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Quality Assurance manual

November 2019

This manual specifies Quality objectives and policies of the **London Academy Hair & makeup Malta** and described its quality management system.

This includes Resources Management, Management Responsibility, Management analysis & Improvements and service realization.

The manual is written to cover the above scope and conforming to the requirements of Quality Management System Handbook.

Quality assurance procedure manual consists of following:

PROCESS/ACTIVITY	KEY INPUTS	OUTPUT
Activities related to quality assurance (1)	1. lecturer selection criteria 2. induction 3. performance evaluation 4. CPD records 5. Self-Assessment 6. Inspection reports 7. Minutes of meetings 8. Standardisation records	List of lecturers /assessor panel/SAR/ records
Activities related to training equipment/material purchase (2)	1. consumables 2. teaching aids 3. list of items 4. service agreements 5. safety & health equipment 6. supplier list	Uninterrupted availability of items

Activities related to environment/infrastructure (3)	1. fire-fighting equipment 2. water 3. sanitation 4. ventilation 5. sufficient light 6. necessary safety aspects 7. class room.	Conducive and safe environment for training
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Updated training material & curriculum (4)	1. updated curriculum 2. updated assessment material 3. updated guides	Current knowledge, skills and attitudes used for training
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assessments (5)	1. time table for assessments 2. question papers 3. assessment materials 4. consumables for practicals 5. appropriate place for assessment 6. model papers 7. model answers	Successful assessments conducted
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Training delivery (6)	<ol style="list-style-type: none"> 1. Scheme of work 2. time table 3. lesson plan 4. attendance 5. registries 6. teacher feedback 	Training delivered as per plan
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Student enrolment (7)	<ol style="list-style-type: none"> 1. interviews 2. Initial assessment 3. data in the database 	Suitable students enrolled
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Customer satisfaction (8)	<ol style="list-style-type: none"> 1. students 2. parents 3. employers 4. employees 5. questionnaire surveys 6. complaints and appeals 7. equal opportunities data 	Customer satisfaction outcomes measured and analyzed
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Financial reviews (9)	<ol style="list-style-type: none"> 1. cash flow 2. balance sheet 	Sustainable operations
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The ***London Academy Hair and Makeup Malta*** is committed to become a leading vocational training center in Malta by generating wise knowledgeable and technically competent personals through quality delivery of training.

In this process the training center continuously improve the trainer quality improvement process to meet the stakeholder's satisfaction.

QUALITY POLICY

- transparency – which will be a requirement of all involved in the system
- continuous improvement – using self-assessment and internal and external monitoring
- external scrutiny – such as monitoring, evaluation, and inspection, which will help support the self-assessment process and quality improvements
- effectiveness and efficiency – ensuring that the system is cost-effective
 - planning and programming of the work
 - teaching and support to learning
 - participants' accomplishments
 - material conditions and human resources
 - professional development of staff

- administration and management

QUALITY CRITERIA:

- 1.1 The London academy Malta curriculum contains all legal compulsory elements, particularly aims and objectives and a procedure for assessing the achievement of set aims and objectives
- 1.2 The London academy Malta curriculum is developed on the basis of the prescribed awarding agency curriculum
- 1.3 The programs are designed to meet the identified needs of the labor market, and improvements are shaped by feedback from all stakeholders
- 1.4 The organization plans and celebrates holidays, public and cultural activities, and volunteer and humanitarian activities, and works to prevent unacceptable behaviors and addictions
- 1.5 The programs are designed to ensure equality of access and opportunities for all learners
- 1.6 The programs are reviewed on at least an annual basis, and learners contribute to the review with their feedback
- 1.7 The programs are developed and reviewed on the basis of feedback from all stakeholders; and feedback is consistently gathered from learners, businesses, and communities for this purpose
- 1.8 The review of learning programs leads to improved teaching, training, learning, and student achievement
- 1.9 knowledge assessment and achievement information, including analysis of performance of different groups of learners, would serve as a guide to the sustainability of learning programs
- 1.10 Review related policies and procedures and take remedial action to prevent or mitigate a recurrence of the circumstances giving rise to the appeal

PLANNING OF TEACHING, TRAINING, AND LEARNING

1. Initial assessment is conducted in accordance with the prescribed admission criteria
2. The London Academy Malta offers interesting and diverse activities, programs and projects through the school curriculum.
3. The London Academy provides sessions, open house, presentations and adequate guidance to learners to explore their

areas of interest or to help learners which have been rejected for specific learning programs, to find an adequate alternative, in order to guide learners into the learning programme/occupation which best suits their needs and interests.

