# The Enterprise Centre

# Quality Manual

## SECTION 1 INTRODUCTION

### Quality Assurance Manual

This document outlines the purpose, organisation and systems of Quality Assurance at The Enterprise Centre.

It is designed to communicate both Internally and Externally the underlying philosophy of Quality Assurance as approved by the Management Team.

The systems detailed in this document are neither fixed nor static. Indeed a defined characteristic of the Centre's commitment to continuous quality improvement is the evolution and development of the systems in the light of experience and review.

### Preparation and Distribution of the Quality Assurance Manual

The document is prepared and regularly updated by the Director of Quality and Standards who maintains the master copy.

There are the following controlled copies, uniquely identified and distributed.

| **Copy no:** | **Held by** |
|---|---|
| 1. | Alison Hornsby |
| 2. | David Wright |
| 3. | Dr Allan Lawrence |
| 4. | Jonathan Phillips |
| 5. | Tracy Harrison |

### Amendments

Changes to the organisation and system of Quality Assurance will be advised to holders of the controlled copies through the re-issue of revised contents pages and amended sections. It is the responsibility of manual holders to update their copy.

### Status

The document and subsequent amendments will have the Approval of the Management Team and the Directors.

### Scope

The document provides the umbrella to a wide range of activities covering all aspects of the work and operation of the Centre. A number of these quality systems are subject to regular External scrutiny.

The document aims to incorporate all the requirements of The Awarding Bodies and other major stakeholders in addition to the demands of External quality accrediting agencies and External funding agencies.

## SECTION 2 CENTRE MISSION, AMBITION AND MANAGEMENT PHILOSOPHY

### Centre Mission

*"To provide its clients/ students with the opportunity to access holistic solutions to enterprise development and growth. It does this by offering a multi- faceted, customised and nurturing service that proactively seeks to stimulate sustainable models of excellence in enterprise and education in a purpose built natural environment and supported by Equine assisted learning."*

The Mission Statement, adopted at the time of incorporation, has been formally reviewed by the Board, and recently confirmed as endorsing the expressed commitment to remaining an Enterprise Centre offering varied learning opportunities from Primary education through to Management level studies.

### Centre Ambition

To express a clear vision of the future of the Centre, the Management Forum produced an Ambition Statement expressing the kind of Centre, which they aspired to create

- **Investing in and being committed, to Internal and External customer success**
- **Co-operating and supporting with one another**
- **Seeking individualised, innovative, tailored solutions to meet the needs of clients including those with Special Educational Needs**
- **Continually seeking and sharing quality improvement**
- **Creating an attractive, welcoming, stimulating, supportive environment and atmosphere where students flourish**
- **Maintaining a secure and strong organisation which lives by its values**
- **Develop social enterprises across the borough particularly at school**

### Underpinning Philosophy

The Centre's purpose is to enable each member/beneficiary/student to play a more effective part in, and make a full contribution to, society, by the core activity of enabling achievement, facilitating success and securing personal growth.

Building a supportive development community, which facilitates the development and success of clients through stimulating experiences and the transmission of ideas, skills and knowledge.

The core **values** of the philosophy:

a) The acquisition of knowledge and skill and the pursuit of development are important and empowering.

b) The development process focuses upon individuals to enable them to fulfil their potential.

c) Equality of access, opportunity and treatment of central principles.

d) Building confidence and competence is enhanced by fostering the capacity to learn and develop through life and every aspect of enterprise growth.

e) Positive values such as integrity, honesty and respect for others are fostered as part of the development process and are demonstrated in dealings with others in creating a successful work based community.

f) The creation of a caring community and characterised by openness, mutual support and trust, establishes the foundations for promoting effective development and learning.

g) The key resource for creating a successful development environment is staff, who are the Centre's most valuable asset.

h) In order to sustain and enhance the asset, a key requirement of every manager is to encourage and promote the ongoing professional development of staff.

**Management Charter**

Managers will lead by example to create a Centre, which enables individuals and organisations to learn and succeed.

