



QUALITY IMPROVEMENT POLICY INCLUDING SELF ASSESSMENT

1 Introduction

- 1.1 Masterclass Academy's vision is to deliver outstanding Hairdressing Education to our students and give them the tools they need to become successful hairdresser.
- 1.2 This Policy outlines Masterclass Academy's approach to ensuring continuing quality improvement.
- 1.3 Masterclass Academy seeks continuous improvement in the quality of all aspects of its work, to impact on learners' achievement of the highest possible standards.
- 1.4 The purpose of this Policy is to enable such continuous improvement through a process of self-evaluation and action planning.

2 Scope

- 2.1 This Policy and associated Procedures will involve all staff and collaborative partners including sub-contractors. The management of the process will be through the existing organisational structure.
- 2.2 The Quality improvement cycles will be based on an annual Self-Assessment process involving all training and support staff as well as views or contributions from a range of other stakeholders who deliver or receive services to or from Masterclass Academy.
- 2.3 It will seek the views and perceptions of learners, employers and other stakeholders for whom the services of Masterclass Academy exist. Via the following methods / routes;
 - 2.3.1 Progress reviews
 - 2.3.2 Feedback for those applicable Learners & Employer
 - 2.3.3 Learner Surveys
 - 2.3.4 Exit Reviews
 - 2.3.5 External Verifiers reports
 - 2.3.6 End Point assessment results and feedback
 - 2.3.7 Self-Assessment process where staff, learners, and other stakeholders are involved
 - 2.3.8 Complaints Procedure
 - 2.3.9 Direct Feedback via email, case study gathering (Employers and Learners) conversations, thank you cards, Celebration events etc
- 2.4 Wherever appropriate, this Policy will promote the identification of quality standards and performance indicators that are consistent with external body requirements such as those expected to be measured by Ofsted or other external review organisations and against which performance can be measured, evaluated and so improved.

3 Responsibility for implementation



- 3.1 All employees of Masterclass Academy, of all levels and roles are responsible for the implementation of this Policy.
- 3.2 It is the responsibility of the Directors or their appointed person to ensure review of this Policy. It is the responsibility of all to engage positively in that review and ensure implementation.

4 Policy Statements

4.1 The Programmes of learning

- 4.1.1 To encourage continuous improvement in the quality of teaching, learning and assessment programmes, thereby making learning an enjoyable activity, increasing student retention and the achievement of individual learning goals in a timely manner.
- 4.1.2 To develop and sustain a range of accredited and non-accredited programmes which provide opportunities for progression to further or higher education or employment and which provide learners with experiences and qualifications suited to their learning aims.
- 4.1.3 To ensure rigorous and consistent assessment procedures, which meet the standards of external awarding bodies and funding organisations.
- 4.1.4 To provide information which supports strategic planning, meets employer requirements for qualified and skilled staff and underpins achievement of qualifications and skills to best prepare individuals for the next stage of their education or working life.
- 4.1.5 To ensure that the quality of the data, such as qualification aims, attendance records (Apprenticeship off the job training hours), evidence of progress and achievement towards aims match the funding claims made to the Funding Bodies and satisfy all Audit requirements.

4.2 Support Services

- 4.2.1 To monitor and evaluate the procedure for advising, interviewing and counselling students at entry and throughout their career both at Masterclass Academy and/or in the workplace.
- 4.2.2 To establish standards and monitor procedures for providing a supportive and accessible range of services to learners.
- 4.2.3 To monitor and evaluate the standard of services responsive to the needs of employers.



4.2.4 To establish and monitor service standards for the effective delivery of the Masterclass Academy's training programmes.

4.2.5 To provide suitable Resources, Examinations, HR, Premises, Learner Support, Additional Learner Support, Safeguarding and MIS resources and services, for all courses to enable learners to succeed.

4.3 Staff

4.3.1 To review regularly the performance, training and developmental needs of all staff through Masterclass Academy staff reviews and appraisals.