4. The London Academy organizes and provides guidance and professional support through professional career
5. The London Academy, at the request of a learner, considers the option of changing learning
6. The London Academy organization strives to be as flexible as possible
7. London Academy offers systematic support to teachers and trainers in developing all forms/documents when planning lessons and they are reviewed in accord with innovations in the vocational fields teachers and trainers develop operational plans for the subjects they are

teaching in the current school year (they are aligned with the curriculum framework and detailed curriculum and their components are aligned with the demands of contemporary vocational education

8. Trainers develop individualized operational lesson plans and preparations for learners with special educational needs in accordance with the decisions of the responsible services

9. Trainers prepare for lessons.

Lesson planning is aligned with a target group of learners and the specific needs of individuals, including learners with special educational needs

10. The physical and technical planning of lessons is aligned with the pedagogical standard and minimal material requirements prescribed by the framework curriculum

11. Teaching/training is carried out in accordance with the prescribed curriculum framework

12. Teachers and trainers carry out lessons/sessions according to lesson preparations and achieve planned lesson goals and tasks

13. Teaching/training methods, learning resources and aids are aligned with learning content and are appropriate to learner capabilities

14. The teaching/training process is based on active, learner-centred methods experience-based learning, project-based learning, multi-media lessons, individualized approach to learners

15. Teachers and trainers monitor and record the progress of learners

16. London academy organizes additional and supplementary lessons taking into account learners' interests and developmental abilities

17. London academy encourages collaboration between teachers/trainers and external experts with the objective of improving the quality of the teaching process

18. Practical learning is focused on the development of skills resulting in vocational competences for a particular occupation/qualification

19. Practical learning is organized through learning in school practicums and in the workplace like class (learning through experience and learning-by-doing)

LEARNER SUPPORT SERVICE

- 2.1 Learners can always turn freely to teachers, trainers, and expert associates for support and effective assistance
- 2.2 During the learning period all learners are familiar with their rights and responsibilities which are clearly and precisely detailed in the rules of conduct (Student handbook)
- 2.3 Learners have the ability and opportunity to provide feedback on their satisfaction with the provided support and assistance and the organization records the feedback and compares it with previously set criteria and expected results
- 2.4 All support activities are recorded in confidential files and learners are guaranteed the protection of their personal information
- 2.5 Information and advice are effective in helping learners in choosing their career progression after gaining vocational qualifications
- 2.6 London Academy in collaboration with other appropriate institutions, ensures facility and programme adjustments at the start of education and during the course of obtaining general education and vocational competences required for inclusion into the labor market, continued education, and lifelong learning
- 2.7 Teachers, trainers and expert associates continually monitor and record the progress of learners with special educational needs and gifted learners
- 2.8 Teachers, trainers and expert associates regularly undergo professional development to work with and have high quality collaboration with special educational needs learners
- 2.9 London Academy carries out programs which promote solidarity among peers, the dignity of each individual, and the right to diversity and nonviolence
- 2.10 The Academy assesses, takes record of, and implements models of monitoring gifted and talented learners
- 2.11 The London Academy Malta provides gifted and talented learners with continual educational, pedagogical-didactic, and psychological support which improves their learning and acquisition of competences in the best manner possible (regular course programs, competitions, extra-curricular activities, workshops, etc.)

ATTENDANCE

- 3.1 The London Academy Malta collects, processes, and analyses data on attendance
- 3.2 The London Academy Malta undertakes appropriate measures to reduce learner absence
- 3.3 The Academy collects data on drop-out rates (%) and reasons for dropping out
- 2.70. The London Academy Malta records and analyses the particulars of the attendance of learners who commute, learners with extra-curricular obligations

and activities, and learners in other/parallel learning programs and provides support options

COMMUNICATION AND COOPERATION

- 4.1 The London Academy encourages communication among teachers and trainers and between them and learners, other staff, and management; the communication is based on cooperation and mutual respect
- 4.2 Teachers and trainers use effective measures to promote equal opportunity and to avoid discrimination so that learners can achieve their full potential
- 4.3 Teachers and trainers effectively apply the standards for teaching, training, and learning and use other strategies (e.g. learner-centred learning, learning through experience, practical learning) to meet individual learning abilities, cultures, gender, and motivation
- 4.4 Teachers and trainers collaborate with each other with the objective of linking the learning content
- 4.5 Teachers and trainers enable students to apply problem-solving strategies, the development of key competences, and creative and critical thinking