Managers will do this by actively:

- Focusing on clients
- Respecting, valuing and caring about people
- Using resources effectively
- Being honest, open and fair
- Co-operating and sharing ideas
- Seeking continuous improvement

**Member/beneficiary Charter**

**Our Commitment to you**
**You can expect**

- Equality for all who learn and work here
- Professional and competent staff
- No smoking inside the building
- Safe working practices
- Clean and comfortable accommodation heated to recommended temperatures

**When you start with us**
**You can expect**

- A planned introduction to the Centre and an induction programme
- A member/beneficiary Handbook outlining the Centre's policies and procedures
- An action plan which focuses on your enterprise growth
- A personal development session, to understand your enterprise and its needs

**If you undertake training with us**
**You can expect**

- A named Advisor / mentor
- An individual learning schedule
- Regular assessment / feedback / monitoring
- Help from your Advisor with overcoming difficulties
- Help with preparation for any activity
- Your progress to be discussed regularly
- Advisors to be prepared and know their subject

## SECTION 3 - QUALITY COMMITMENT, POLICY, AIMS, IMPLEMENTATION AND EQUALITY OF OPPORTUNITY

### Commitment to Quality

Total Quality in The Enterprise Centre is based on the principle of providing Services and supplying products and services to the satisfaction of the customers' needs and expectations. The customers may be clients/trainees, employers, funding agencies or validating bodies, in fact, any person or organisation which makes use of the Centre and its Services, including, Internal customers, its own staff or clients of the corporation. The Centre is committed to quality improvement and to exceeding our customers' needs or expectations.

### Quality Policy

To provide support mechanisms and other Services whilst being competitive in market attractiveness and price, achieve and (where possible exceed) the standards which are consistent with the expressed needs and expectations of our customers, awarding bodies and inspection agencies including funders, and are continuously subject to review to promote further improvement.

In fulfilling our mission "**To be leaders in personal development through quality education and training" we aim to offer development opportunities which:**

a) Ensure that the clients experience is at the centre of our Centre's Services

b) Are promoted to all sectors of the local communities and others who wish to use our Services

c) Are designed to facilitate learner success

d) Are flexible so as to be responsive to individual needs, ability, achievements and aspirations, whilst ensuring equality of opportunity

e) Are of a consistently high quality in all aspects of design, delivery and support

f) Are delivered in a welcoming, stimulating, supportive and safe environment

## Broad Quality Aims

1. To secure enhanced Services to Internal and External customers.

2. To improve something about access member/beneficiary retention, achievement and progression.

3. To promote the personal and professional development of administration and support staff in order for them to provide an enhanced Service and assume greater responsibility for the quality of their work. In essence all staff becoming 'customer focused quality managers'

4. To develop the Centre's Quality Systems, particularly in the area of quality standards, quality audit and self-assessment, to enable it to be recognised with the leading edge educational institutions in cost effective quality management.

## Equality Charter

The Centre is committed to equality in all its activities for those who learn and work here and will respect differences in race and ethnic origin, gender, disability, mental health, sexual orientation, age, religion and belief, additional development, economic and social need.

The Centre will be a place where:

- All who visit or work here have the opportunity to participate fully and achieve their
- Physical, social and economic barriers to access are minimised
- The environment is welcoming and supportive
- Everyone accepts their responsibility to uphold equality and show respect to others

To show its commitment the Centre will:

- Actively promote equality by evaluating and respecting differences between people
- Ensure staff are equipped to recognise diversity and challenge discrimination
- Investigate all allegations of discrimination sensitively
- Monitor the processes of support to ensure they are free from discrimination and reflect the needs of the wider community
- Monitor policies, procedures and practices to ensure they are free from discrimination and respond to the needs of the wider community
- Reflect the contributions of all clients of the community in promoting its activities
- Face up to the challenges of improving year-on-year as an outstanding equality organisation, which listens to and cares for all its clients and staff.

## Section 4 – ORGANISATION AND MANAGEMENT QUALITY

### Management Responsibility for Quality

All managers have responsibility for, and, along with their staff, ownership of the quality of the work in their areas.

Quality is a central theme within organisations line management structure featuring in operational development plans and annual reports.

### Quality and Standards

The key responsibilities of the Directors are to work with colleagues in the Management Forum to evaluate, develop and implement agreed Centre Plans and Policies in respect of Quality Management and to act as a catalyst for, and facilitator of, quality development initiatives throughout the Centre.

The co-ordination of Inspections, Audits and Assessments (carried out by External funding agencies and awarding bodies) and the arrangements for the Quality Audits, Self-Assessment, Member/beneficiary Surveys, Internal and/or External validation of new Programmes is undertaken by Quality and Standards. The administration of the Complaints Procedure is conducted by Quality Standards.

