



Quality Assurance Policy

East Birmingham Community Forum (EBCF)

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1. Introduction

This policy relates to all the educational, training, and associated services provided by EBCF.

The Quality Policy supports the Organisation's mission by using the principles of Total Quality and Continuous Improvement, to assure stakeholders that their expectations of the services being provided by the organisation will be consistently fulfilled.

Total Quality is an approach to the Organisation's operations which focuses on a commitment throughout the organisation to identify and meet or exceed the needs and expectations of all stakeholders; and on the commitment of everyone in the organisation to continually improve the quality of the services they provide.

The primary purpose of quality assurance is the enhancement of the quality of the learning experience and the continuous improvement of standards associated with that learning.

This Quality Assurance Policy outlines our belief and commitment to ensure that ongoing quality improvement is an integral part of our organisation.

Principles

All staff are expected to take personal responsibility for their own professional quality and standards in all their activities.

Staff will exercise this responsibility within a supportive environment where expectations and standards are clearly defined and monitored. Continuous improvement and innovation are encouraged, development and training opportunities are provided, feedback is actively sought from clients and duplication of effort is strenuously avoided.

East Birmingham Community Forum (EBCF) will aim for continuous improvement in the quality of all aspects of its work as part of its determination to help learners achieve the highest possible standards

- EBCF aims to be the first choice for high quality education and training within its community
- The purpose of the Quality Assurance Policy is to ensure such continuous improvement through a process of self-evaluation and action planning.
- The Quality Assurance Policy and associated procedures will involve all employees and collaborative partners. The management of the process will be through the existing organisational structure. Line managers will initiate procedures within their teams and collate and agree self-assessment reports and action plans
- The Quality Assurance Procedures will be founded in a process of regular self-evaluation by teams in different departments, internal & external audits and observations, in addition to employer and client feedback
- The Quality Procedures will seek the views and perceptions of learners and other stake holders for whom the services of EBCF exist.
- Wherever appropriate, the procedures will promote the identification of quality standards and performance indicators against which performance can be measured, evaluated and improved for example OFSTED Common Inspection Framework.

2. Scope

This policy applies to all stakeholders including staff, learners, employers, parent/carers, clients, partners, and awarding organisations. We are committed to providing a fair and transparent appeals service.

Quality Assurance is the process for assessing, through a variety of individual, departmental and the level evidence collection.

Quality Assurance is intended be a supportive and developmental process designed to ensure that all employees have the skills and support they require in order to carry out their role effectively and, in addition, to enable staff to engage in continued professional development in order to improve their personal performance and practice - supporting personal best.

Quality Assurance allows EBCF to celebrate success and share best teaching practice.

This policy applies to all teaching staff employed by the trust, except those on contracts of less than one term.

Reasonable adjustments to quality assurance can be made for someone with a disability. QA activities will include a focus on curriculum planning to support staff and learners to better understand subject specific components of knowledge, and the links between them within a well sequenced, ambitious curriculum.

Discussions with leaders, work scrutiny, learners discussions and lesson visits will take place.

3. Purpose

The practical purpose of this policy is to ensure that a fair and consistent procedure is applied to all employees, always having regard to the specific nature of their individual employment.

This policy sets out the framework for a clear and consistent assessment of the overall performance of each and every employee in our employment, and for supporting their development within the context of the company's overall plan for improving educational provision and performance, and the professional standards expected of teaching staff

Ongoing Quality Assurance is central to maintaining high standards and ensuring that both staff and students thrive. Key elements of our ongoing QA include regular reviews, line management, staff appraisals, data analysis, and curriculum development, ensuring continuous reflection and improvement.

EBCF is committed to a policy of continuous improvement of standards and performance. This will be achieved through the pursuit of eight key strategic priorities.

- i. Providing access to high quality education and training for all.
- ii. Provide outstanding vocational learning that engages and

- iii. Prepare our learners for social and economic success.
- iv. Developing high quality provision to meet the needs of industry and our learners.
- v. Develop a reputation for exceptional standards.
- vi. Operate as an efficient and sustainable business.
- vii. Achieve excellence in training, consultancy services, and business operations.
- viii. Design our courses and services to place us at the leading edge of industrial and economic development across the West Midlands.

Curriculum Development and Reviews

Curriculum development is a dynamic and continuous process at EBCF. Through regular curriculum reviews, either via line management meetings or working groups, senior and curriculum leaders assess the overall curriculum design, lesson sequencing, and delivery structure.

This includes reviewing key elements such as lesson plans, the use of feedback, and assessment processes to ensure that our curriculum remains relevant, challenging, and inclusive.