INTERNAL MONITORING AND EVALUATION OF LEARNERS' ACHIEVEMENTS

- 5.1 All relevant stakeholders are informed of the procedures and methods of monitoring and assessing learners
- 5.2 Assessment elements and criteria are clear, available, and are predicated upon the vocational curriculum
- 5.3 Monitoring and assessment is adapted for learners with special educational needs
- 5.4 Assessment is used to monitor the progress of learners in gaining competences and to inform them of their achievements and progress
- 5.5 Teachers encourage the learner's advancement and self-confidence through the assessment process
- 5.6 Learners are able to have additional assessments of their achievements
- 5.7 Learner assessment procedures are valid, reliable, suitable, consistent, and fair and are carried out regularly and in line with current regulations
- 5.8 Internal monitoring and evaluation of learning outcomes meets the requirements of the occupational standard and enables learners to acquire appropriate professional and vocational competences which are characteristic of the occupational profile
- 5.9 The internal monitoring and evaluation procedure is regularly analysed and improved
- 5.10 All necessary school records and documentation about learners, information on their accomplishments and information on certificate issued are retained in accordance with regulations

Assessment and Monitoring of Learning

- records of learner registration; records of certification dates; records of up-to-date learner numbers on programme
- learning programme specifications showing assessment criteria and elements
- standardisation of criteria and elements of assessment; minutes of meetings
- learner achievement and feedback reflects regular access to assessment
- appeal process, including evidence of meeting learners' needs in terms of alternative assessment procedures and "second chance"
- internal monitoring of assessment, feedback forms, observation records, action plans
- internal observation of formative and summative assessment activities (e.g. as part of internal monitoring procedure)
- internal and external evaluation reports and action plans
- information on the professional development of learners after graduation
- portfolio of staff who carry out assessment and internal monitoring
- evidence of storage system and process of retaining pedagogical documentation; archives

EXAMINATIONS

6.1 the timetable for the submission of the final project is published on the bulletin board

6.2 Compulsory records on the conducting of examinations are kept and retained in learner files

EXTERNAL EVALUATION

7.1 London Academy will comply according to prescribed procedures

COMPETITIONS AND STUDENT PROJECT FAIRS

8.1 London Academy Malta organizes and participates in competitions at a school, regional, national and international level as well as student project fairs

SECURING THE LEARNING ENVIRONMENT

9.1. Specialist learning equipment (sanitary facilities, administrative spaces, auxiliary spaces, library, documentation centre and workshops) are accessible and are used safely, adequately, efficiently

9.2 The learning process takes place in a safe environment and in line with regulations on work safety and other regulations

- 9.3 Necessary resources are available and used to support learning, and are accompanied by clear, easy to understand operating and safety instructions
- 9.4 Learners, staff, and other stakeholders feel safe, and violent and other unacceptable behaviours are prevented
- 9.5. Staff, learners, and other stakeholders are familiarized with and periodically drilled in emergency management procedures

MATERIAL CONDITIONS / RESOURCES MANAGEMENT

- 10.1. Material conditions, teaching/training methods, and learners' needs are aligned with changes in the vocational curriculum
- 10.2 London Academy ensures material conditions enabling all learners, including special educational needs learners, to participate fully in the learning process in accordance with their needs
- 10.3 The Academy ensures the use of new material resources when there is technological progress

Management Responsibilities

- strategic plans, annual improvement plans and operational plans
- strategies for keeping staff, learners, and other stakeholders well briefed on information, opportunities, legislation, and current and developing practices
- sources of information for stakeholders (handbooks, leaflets, publications, website, etc.)
- marketing strategy and marketing business plan (e.g. provider long-term development plan)
- partnership and cooperation policies and procedures
- records of visits to other providers
- evidence of system for gathering, storing, using and archiving management and other data and information; statistical data
- data on student success after graduation
- feedback from stakeholders (e.g. interviews, questionnaires, focus groups)
- evidence of staff training for use of the provider's information system
- analysis of cost of learning