A wide range of diverse activities, both academic and in support Services, are regularly referred to Quality and Standards. Many new initiatives, staff development and organisational development activities receive positive encouragement to further the goal of continuous quality improvement.

### Suggested focus in the Autumn

To undertake a detailed scrutiny of Annual Programme Reports and the Programme Action plans the previous academic year.
Report on member/beneficiary achievement, retention and progression statistics for the Centre from the previous academic year and the issues arising for action.
Undertake a progress review on the current year's recruitment, marketing guidance and counselling, induction and member/beneficiary progress in the opening weeks of the year.
To report on the lesson observations conducted, sharing aspects of good practice and issues of concern
To monitor progress on the Centre Self-Assessment Report – Action Plans and Course Review Action Plans

### Suggested focus in the Spring

To review midyear progress and retention for all Courses/Programmes.
To review policies and procedures.
To report on any External Examiner and External Verifiers reports, and any completed curriculum audits.
To consider issues referred from staff / member/beneficiary liaison meetings or other Course Team Meetings.
To report on lesson observations conducted, sharing items of good practice and issues of concern

To monitor progress on Centre Self-Assessment Report – Action Plans and Course Review Action Plans

**Suggested focus in the Summer**

To review retention and strategies to improve achievement
To review curriculum audits undertaken.
To report on External reports
To consider issues referred from Staff / Member/beneficiary Liaison meetings or other Course Team Meetings
To report on lesson observations, sharing items of good practice of concern
To monitor progress on Centre Self-Assessment Report Action Plans and Course Review Actions Plans
To Prepare initial draft of Centre's Annual Self- Assessment Report Action Plans based on Annual Programme Reports and Centre Quality Assurance Meetings.

***Composition***

Chair – Director of Centre
All teaching staff of the Centre
At least two clients from the Centre
Director of quality and standards or nominee.

**Procedure**

These meeting will meet normally once quarterly

Early in the Autumn , a schedule of times, dates and places for each of the proposed meetings will be supplied to Quality and Standards,

All clients will be given notice of the meeting and receive papers at least seven working days prior to the meeting.

The notes of the meeting, including issues for concern and examples of good practice, may feature at the next meeting of the Centre's Management Team, via Quality Standards.

The meeting may identify areas for quality improvement within the Centre and proceed to set up Quality Improvement Teams with appropriate terms of reference.

**The Board**

The board of directors/ Trustees of the Centre are committed to continuous quality improvement and critically review the performance of the Centre in a number of ways during the course of the year.

Directors/ Trustees are expected to show the level of skill, care and competence appropriate to their actual knowledge and experience. As this duty is owed to the Charity/ Company, only the Charity/ Company can enforce it.

In practice to demonstrate that they have performed their duty of care and skill, Directors should: -

a) Have received and understood the rules (Memorandum and Articles of Association) of the Charity / Company.

b) Receive some form of induction or training.

c) Always read and consider papers for Board meetings.

The quality and standards committee meets on a quarterly basis to provide assurance to the board that the non-financial activities of the Centre are being dealt with appropriately and professional.

The board themselves annually undertake a critical self-review and evaluation, which forms part of the Centre self-assessment and annual report.

At their meetings they will.

Talk with staff and member/beneficiary representatives about their work and their perceptions of the Centre
Receive detailed reports on recruitment activities and enrolments to programmes
Supply statistics of retention and achievement rates
Review results and progression statistics
Agree targets and set standards
Receive an annual summary of complaints
Hold meetings with key External stakeholders to capture their views
Receive an approve the leadership and management section of the annual Centre self-assessment report
Hold an annual public meeting

## Section 5 - CURRICULUM QUALITY ASSURANCE PROCEDURES

### Programme proposal

A systematic and integrated Programme planning progress is an essential requirement in effective learning management. Quality management of the centre requires rigorous attention to Programme design and planning in addition to quality controls and audit reviews.

The Centre annually prepare a development plan, which identifies programme proposals, which are currently in preparation

Academic planning is usually conceived from the Centre's strategic review. Such review covers an analysis of strengths and weaknesses, environmental trends and changes, likely threats and possible opportunities.

