

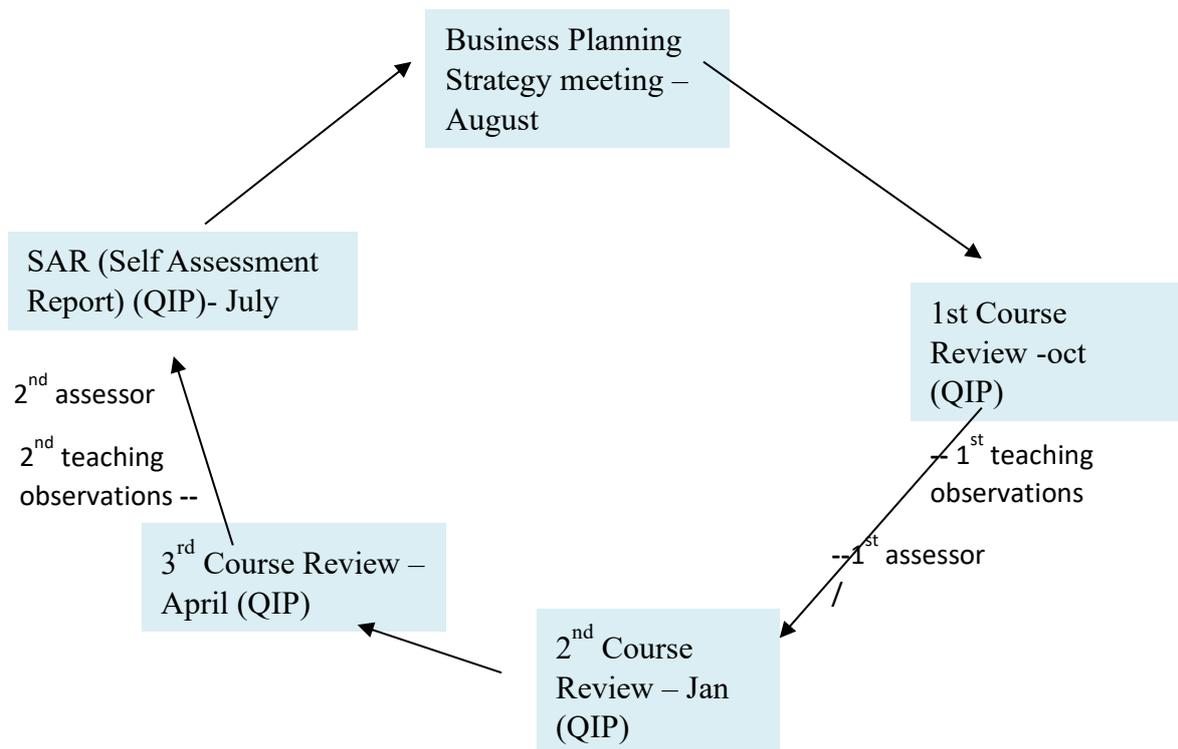
## Quality Policy

It is the policy of Dynamo Healthcare Training Ltd (DHCT), to provide a high quality service to all. The overall policy of the company is to provide the people, organisation and resources to supply our clients with the products and services that satisfy their requirements in every respect. Furthermore it is the organisations policy to continually improve our quality by monitoring, measuring and enhancing our quality and procedures system.

Implementation of the quality policy is the responsibility of every member of staff. The Directors are responsible for the implementation of the quality policy.

The quality policy has the full support of senior management and, together with the quality assurance procedures, ensures that activities are controlled in a manner compatible with achieving required service levels and obligations effectively. It is mandatory that all staff adhere to the procedures in order to achieve a consistent approach to quality assurance

### Dynamo Healthcare Training Ltd - Quality Cycle



Where Assessor, tutor receive satisfactory or below grades within observations, they will receive coaching support from their supervisor. See Staff Management and Performance Procedure

