WEA Quality Improvement Framework

Policy	Quality Improvement Framework	Last revised	March 2024
Authors	Head of Quality and Performance Director for Quality and Student Services	Next revision	July 2024

1. Aims of Quality Framework

Our Quality Framework sets out policies, processes, procedures and responsibilities so that we can meet the overarching priority of 'quality and learner success' in the WEA Strategy. This sets out targets for learner satisfaction and progress:

- 98% learners are satisfied with their WEA learning experience
- 96% learners who attend their first session go on to complete their course
- 96% teaching sessions meet or exceed learners' expectations
- WEA is recognised as a Good or Outstanding provider of education and skills

2. WEA Approach to Quality

a) A continuous cycle of improvement that is evidence based, evaluative and challenged and validated
b) Through regular impact review, 'improve efficiency and effectiveness to help achieve excellence- consistently doing the right things right'[1]
c) A clear calendar of quality monitoring and review activity at regional and national level
d) Inclusive where all staff and stakeholders contribute to the development of WEA quality improvement and engage with quality improvement initiatives, actions, processes and procedures
e) Effective use of WEA staff resource, skills, knowledge to share practice and support quality improvement
f) Training and support to develop and improve practice

3. Quality Standards

We are a widely dispersed national organisation, working in regions and in partnership with many local, regional and national stakeholders and funders. We assure consistency across the Association by agreeing national quality standards based on WEA Key Performance Indicators (KPIs) derived from external and internal benchmarks and reviewed annually (Appendix 1).

Additionally quality process, procedures and responsibilities consider external quality frameworks including:

- Ofsted Education Inspection Framework (EIF) and Skills Handbook
- Matrix framework for the delivery of information, advice and guidance (IAG)
- Investors in People
- Investors in Diversity
- ETF Professional standards

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[1] Holex/ EFT ACE Quality Programme, Module 1, 2024

4. Quality Management

Quality is managed nationally and regionally in the WEA.

At national level in the Leadership Team, Director of Quality and Student Services is responsible for the effectiveness and impact of the quality framework, procedures and policy. The Director of Quality and Student Services is supported by the Director for Community Learning and the Director for Employability and Skills.

The Head of Quality and Performance at national level is responsible for:
- Setting and reviewing the impact of the framework, policies and procedures
- Working with regions and the wider Association through leading quality calendar monitoring activity
- Line management of the National Quality and Performance Team
- Line management of Quality Improvement and Assurance Leads (QIALS) who are responsible in region for implementing the quality framework
- Working with Observers (line managed by the QIALs)
- Working with the National Quality and Performance Team and QIALs to provide training and support for quality improvement

At regional level, Heads of Regions are responsible for the quality of provision in their region(s). This includes sub contracted provision and projects. They are supported by regional Quality Improvement and Assurance Leads (QIALs) (Appendix 2). In regions, Observers (Appendix 3) are line managed by QIALs. Within regions Senior/ Area Education Managers (S/AEMs) have oversight of quality processes and Education Co-ordinators are responsible for course management.

Governance support quality improvement through challenge and scrutiny at the Board of Trustees, Education Committee and Regional Local Advisory Panels (LAPs).

5. Quality Monitoring and Assurance

a) Policies and procedures underpinning the learner journey and course delivery (Appendices 4 and 5)
b) Course management, monitoring and review, including RARPA moderation in region
c) Curriculum/ Subject based review
d) Internal Quality Reviews
e) Deep dives in regions
f) Annual Self-Assessment Report (SAR) identifying what we are doing well and what we need to improve building up from Area, Sub contractors, Regional and Business Units SARs. Challenge and validation by Trustee Board.
g) The SAR results in a continuously reviewed Quality Improvement Plan (QIP), monitored termly by the National Q&P Team.
h) Observations to maintain a culture of continuous quality improvement in the delivery of learning, supported by Action Plans for development and improvement
i) Learning Walks which are informal and developmental short visits to sessions
j) Training and support offer to improve practice, including termly Association Development Days, monthly CPD sessions, Action Plans and support following observation and RARPA reviews and additional regional CPD
k) Performance Reviews, to reflect on practice and consider development opportunities
l) Data that is accessible and used regularly to support quality assurance activities.
m) Feedback from learners and tutors and other stakeholders through regular and formal and informal feedback opportunities.
n) Performance review of sub contractors

Appendix 1: Key Performance Indicators (KPIs)

KPI 1	The actual number of enrolments and funding earned to be at least 97% of agreed delivery profile
KPI 2	The overall attendance rate for learners commencing WEA programmes to be a minimum of 90%
KPI 3	The overall achievement rate for learners commencing funded programmes to be a minimum of 94% *The achievement rate for learners enrolled on AS programmes to be not less than the national average for the relevant award based on the latest QAR data available*
KPI 4	The pass rate for learners commencing funded programmes to be a minimum of 98%
KPI 5	The retention rate for learners commencing funded programmes to be a minimum of 96%
KPI 6	The overall satisfaction rate of learners attending funded programmes to be a minimum of 98%
KPI 7	The overall rate of learners attending WEA programmes that feel safe and are safe to be a minimum of 100%
KPI 8	The progression rate of learners who have completed an AS course to be a minimum of 60% *(Progression definition: the percentage of learners who completed the course and progressed within 3 months to further learning, employment or self-employment, volunteering).*
KPI 9	Observations of Teaching & Learning Grade Profile to be judged at 96% meeting or exceeding expectations
KPI 10	The overall rate of learners completing a learning record (SLR) to be 100%