The planning criteria for every new course. /Programme includes
Centre
A carefully identified need
Meeting the criteria of funding agencies
Detailed appraisal of additional capital, equipment and human resources
Operational costs of the Programme
Views of the sector
Consistency with Centre policies (e.g. equal opportunities, non-discriminatory)
Full utilisation of Centre expertise
Consideration of new development and assessment methods.
A report on the implications for existing and additional library/development resources stock
Impact upon existing Programmes
Ability to secure successful validation
Introduction

### Annual Programme Review

An annual programme review will be undertaken at the end of each year by the Programme team, together with the member/beneficiary and employer representatives, where possible. Review reports will be produced from comments from staff, clients, Verifiers and Examiners, course consultants and Programme team meetings that summarise they key action plan for the forthcoming session. Copies of the review reports will be circulated to all. A summary of these reviews will be presented to the Centre Quality Assurance Meeting.

Quality and Standards will undertake an annual critical peer review on all Course Reviews and provide written indications of how Reviews and Action Plans should be improved.

## Code of Practice for Assessment

**Introduction**
The term member/beneficiary is used throughout to cover the expressions candidate, trainee, leaner, apprentice, client etc.

Assessment embraces the set of processes, which measure the outcomes of member/beneficiary development and contribute to the member/beneficiary's final award. It is critical to improving performance, to decisions regarding progression and certification. Assessment is central to the member/beneficiary development process and its importance cannot be overstated.

All Centre assessors shall apply their professional skill and judgment and act at all times honestly and openly in the management of the assessment process.

All assessors will declare advance any personal interest, involvement or relationship with a member/beneficiary being assessed.

Assessors shall follow the appropriate national standards, and or professional body guidelines, conform to the Awarding Body requirements, and hold the qualification deemed necessary in relation to the general conduct of all member/beneficiary assessments.

Assessor shall regularly attend development activities and training events to promote their understanding of assessment and the new strategies available.

Assessors shall follow the Centre assessment policies, and related policies and guidelines of Awarding Bodies in respect of the conduct of assessments, security and disclosure of results.

Assessors shall maintain effective liaison with the appropriate Programme manager, co-assessors and Internal Verifiers in the preparation and administration of member/beneficiary assessments.

Assessors shall take reasonable steps to ensure that the evidence, which member/beneficiary generate for assessments is authentic, and staff conduct proper and rigorous invigilation.

In measuring the achievement of clients' skills, areas of knowledge and specific attributes, assessors shall select the appropriate form of assessment, which allows clients' strengths and weaknesses to be demonstrated.

Assessors will regularly review their assessment strategy to ensure that methods of assessment, balance and scheduling are efficient, effective and appropriate to be specified development outcomes of the Programme of study.
Such a review would recognise the trends in member/beneficiary performance over time and achievements against entry qualifications. The views of staff, clients and Externals would be incorporated into the review.

All clients shall be made aware of the Centre's Appeal Against Assessment Decisions procedures.
Specific responsibilities at pre-entry stage
Clear entry requirements for each Centre Programme shall be made available to clients.
Pre-entry assessment shall be available to all clients
Pre-entry should be mandatory for all clients
Feedback shall be provided to each member/beneficiary after assessment

Where the need for additional support is identified prior to entry a Development support Plan will be negotiated with the member/beneficiary.
Details of types & timing of assessment shall be provided to clients.
Clear information shall be provided to clients on the specific elements, levels and achievements, which contribute towards a professional or statutory Advisory body qualification.
Specific responsibilities at entry stage
Programme specific assessment for literacy, numeracy and dyslexia shall be available to all clients to identify Programme specific development needs.

If necessary a development support agreement will be prepared following the pre-course assessment.

An assessment plan detailing how and when clients will be assessed will be provided at the beginning of the Programme.

The special requirements necessary for assessments based on material drawn from work placement or periods of study abroad.

Assessors shall return all on-Programme assessments within the time period specified on the assessment.

All on-Programme assessments shall be returned, within the stated time period, with detailed written feedback, or a written countersigned summary where detailed discussion has taken place with member/beneficiary or group of clients.

All oral questioning shall be sympathetically planned to put the member/beneficiary at ease, utilising appropriate language and avoid leading questions.

All assessments, which contribute to an Externally awarded qualification, will be carefully recorded and records securely maintained in line with the awarding bodies recommendations.

Initially all assessments decisions shall be treated as “interim and subject to External verification/scrutiny” in accordance with the requirements of awards body.

**Specific responsibilities for clients with development difficulties and disabilities**

Where the Centre is not constrained by the demands of an awarding body all assessments arrangements shall be free of any barriers, which restrict or frustrate a client’s access to assessment opportunities.