4.3.2 Through the Masterclass Academy Continuing Professional Development plans, to train and develop individuals upon appointment and throughout their employment.

4.3.3 To monitor and evaluate the effectiveness of such training and development against Masterclass Academy's strategic goals and self-assessment processes.

5 **Methodology**

5.1 All learners and staff will be made aware of the quality standards and expectations within Masterclass Academy.

5.2 Masterclass Academy's Commitment to Employers is contained within The Employer agreement and is available to all Employers, learners and staff via existing processes and to external organisations or any of the previous groups on request.

5.3 The process of quality control requires training staff and support staff teams to meet on a regular basis to review their work, set standards and monitor user and learner views and achievements. This is normally initiated through the Management team or during CPD days and Standardisation meetings

5.4 Quality control will be carried out against agreed criteria which will incorporate performance indicators or targeted expectations. On accredited courses, control will be carried out against the criteria agreed with awarding bodies.

5.5 Statistical analysis will be carried out to monitor progress and learner data against agreed Masterclass Academy Targets and criteria. This will include performance indicators.

5.6 Self-Assessment will be supported by analysis of learner, employer and stakeholder views gathered via a range of means including Surveys, course critiques, focus groups, employer events at review meetings.

5.7 The outcome of these processes will provide information:

- To inform the process of self-assessment



- To set targets and action plans for improvement at course, Programme group, department and Organisation level.
- To highlight issues that need consideration by Masterclass Academy for new or existing aspects
- That supports the Masterclass Academy business and strategic planning cycle, which includes programme types and levels.
- That supports Masterclass Academy activity to achieve any external and internal targets

5.8 Feedback on actions resulting from any quality Improvement activity, but particularly the Self-Assessment process will be communicated to all Masterclass Academy staff via an agreed suitable format.

5.9 The outcomes of the annual Masterclass Academy Self-Assessment Report will be used to form the basis on the Masterclass Academy Quality Improvement Plan (QIP).

5.10 The Management Team will be aware of the actions undertaken, including performance indicators and targets within the QIP, and will receive regular updates/reports which summarise the progress, results or any additions to the existing plan.

5.11 Masterclass Academy will seek to have the SAR and QIP externally assessed to provide additional Quality assurance.



6 Masterclass Academy Self-Assessment Process

- 6.1 The Masterclass Academy Self-Assessment will be based around the following;
 - 6.1.1 All staff will be expected to attend the annual Self-Assessment days **(Normally around January - February)**.
 - 6.1.2 Training on the Education Inspection Framework EIF will be undertaken by all and then a format for discussing the Framework will be outlined and followed by group activities.
 - 6.1.3 Trainers and Directors along with external consultants (where required) will support the group to reach conclusions about the aspects of the framework.
The previous Self-Assessment report (where available), the most recent available data on performance and survey / feedback results will be used by the groups to inform decisions/ findings.
 - 6.1.4 After reaching conclusions based around the Framework the group will provide feedback on their findings which will inform the initial discussions of areas of strength and areas for improvement.
 - 6.1.5 The findings of the Self-Assessment days will be collated and a report will be written detailing findings taking into account the latest Ofsted report style and layout.
 - 6.1.6 The final draft of the SAR may be quality assured by an external consultant before being finally agreed
 - 6.1.7 The QIP will be developed from the findings of the final SAR and this will be agreed with the Training Team and signed off by the Directors. It will also be subject to Quality assurance by an external consultant if required.
 - 6.1.8 The QIP will be reviewed at least bi monthly and updated to reflect progress or changes

7. Observations of Teaching and Learning

Both Masterclass Academy and external partners will carry out observations of training. A process for doing this can be found in **Quality Folder**

- 7.1 Observations may be announced or unannounced. Details and findings are to be recorded in training team CPD folders. Notes supporting observation findings are to be recorded on **Breathe HR**
- 7.2 On joining the session observers are to introduce themselves to those present and the observee is to provide a summary of what has already been covered in the session.
- 7.3 In judging the quality of teaching, learning and assessment through observation, sampling of learner work and discussion with learners, observers must evaluate the extent to which:



- 7.3.1 Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged.
- 7.3.2 Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- 7.3.3 Assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate
- 7.3.4 Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- 7.3.5 Except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- 7.3.6 Engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- 7.3.7 Equality of opportunity and recognition of diversity are promoted through teaching and learning
- 7.3.8 Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.
- 7.3.9 Staff follow the organisational policies and procedures stipulated in the **Quality Folder** and **Policy folder**
- 7.4 A clear judgement statement relating to each area of teaching, learning and assessment observed is to be recorded. Statements relating to the impact of teaching, learning and assessment on the learners are to be provided, supported by examples where appropriate.
- 7.5 Interventions required as a result of the observation are to be recorded on the observation form. The observer and Line Manager are responsible for ensuring actions are completed within the specified timeframe.
- 7.6 When deciding on the frequency of observations, observers are to take into consideration a range of factors including the grade of each observation, the range of teaching, learning



and assessment activities delivered by each member of staff, actions required following an observation, learner progress, success rates, attendance levels and internal and external feedback from stakeholders.

7.7 Observations must be of sufficient length to ensure evidence is obtained to form clear judgements and award a grade.

8. Targets

8.1 Masterclass Academy will have a range of quality targets and aspirations that all staff will be made aware of. These will be monitored during the following;

- New Staff Inductions
- Annual Self-Assessment Process
- Individual Staff Appraisals (Annual)
- Observations of Teaching and Learning
- Staff meetings
- Management meetings - These include cascading of relevant data

9.2 Examples of quality measurements;

- **Quality**
 - It is Masterclass Academy's aspiration to attain a minimum of Good at the next Ofsted Inspection.
 - Observations of Training will be average Good or better as an organisation. Any staff observed as less than Good will be re-observed and offered a development path to improve the Quality of Teaching, Learning and assessment. Continued failure to meet the required level of Good or better will lead to staff being awarded a notice of capability which could lead to dismissal.
 - At least 90% of learners pass their EPA first time (currently 100%)
- **Data / Success (Targets to be included in QIP)**
 - Success rates in all Apprenticeship Programmes will remain above National averages
 - Masterclass Academy as an Organisation will have an annual success rate of at least 10% higher than the National Average.
 - Timeliness of Apprenticeship achievement will be above the National average in ever year.
 - Achievement of maths and English will improve year on year to a minimum of;
 - 80% on Functional Skills Level 1
 - 75% on Functional Skills Level 2
- **Organisational Strategic Objectives**
 - Apprenticeship numbers on programme to increase during the 23/24 contract year. (Starting point 13)
 - Progression rates for Apprentices to be a minimum of 50% in 19/20.



- Satisfaction levels for learners and employers are good or better and remain as high as previous year or improve going forward.
- There are no significant anomalies of achievement / success in learner cohorts, particularly those relating to any protected characteristic.

9 Access to Policy

9.1 This Policy is available on polices and procedures files and is for internal use only unless specified by a Masterclass Academy Manager or Director.

10 Training & Feedback

10.1 Questions or feedback about this Policy and/or Procedures and requests for training, guidance or information on this Policy and/or Procedures, should be directed to the Masterclass Academy Directors.

11 Policy Production and Review

11.1 This policy was produced by Karen Moore on 14th **August** 2019.

11.2 The Policy will be reviewed annually in **April** of each subsequent year.

11.3 This policy and any subsequent ones will be approved by the Directors.

Date	Reviewed By	Approved By
01.09.2020	Alison Lipscombe	Laura Cosier
14.9.2021	Alison Lipscombe	Laura Cosier
08.04.22	Laura Cosier	Laura Cosier
20.03.23	Laura Cosier	Laura Cosier
08.04.24	Alison Lipscombe	Laura Cosier