RAG rating

GREEN -Target met
AMBER – Target not met by 0.1% to 5% (action plan to move to GREEN required)
RED – Target not met by more than 5% (intervention plan required-to be submitted by region)

Appendix 2: Regional Quality Improvement and Assurance Leads (QIALs)

Purpose of Role

Regional Quality Improvement and Assurance Leads (QIALs) support the Head of Region and work closely with the Head of Quality and Performance and other QIALs in the further development and leadership of its quality assurance processes.

QIALs support teams to collect quality data, including learner voice, retention, achievement and progression and assist/ support with the production of the regions self-assessment report. They undertake internal quality audits and deep dives in preparation for any inspections. Supporting the Quality and Performance Team in delivery of the lesson observation cycle, Learning Walks and support for cases on notice to improve.

QIALs hold a teaching qualification(s), assessor and internal verification qualification(s), are experienced observers and moderators, have a good understanding of the width and depth of post-19 curriculum and qualifications, a sound understanding of English, Maths and ESOL and experience of supporting the development of teaching, learning and assessment in further education.

Key areas of responsibility

1. Support the activity to monitor and review the operation of the Quality Framework and self-assessment within their allocated region.
2. Coordinate the collection of evidence for quality assurance and audit (learner voice, attendance, retention, achievement and progression data). Act as the key link for the region with the Quality and Performance Team.
3. Assist in the detailed analysis of student achievement and prepare results for presentations and publications as necessary.
4. As the regional lead for EME and accreditation, assist in the organisation of internal quality audits from a quality and performance perspective.
5. Support the Association in preparing for any inspection.
6. Coordinate and support moderation and standardisation of RARPA courses and train colleagues where appropriate.
7. Assist and undertake organisation wide observations, observation moderation and learning walks.
8. Monitor the work of external verifiers and support the Association in fulfilling awarding body quality assurance activities working with the National EME and Accreditation Manager.
9. Ensure that the educational experience for learners is of the highest quality.
10. Work with the Head of Region and regional management team to embed quality improvement processes in line with national priorities.
11. Where required, involvement in other projects and tasks aligned to quality and performance regionally and nationally.
12. Undertake 7 hours of teaching per week within designated area of specialism.

Appendix 3: Observers

Purpose of Role

Observers support the Quality Improvement and Assurance Leads (QIALs) in conducting lesson observations, learning walks and TLA action plans to improve and quality assure the standardisation and moderation of TLA in the WEA.

TLA Observers hold a teaching qualification(s), are experienced observers and moderators have a good understanding of the width and depth of post-19 curriculum and qualifications, a sound understanding of English, Maths and ESOL and experience of supporting the development of teaching, learning and assessment in further education.

Key areas of responsibility

1. Support and conduct to the highest standard the activity of TLA lesson observations, learning walks and other TLA activities.
2. Support the Association in its preparation for any inspection with a teaching, learning and assessment prospective.
3. Play a major role in organisation wide observations, observation moderation and standardisation.
4. Ensure that the educational experience of learners is of the highest quality.
5. Work with the Head of Region and the regional management team to embed quality improvement processes in line with national priorities.
6. Where required involvement in other projects and tasks linked to TLA regionally and nationally.

Appendix 4: WEA Quality Assurance – Learner Journey

WEA Learner journey	Quality assurance policies/procedures
Recruitment and enrolment	Pre enrolment information and advice from Learner Services Pre enrolment information and advice on the website Application and enrolment process
Induction	Induction module in Canvas Learning Agreement
Initial assessment	Initial assessment in Canvas Initial assessment in BKSB
Student support	Student support policies (including ALS and DLS)
Teaching, learning and assessment	Individual Learning Record (ILP) Canvas tasks, resources and assessments Learner feedback
Achievement, progression and impact	Individual Learning Record (ILP) Examination results/certificates Register records Impact survey Destination survey Achievement data Learner feedback

Appendix 5: WEA Quality Assurance - Course Delivery

WEA course delivery	Quality assurance policies/procedures
Planning	Annual business planning – national and regional External contracts and projects with separate QA requirements Venue and accommodation policies Course templates for course search on website Statutory policies Staff Recruitment Staff Induction Performance Review and Appraisal Regional and national training plans
Recruitment	Online course search Student eligibility Student support policies
Delivery	Teaching File EME and accreditation guidance Observation Learning Walks RARPA moderation Monthly quality reporting Register guidelines and validation procedures Individual Learning Record (ILP) Student support policies External verification records (accredited courses)
Feedback	Examination results/certificates Learner, tutors and stakeholder feedback WEA Impact survey Destination survey
Impact	Individual Learning Record (ILP) Achievement data Self-Assessment Report and Quality Improvement Plan (QIP)