All assessments shall conform to the Centre’s equality charter and the Centre’s examination policy.

Clients with development difficulties and or disabilities shall be assisted to secure professional guidance to determine the nature and extend of the support, which can be provided.

Responsibilities to Internal verifier / internal moderators

All assessments, which contribute to a formal award, shall be Internally verified or Internally moderated in line with the awarding body requirements, and meet the minimum requirements set out in the Centre's college IV Code of Practice.

Amendments require, as a result of Internal quality monitoring shall be incorporated as necessary without delay.

All member/beneficiary work and records in respect of assessments shall be carefully maintained and made available for verification.

Appropriate samples of clients' work shall be copied / retained and archived.

Assessor shall submit accurate timely and comprehensive information to enable Programme Managers to liase with Awarding Bodies, in accordance with their requirements.

Assessors shall positively assist the work of the Examiners, External Verifiers and other representatives of the Awarding Body and respond promptly to their requests for evidence and proposals for improvements.

New External appointees will be initially supplied with appropriate background documentation and briefing in order to discharge their responsibilities effectively. Familiarisation visits are a useful vehicle for the induction of new Externals.

The adequacy and coverage of Externals will be kept under review by Programme Managers and necessary changes proposed promptly to Awarding Bodies for their active consideration.

The Awarding Bodies requirements about the form, timing and logistics of the publication of results shall be followed and communicated to clients.

**Section 6 - DEALING WITH COMPLAINTS**

**Policy**

The Centre is concerned that anyone who feels it necessary to express dissatisfaction with any Service which the Centre provides, in any respect, should be offered ever opportunity to report the circumstances openly and confidently to the Centre management in the assumption that it will be received in a manner which reflects the caring philosophy of the organisation.

The Centre aims to deal with each expression of dissatisfaction courteously, sympathetically, fairly and objectively and to offer an appropriate remedy to anyone who is adversely affected by a Service, which fails to meet our standards.

The Centre constantly seeks to improve all our Services. Centre management and the Board prevent reoccurrence.of Governors regularly monitor the complaints and comments received and the effectiveness of these procedures in addressing them. Information received in the complaint is used to

## Objectives

To enable anyone who feels dissatisfied with any aspects of the Centre's Programme, Services or environment to feel comfortable in the procedure of making a complaint and reassured about the income.

To turn dissatisfied customers into satisfied ones, to recover and boost our reputation.
To assist anyone to make a constructive suggestion or complaint easily;
(The additional support of the independent Member/beneficiary Services Unit is available to assist complainants).

To encourage Centre staff to treat comments and complaints seriously and positively as an expression of dissatisfaction with our Service which calls for a response;
(In order to ensure a consistent and customer orientated response)

To action, record and evaluate all suggestions and complaints;
(this is regardless of whether they have been resolved or considered only minor)

to empower Centre staff to take appropriate immediate action in response to a comment or complaint and, where necessary, to defuse emotion;
(to charge all staff with a sense of ownership and responsibility to respond quickly, and effectively to suggestions and complaints)

To provide Centre management with information on customer concerns and areas where attention needs to be paid to quality improvement.

To learn from complaints, use them to action initiatives to improve our Service to ensure that there is no re-occurrence and to publish information on complaints.

**Our commitment**

Complaints will be dealt with in an open, professional and helpful manner.

The Centre will at all times act fairly, promptly and courteously with all complaints and give due and proper consideration to the concerns raised. Staff will make sure they have obtained all the relevant facts are correct. In forming a decision they will not let bias or prejudice affect their decision and be open-minded to give full consideration to any new facts or evidence.

The Centre will ensure that there has been no breach of the fundamental rules of natural justice – that is the right to be heard before a decision is taken affecting one's interest and the absence of bias on the part of the decision maker.

**Procedure**

**Scope**

The following procedure covers all sources of complaints about any Service, which the Centre provides, with the exception of those from Centre employees.

Other Procedures

There are separate procedures for dealing with academic, grievance or disciplinary offences; for informing the Centre of mitigating circumstances in relation to assessments; for appealing against the outcome of academic assessments; and for making disclosures in the public interest. Information on all of these other procedures and authoritative Advice on how and when the appropriate procedures apply can be obtained initially from Member/beneficiary Services.

**Complaints Procedure – Stage 1 Informal**

The first stage in the Complaints Procedure is informal. Whenever possible, the Centre will ask that the complainant try to resolve the complaint at the point it arose with the member of staff concerned.