4. Implementation

To provide the framework for implementing the quality policy, EBCF employs the following quality assurance and improvement mechanisms:

3.1 Quality Management System (QMS) – the QMS underpins the Organisations activities with associated policies, procedures, and documentation, accessible to all staff via the staff shared area.

3.2 Director of Education and Skills – the role of the Director of Education and Skills is to work closely with all departments to ensure that all areas of the business are striving for continuous improvement. This will be done through regular reviews of TLA, policies, and overall performance. The OD reports directly to the Managing Director, making certain strategic aims drive the entire quality improvement process.

3.3 Self-Assessment – the culture of self-evaluation is well established and effective. Self assessment takes place at all levels of provision. Information from curriculum and operational self-assessment reports (SARs) are used to inform the overall organisational SAR and Quality

Improvement Action Plan (QIP). A thorough validation process by a panel which includes external consultants and senior managers takes place and best practice benchmarking is used to compare performance against that of other colleges/training providers. The Organisational SAR is sent to Ofsted and contributes to their desk-top monitoring processes.

3.4 Target setting – headline and contributory targets for improvement are set by the Directors of the Organisation. These targets are monitored regularly and used to inform curriculum and business performance reviews.

3.5 CPD & Standardisation – is carried out regularly and in line with both CPD and Standardisation schedules. The Director of Education and Skills and the Head of Quality develop and carry out CPD and standardisation meetings/days based on feedback driven from the SAR, QIP and any other review of practice.

3.6 Curriculum Performance Reviews – are carried out each term with Operational Managers to ensure highly effective scrutiny of course performance. This well-established process of course performance review enables rapid intervention when concerns are raised about learners' retention, progress, achievement, or support needs.

3.7 Business Performance Reviews – are carried out with managers monthly to critically evaluate in-year performance data against key performance indicators aligned to the strategic priorities of the organisation. The Director's chair the meetings, which highlights the importance that the organisation places on them.

3.8 Learning Area Reviews – take place annually. Managers, Tutors, and key staff observe teaching and learning practices and scrutinise the wider evidence base of teaching, learning and assessment e.g. learner progress, assessed work and individual learning plans. External specialist consultants participate in a high proportion of paired observations of teaching and learning. This gives confidence in the judgements awarded.

3.9 Stakeholder Satisfaction Feedback – a wide range of strategies are used to engage all stakeholders in the review and evaluation of our services. Surveys, questionnaires, and focus group feedback provide valuable information to course and departmental managers to assist quality improvement.

3.10 Internal Quality Assurance (IQA) of Assessment – IQA processes are informed by policies and procedures that are reviewed annually in line with awarding organisation requirements. Quality assurance of assessment, IQA practices, and associated documentation takes place by scrutiny of course coordination files.

3.11 Internal Audit Process – organisational procedures are subject to internal audit in order to measure the effectiveness of the process, the compliance of staff, and to identify changes that may be necessary to ensure continual improvement

3.12 Information Advice & Guidance – IAG Quality is regularly monitored through the organisational IAG structured (identified on IAG Org Chart). The Matrix Quality Standard for IAG currently provides structure and focus to the continuous quality improvement of IAG services at EBCF.

Staff Appraisal, Coaching, and Professional Development

At EBCF, staff appraisal is not a once-a-year event but a continuous process that promotes professional growth and accountability. Our appraisal systems hold individuals accountable for their performance while simultaneously supporting their own learning and development. Regular milestone reviews provide staff with feedback and guidance, and coaching sessions encourage reflection and improvement. This process is key to creating a culture of professional development that benefits both teachers and learners.

5. Reporting

All quality and KPI achievement are recorded via weekly operational, and monthly strategic management reporting. Senior managers provide rigour and challenge to performance in pursuit of continuous improvement in organisational performance.

6. Impact of Quality Assurance




The impact of our Quality Assurance is seen in the continuous improvement of teaching practices, leading to better learners outcomes. Ongoing curriculum reviews ensure that our learners are equipped with the knowledge and skills they need to succeed, while the use of data analysis and intervention strategies enables us to address challenges early. This helps us maintain high

expectations, foster a reflective teaching culture, and uphold a commitment to excellence in all areas of education at EBCF.

7. Review Process

This policy will be reviewed on a regular basis, and as and when incidents or new legislation requires it. It will be reviewed on an annual basis as a minimum

8. Version Control

Version	Description of Change	Author	Date	Approved by
1.0	First version	S.Carragher	May 2022	S.Johnson
2.0	Version 2.0	S.Khan	May 2023	
3.0	Version 3.0	S.Khan / J.Hall	May 2024	
4.0	Version 4.0	S.Khan / J.Hall	January 2025	
5.0	Version 5.0	S.Khan (HR)	January 2026	S.Etheridge (Head of Quality)