learning to all learners so that they gain the skills, knowledge and experience required to further their personal aims and career aspirations. In addition to providing good training resources and employing competent and experienced staff we ensure that the standard of teaching and assessment remains high and continuously improves by implementing comprehensive quality assurance arrangements. These include:

- We produce written policies and procedures which clearly define how key training processes are carried out within the organisation.
- We check at regular intervals that the policies and procedures are being adhered to by all members of staff.
- Management review all policies and procedures on an annual basis to ensure that they remain fit for purpose.
- Designated staff observe other members of staff and subcontractor staff implementing the key learning processes with learners and provide feedback to staff on their performance. These processes include recruitment, initial assessment, induction, training, reviews, assessment and exit interviews.
- We seek the views of learners on the standard of training they receive at key stages in their training. We evaluate these and make improvements where necessary.
- Where external partners are involved in the delivery of learning programmes, we seek their views on the standard of training which we provide for learners. We evaluate these and make improvements where necessary.
- We conduct a self-assessment each year involving all our staff, our partners and a sample of learners. We identify our strengths, weaknesses and other improvements necessary. We produce an annual development plan which shows how we will improve each of these.
- We ensure all assessment and verification activities conform to QCA and awarding body requirements and are in accordance with our documented procedures.
- We benchmark our performance against the best in sector using such mechanisms as ALI reports, LSC/LSN/DfES good practice guides, LSC performance data and other available information. We also benchmark our performance against national standards such as Investors in People, the Business Excellence Model, ISO 9000:2000, SQSM, Positive about Disabilities and other standards as deemed appropriate.
- We constantly analyse the performance of learners, monitor trends and take action to ensure that retention and achievement levels increase each year.
- We monitor performance to ensure that learners receive high levels of support and ensure that they achieve their learning and qualification goals.

Quality Assurance Procedures

There is no definitive list of what should be included in providers' quality assurance procedures. The following suggests those that you should consider in relation to the learner's experience i.e. those covering the work-based training process. You will also have procedures inevitably that relate to staffing issues, finance, administration etc., and policies covering such issues as equal opportunities, health and safety, discipline and grievance, complaints.

The Learning Process

- Learner Recruitment and Selection
- Learner Induction
- Initial Assessment
- Planning learning (including the development of the ILP)
- Training implementation
- Progress review
- Assessment
- Internal Verification

Systems/Procedures required covering other quality assurance arrangements

- Internal audit arrangements - ensuring that procedures are being used by staff
- Self-assessment and development planning (link with business planning)
- Gathering feedback – learner and employer
- Observation of learning