Every effort will be made to secure immediate resolution of the problem and activate a 'recovery' strategy. If this is not accepted, the complainant/complainant should be passed to Quality and Standards to process the formal procedure.

For clients of the Centre, it is anticipated that they should approach, in the first instance, the personal Advisor and/or member/beneficiary/staff liaison committees within their area of study in order to resolve their concerns. However, if there are reasons why a member/beneficiary wishes not to follow this route, the formal Complaints Procedure should be followed.

**Complaints Procedure – Stage 2 – Formal**

If it is not possible to resolve the complaint informally, all format complaints from whatever source follow the Complaints Procedure, which is administered by the Director of Quality and Standards.

Complainant will need to provide details, preferably in writing, as soon as possible after the events about which are concerned occurred. This should normally be within six weeks of the event as the Centre may not be able to investigate the complaint properly if there is a delay. The details needed are:

Name
Contact address (plus preferably telephone and/or mobile number and email address)
Programme of study (if complainant is a member/beneficiary)
The date on which the problem arose
Whether anyone else was affected, or saw what happened

The Centre cannot deal with anonymous complaints as it would not to be able to provide a personal response. However, if circumstances dictate and also if requested, the Centre will ensure that the complainant's identity is not disclosed or implied as the investigation is undertaken.

Clients are re-assured that nothing will appear on their academic record to indicate that they have made a complaint. If clients are worried about making a complaint personally, they should speak in confidence to Member/beneficiary Services.

Complaints should be addressed to the Director of Quality and Standards.
The Centre will respond within two working days, to advise who will be investigating the complaint. The Centre will ensure that the person investigating has no close involvement in the issue being complained about.

If at any time during formal process the complainant would like to try and resolve the complainant informally, this can be actioned by contacting the Director of Quality and Standards.

The Centre aims to conclude investigations and respond within 11 working days of receiving complaints. If this is not possible an expected date of response will be indicated.

The response will set out how the Centre have investigated the complaint, the evidence used, the conclusion reached and, if appropriate, the steps the Centre intend taking put matters right.

The Centre may not be able to give the precise solution requested by the complainant, but complainants have the opportunity of pursuing the matter further.

**Complaints Procedure – Stage 3- Appeal**

If the complainant is not satisfied with the response and wants to pursue matters further they should write the Centre Director within ten working days, setting out the reason. The Centre Director will consult with the Director of Quality and Standards, clients of staff who undertook the investigation and other staff as appropriate, and respond in writing fifteen working days.

**Code of Practice for dealing with Auditors/Externals**

**Introduction**

The Centre offers awards from foundation level to undergraduate level through UK Rural Skills UKRS have a variety of mechanisms in place to support their Quality Assurance responsibilities

The following Code of Practice aims to assist Centre staff to plan organize and effectively follow up issues arising from visits of Externals.

These general guidelines need to be read and actioned in conjunction with the specific requirements of particular awarding bodies detailed at the time of Centre Approval or Programme validation.

**Dealing with Externals**

All Centre staff will collaborate openly and honesty to assist the work of Externals in furthering the joint aims of continuous quality improvement of the development experience of clients and assuring the quality of awards to meet national or awarding body thresholds. Staff will act courteously and receptively in dealing with visiting Officers.

Initial contact

Externals will normally establish their initial link with the Centre through the Principal's Office.

To facilitate their understanding of the Centre Quality Assurance system, all new Externals will meet with the Director of quality and standards or nominee and receive a briefing on the Centre's Quality Assurance system.

Quality and standards will monitor the designated Externals and their contractual periods.

A Head of Centre, or nominee, will be designated the role of key contact with the External for the purpose of organising visits, arranging the sampling of assessments and clients' work and general requests for information.

The Centre will actively support the induction of new Externals through the provision of appropriate documentation and preliminary visits.

Planning

Externals and their Awarding Bodies are requested to make Centre staff fully aware of the Quality Assurance activities discharged by Externals.

Externals are requested to develop in conjunction with the Centre an agreed visiting schedule / verification plan in advance of the commencement of the academic year.

Where ever possible such plans should be scheduled to:

Ensure maximum coverage of the Awarding Bodied QA responsibilities.
Provide both support/guidance and ensure sufficient coverage of assessment opportunities.
Minimise the disruption to the clients' development experience and work of Centre staff.
Provide sufficient time for samples of assessed work and planned assessments to be fully reviewed, if appropriate.
Incorporate off site visits.
Be timed to meet the deadlines of the Awarding Body and the Centre.