FINANCE

- 11.1 Development and sustainability of services for learners are based on responsible financial management
- 11.2 Effective accounting is carried out according to financial and legal requirements; the school administrator reviews the financial report
- 11.3 Spending priorities and the use of financial resources are clearly linked to learning programs and planning priorities
- 11.4 Staff are consulted (they express their needs) during the drafting of the financial plan

- 11.5 London Academy Malta effectively uses its own capacity to access additional funding and manages funding responsibly
- 11.6 Advertising, marketing, prospectus, website and leaflets are planned, updated and periodically re-evaluated

HUMAN RESOURCES POLICIES

- 12.1 All staff is employed in accordance with legislation and subordinate legislation as well as the current vocational curriculum
- 12.2 All staff roles and responsibilities are clearly defined and understood; authority is clearly defined and recognized
- 12.3 Human resource policies are in line with current regulations and all staff performance is monitored and assessed effectively through appraisal and review systems which result in further planning and improvement
- 12.4 London Academy appoints a person in charge of interpersonal conflict resolution
- 12.5 Interpersonal conflicts are dealt with effectively and solved efficiently

Resources & Staff Management

- work health & safety policy and procedures; qualified staff with health & safety responsibilities
- risk assessment documentation
- minutes of meetings regarding work health & safety
- equipment safety checks, action plans
- records of library
- policy and procedures regarding access to resources
- policies and procedures regarding up-dating of resources
- analysis and plans for procurement of equipment
- learning support policy, evidence that support is offered to learners with special educational needs
- career guidance policies and procedures
- data on student success after graduation
- staff CVs and records; records of compliance with legislation and current regulations
- policies and procedures for new staff (e.g. curriculum for new staff)
- documentation on policy and procedures for monitoring teaching and learning; teaching and learning observation reports;
- benchmarking against internal and external standards; feedback from observations; action plans and guidelines for observations
- staff appraisal and review policy and procedures; appraisal review forms; feedback from learners
- evidence of staff participation in professional training

- feedback from training; evaluation of training, archiving of all materials received available to everybody
- CPD (continual professional development) folders; records of professional occupational training of staff; certificates and qualifications achieved during staff training
- self-assessment and internal evaluation outcomes; improvement plans
- external audit reports

CONTINUING PROFESSIONAL DEVELOPMENT

- 13.1 Individual and organized professional training and development is carried out within occupational/professional fields and also in the fields of pedagogy, didactics, educational psychology, methodology, information and communication management, and educational policies as well as other fields relevant to the effective and high quality provision of education in the Academy
- 13.2 The staff professional development policy includes appropriate arrangements for induction of new staff and for CPD
- 13.3 The continuing professional development of all staff contributes to their effectiveness and allows staff to reflect on their own practice and plan their professional development in line with the goals and objectives of the Academy
- 13.4 Learner achievement data is used as a source of information for identifying potential staff development and education needs

INFORMATION SYSTEM

- 14.1 The information system is used to regularly provide information to learners, staff and other stakeholders
- 14.2 London Academy ensures the collection of useful and relevant data and its entry into the information system
- 14.3 Staff and learners use the information system
- 14.4 Information about activities, achievements, and results within the organisation is regularly gathered, updated, stored and analysed
- 14.5 Data on the organisation, staff, and learners is stored in accordance with current regulations

SELF-ASSESSMENT PROCESS

The Self-Assessment Framework is based on the Common Quality Assurance Framework in Europe.

The basic structure of the CQAF approach consists of four interrelated elements: plan – do – check – react.

These four elements relate to the overall structure of the framework as well as the self-assessment process. Each of the four elements represents an area of quality within the CQAF: Plan = Purpose & Plan; Do = Implementation; Check = Assessment & Evaluation; React = Feedback & Change.