The specific visit plan should be agreed well in advance and incorporate
Reception protocols, signing in, badging, welcome
Detailed Programme for the day
Specification of the clients and staff to be seen
Minimum hospitality
Review of previous action plans
Evidence requirements in respect of samples of clients assessed work, planned assessment briefs / examination questions, iv records and tracking sheets, Centre policies, CV's of new staff, Staff Development Plans, details of additional sites

Reporting

All issues identified during a visit / on site sampling activity should be shared with the Centre staff at the conclusion of a visit and before the submission of a written report.

A designated senior member of staff will normally conclude the visit of Externals and confirm the agreed the action points.
All written Reports from Externals must be addressed to the "Principal", The Principal will review all reports prior to their circulation, and indeed may indicate written action notes as necessary.
The Principals Office will action the distribution of reports to the Head of Centre, Vice Principal (academic) and director of quality support.
Centres will adopt an Action Schedule following the receipt of a formal report indicating the issue, response, responsibility deadline for completion.
All reports and action schedules will be shared with the appropriate Programme team as soon as possible after the visit.
Externals reports will be incorporated, (and where appropriate particularly items highlighted) in the annual course report, Centre self-assessment report and action plan.

**Inaccuracies errors and appeals**

Any errors or inaccuracies must be advised in writing to the External by email or fax as soon as possible after the receipt of the report by the Head of Centre.
If necessary an amended report will be required.
Serious problems which may result in an appeal. A decision to proceed with a formal appeal will taken by the Centre Director in conjunction with the Head of Centre and director of quality and standards.

# LEARNING POLICY

## STATEMENT OF VALUES

These values encompass all aspects of student learning.

The Enterprise Centre Limited is committed to :-

- learner success
- flexibility and equality of access to courses and qualifications
- listening to learners and informing learners
- supporting learners
- ensuring learners progress reports are updated daily and evaluated
- a partnership approach to learning which encourages student contribution
- enrichment of the learning experience
- embracing new technologies
- fairness and efficiency
- total customer care
- continuous evaluation and improvement of teaching
- reflective practice

These values are reflected in all sections below, although some are highlighted as being of particular relevance to a given section.

## IMPLEMENTATION

### 1. Managing the Delivery of Learning

Core values : Flexibility and equality of access to courses and qualifications
Learner success
Enrichment of the learning experience

Key elements :

- a curriculum that is current, fit for purpose and relevant
- a clear outline of each element of study, normally within a course handbook or leaflet
- access to flexible frameworks, ie potential to adapt mode of study in the light of changed personal circumstance
- an explanation of key milestones in learning and achievement
- time and work load commitments well understood by learner and teacher
- a strategy and framework for assessment indicating the basis for marks and grading
- feedback on learner progress and achievements
- a curriculum that is delivered efficiently and is well resourced
- clear information regarding progression pathways
- scope for learners to contribute to course review

## 2. Teaching and Learning

Core values : A partnership approach to learning which encourages student contribution
Embracing new technologies

Key elements :

- a programme of study which is well planned, dynamic and challenging
- realistic, identifiable goals agreed with the learner that enhance their employability and/or progression
- a range of learning styles which meet learners' individual needs and develop their learning ability
- learning which is participative and has an element of self-evaluation
- a social process encouraging peer group interaction, wherever appropriate
- a framework for independent learning which enhances work undertaken in taught sessions
- experience of the use of modern technologies, in particular ILT, to develop the learners' personal skills and enhance their employability
- achievement of the appropriate Basic and Key Skills
- a curriculum which is enriched by appropriate supporting activities, visits or placements

## 3. Assessing Learning

Core values : Fairness and efficiency
Primacy of learner success

Key elements :

- all learners will receive an initial assessment/diagnosis to determine learning direction or needs. This will include recognition of previous learning
- all assessment plans will comply with lead and awarding body requirements (including sampling/marking plans)
- all assessments will be moderated and validated prior to being issued
- the assessment strategy will be valid, timely, fair, consistent and appropriate
- all learners will be made aware of the assessment strategy at the beginning of their course
- all feedback will be conducted within a pre-determined timescale and contain positive comment as well as areas for improvement
- assessment outcomes include recognition of national standards
- all assessments will be subject to centre-wide appeals procedures and learners are made aware of these procedures