- A.1 the self-assessment process is transparent, systematic, carried out annually with all relevant staff, and is informed by the views of all relevant internal and external stakeholders
- A.2 The policy of self-assessment is communicated to and understood by all relevant stakeholders
- A.3 All aspects of the organisation, including learning programmes and other services provided by the organisation, are subject to self-assessment
- A.4 The quality system has a mechanism for collecting regular feedback and satisfaction rates from learners and other relevant internal and external stakeholders on all aspects of the organisation's performance
- A.5 Specific instruments (e.g. questionnaires, interviews, focus groups, and others) are used to evaluate the organisation's performance
- A.6 The organization's performance is reviewed against internal and external key performance indicators
- A.7 Self-assessment leads to the identification of priorities and the planning of further action for quality improvement utilizing EDAR, reflection in action, reflection on action
- A.8 Procedures for statistical data collection are used during the self-assessment process and for writing the self-assessment report
- A.9 Procedures are established for the internal monitoring and validation of evaluation decisions made during the self-assessment process, and decisions made about supporting evidence
- A.10 The established procedures build on strengths, address weaknesses, and implement improvements; and results from the self-assessment process and report are used to inform future developments
- A.11 Improvement plans address all of the identified weaknesses, including those not completed from the previous cycle; and areas selected for improvement are an appropriate response to the strengths and weaknesses
- A.12. Improvement plans include clearly defined targets, priorities, tasks, responsibilities, and timescales; and success criteria are specific, measureable and achievable
- A.13 The implementation of action plans and corrective measures is monitored and evaluated
- A.14 All staff is involved in continuous quality improvement
- A.15 All staff and stakeholders receive feedback on the outcomes of the self-assessment process and improvement plan (taking into account the rights for individual data protection)
- A.16 The findings of external bodies are communicated to appropriate staff, and corrective measures are implemented

A.17 External auditors monitor and validate the Academy's improvement plan

Quality Management

- documented mission statement; provider goals and fundamental values
- management job specifications; statements of responsibilities
- management statement including evidence on how the director and management team are actively involved in the quality assurance process
- minutes of meetings of all the organisation's committees
- documented quality assurance policies and procedures
- organisational structure; roles and responsibilities
- evidence that policies and procedures are put into practice
- communication and information flowchart and processes
- additional quality standards (e.g. for career guidance, work-based learning)
- self-assessment reports and improvement plans
- internal monitoring and internal evaluation reports
- internal monitoring and review processes and procedures
- minutes of Quality Committee
- review of internal regulations and making proposals for changes/improvements
- report on implemented activities from the organisation's plans
- action plans
- records of improvement trends over time; records of year-on-year improvement; records of the achievement of targets
- feedback from all stakeholders and analysis
- reports of external evaluation, professional and educational supervision, inspection, and financial audits
- records of proposals for improvements set by external auditors and how these are communicated to stakeholders and implemented
- vocational curriculum approval records
- external validation of the self-assessment report and improvement plan
- documentation relating to ethnic and minority groups
- lesson/session observation charts

We can view the process of self-assessment through three segments:

How are we doing?

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How do we know? •

What are we going to do now? •

Self-assessment Coordinator – role & responsibilities

ROLE

- To act as leader in the development and operational implementation of the self-assessment and improvement planning processes and related procedures against the quality criteria
- To ensure data is being collected and analysed

TASKS AND RESPONSIBILITIES

- Act as lead manager for the self-assessment and improvement planning processes
- Ensure all stakeholders (internal & external) are involved in the self-assessment and improvement planning process
- Ensure feedback is collected from all stakeholders (via survey questionnaires, focus groups, etc.)
- Monitor and analyse Academy data
- Promote the principles of equality of opportunity and treatment of learners, and the celebration of diversity
- Produce an annual self-assessment report (SAR)
- Review the SAR and improvement plan throughout the year

Summary of Requirements Self-Assessment Process

- staff at all levels of the organisation are encouraged to evaluate their performance
- learners, employers and other stakeholders are involved in the process
- all the quality areas in the Academy Self-Assessment Framework are addressed

- the process is an integral part of strategic and operational planning and quality assurance

Self-Assessment Report

- the report deals with all aspects of the Academy activity
- particular attention is paid to the effectiveness of learning and the standard learners achieve
- the report is set out in a clear structure, following the quality areas and criteria

Evidence and Judgements

- management information and performance data, including benchmarks, are effective
- clear evidence for judgements is provided
- judgements are evaluative rather than descriptive
- judgements are honest and objective

Improvement Plan

- it sets out areas requiring improvement
- it sets targets for improvement
- it sets out actions required to bring about improvement, including cost
- expected outcomes of specific actions are clearly stated
- measures for making judgements are clearly defined
- responsibilities for ensuring that actions are carried out are allocated
- timescales and milestones for the completion of actions and achievement of outcomes are set out
- procedures for monitoring, evaluating and reporting on progress are made
- key partners are involved in drawing up and reviewing the plan

Implementation of the Plan

- the plan is executable
- the plan is linked explicitly to all actions identified in the self-assessment report
- prioritised areas for improvement are identified
- the plan is reviewed and up-dated regularly



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