## 4. Supporting Learners

Core values : Listening to and informing learners

Key elements :

- all guidance materials will be accurate, up to date, avoid unnecessary jargon and promote access
- all courses leading to qualifications have a profile which identifies the skills and knowledge required by the learner on entry and against which learners are assessed
- learners are assessed on entry to identify their ‘preferred learning style’
- learners are guided to a programme appropriate to their needs and level of achievement

- the information from diagnostic assessments is used by staff who teach the learners to identify appropriate delivery strategies including any additional learning support as identified
- all learners on entry to their course will receive an induction to the centre and their programme
- transition arrangements between courses in centre should be open and transparent
- every learner will have access to a personal tutor

## 5. The Learning Environment

**<u>Core value</u> : Total Customer Care**

Key elements :
**The centre Learning Environment should aim to :-**

- provide a safe and secure environment
- be customer friendly, customer focused
- use equine assisted learning to promote learning and improve mental health
- create a welcoming ambience
- promote access
- reflect the centre commitment to parity of esteem for all learners
- provide access to a comprehensive range of resources which support learning matched to the needs of the learners
- support the learner with facilities and equipment of the highest quality possible
- use space in a flexible way to meet, wherever possible, the needs of individuals and groups, staff and learners
- provide appropriate kinds of environment for different kinds of provision
- provide appropriate social facilities

## 6. Quality Assurance and Improvement of Learning

Core value :- Continuous evaluation and improvement
Reflective practice
Total customer care

Key elements :
The Quality Assurance framework of the centre should:

- ensure effective quality assurance arrangements cover all areas of learner experience.
- focus at all times on improving the learning experience.
- encourage a climate of mutual respect between the learner and the staff of the centre.
- seek regular feedback from learners and other stakeholders regarding the learning experience at module and programme level in order to implement continuous improvement.
- ensure teaching and learning strategies meet and wherever possible exceed the centre's minimum quality standards.
- provide on-going professional development for all staff to improve the learning experience and promote independent learning.
- provide professional development opportunities to improve continuously the service of the centre.

This Policy encompasses all other curriculum policies at (Your company name here).

The list below outlining current policies, procedures and position statements should be referred to by staff when applying this policy:

- Mission Statement, Shining Lights, Strategic Plan, Student Charter
- Widening Participation Statement
- Strategic Plan for ILT
- Resource Based Learning at The Enterprise Centre
- Work Based Training – management, delivery and QA
- Strategy for Higher Education; Development Fund
- Curriculum 2000 Policy and Procedures
- Key Skills Policy and Procedures
- Range of allied Tutorial Policies and Procedures, summarised in the Tutor Handbook
- Range of Quality Policies and Procedures including the Observation of Teaching and Learning
- Assessment Code of Practice

## EQUAL OPPORTUNITIES STATEMENT

The Enterprise Centre is committed to ensuring equality of opportunity for all who learn and work here.

We will respect and value all who learn and work here, irrespective of any differences in race, gender, sexual orientation, exceptional need, culture and age.

We seek positively to remove conditions which place people at a disadvantage and we will actively promote equality of opportunity for all.

## ENTRY OF ADULTS WITHOUT FORMAL QUALIFICATIONS

### Introduction

The Enterprise Centre has a very strong commitment to widening the participation in learning, of adults who left formal education at, or before, the end of compulsory schooling.

In order to do this the Centre

- has introduced a range of courses that have been specially designed to reflect the learning needs of adults
- has encouraged academic staff to have a flexible approach to entry qualifications
- is encouraging the assessment of students' Learning Styles in the induction period – particularly with regard to adult students
- is offering courses in other sites or in locations other than formal Centre classrooms

The centre must seek to ensure that adult learners have the necessary skills and knowledge ON ENTRY to give them the opportunity for success. The accurate assessment of these is vital. This is particularly important when considering adults for entry onto Advanced FE courses or HE courses.

It is clear that adults themselves are often in the best position to give an accurate assessment of their current skills and knowledge provided that they have accurate information on which to make that assessment.

### Recommendation

1. All courses which recruit adults (or would wish to recruit adults) will undertake a formal audit of the skills and knowledge that students require ON ENTRY to the course. This would not include, of course, skills taught or knowledge to be acquired DURING the course.

2.. Where the intending student does not have all the relevant skills or knowledge needed to start the course the School/Centre will provide information on how he or she can acquire them before starting the course or during the initial stages of the course.