## Methods of ensuring quality:

- Business Planning and Strategy meeting annually which is reviewed quarterly with course reviews leading to the annual SAR (Self Assessment Review).
- Our QIP (Quality Improvement Plan) is updated at every quarterly review and monitors our KPIs.
- Observations of teaching, learning and assessment annually, however where a tutor receives less than Good grade they will be subject to a coaching action plan to improve and regularly observed until improvement is made.
- Observations are in place for embedding English and Maths, Induction processes, the implementation of Equality, Diversity, Prevent Strategy, Health and Safety and Safeguarding. All aspects are expected to be embedding in the teaching and learning processes with all learners.
- Functional skills data, success and feedback is gathered and analysed monthly.
- Observations in practice from external organisations to standardise internal observations and processes.
- Monthly tracking of learner progress to ensure timely achievement and to monitor success rates.
- Quarterly standardisation meetings, subject specific & cross curricula
- Online standardisation activities, subject specific & cross curricula
- Learner feedback is sought at several points during the learning cycle:
  - After interview
  - After induction
  - After, 3 months, 6 months and 9 months, with an exit interview when they complete at 12 months. (this varies depending on the length of the programme)
- Skills scans and support plans related to the End Point Assessment for Apprenticeship Learners must be identified before sign up then quarterly to ensure success for the learner.
- Feedback is sought after preselection and interviews to identify if our Information, Advice and Guidance is effective.
- Curriculum areas report on the effectiveness of Information, Advice and Guidance quarterly.
- Employer feedback is sought after observations in practice, annually and when learners complete.
- Staff feedback is sought regularly and impacts the quarterly review cycle.
- All feedback is used to develop the Quality Insurance Plan and actioned regularly.
- Matrix accreditation has been achieved and the Skills for Care and Skills for Health Quality Kite marks are ongoing.
- The maintenance of high quality provision for learners, employers and staff is of paramount importance.

## Quality Procedure

### Self-Assessment

The Directors produce an annual Self-Assessment Report. This document is reviewed on an annual cycle. The resulting Development Plan is produced with feedback from learners, stakeholders and staff. The document is discussed and agreed by staff, and the process is supported by external consultants.

## **Performance Management**

Learners' progress and performance is monitored at regular review meetings, which are attended by employers, and training staff. Employers contribute to the process and help shape course structure and delivery.

## **Staff Development**

The organisation supports staff development, which involves all staff equally as partners in achieving the aims of the company to enhance their capability and competence for the benefit of users of services, and for the staff themselves.

## **Learner Wellbeing**

Learner wellbeing, motivation, confidence and how safe they feel is monitored quarterly during formal reviews, gathering feedback, providing information, advice and guidance regarding career and learning progressions and learner satisfaction is sought quarterly.

## **Staff Wellbeing**

DHCTA recognise that our staff are our biggest asset and as such we undertake regular supervisions, annual appraisals, we expect continuous professional development and actively promote training.

## **Quality Assurance**

The organisation has a range of standard policies, including Equal Opportunities and Health and Safety and safeguarding. Equal Opportunities and Health and Safety appear as standard agenda items at all review meetings.

A procedures manual of safeguarding and prevent has being developed and includes the Quality Cycle, which details the quality assurance processes.

In order to ensure learners and employers are receiving high quality training, management we conduct regular observations of training and delivery staff.

We strive to continuously improve our assessment, and internal verification procedures to meet the requirements of external awarding organisations, ofsted, funding bodies, Skills for Care and Skills for Health Apprenticeship Standards.

We aim to use learner and employer feedback to continuously improve quality and **Information Advice and Guidance**. Learner feedback is used to continuously develop the programme to ensure it meets all the learners' needs. Employer feedback is used to develop the programmes to ensure employers are satisfied with the services offered.

Learner data is collected on an on-going basis and is analysed at regular intervals to identify trends in each area of learning delivered, similarities and differences between areas, similarities and differences between specific groups of learners and to compare performance with local, national and sector benchmarks.

Data is collected and monitored to ensure employers and apprentices are receiving high quality provision and are satisfied with our support to ensure Apprentices meet their required standard.

Key Performance Indicators used to monitor the organisations performance are:

- Learner progress and retention on programmes
- Learners success and timely success
- Learner satisfaction
- Learner wellbeing and happiness
- Employer satisfaction and reoccurring business
- Staff satisfaction and retention
- Financially stability
- Awarding body inspections
- Observations in practice

Any underperformance in any area would lead to full action plan and review process with continuous monitoring or where necessary removal.

## **INDUCTION and CPD PROCEDURE**

### **Introduction**

The purpose of an induction procedure is to assist a new employee to feel comfortable and confident with their new role.

Starting a new job is stressful experience, due to new situations and demands plus fears of looking stupid. During the settling-in period, a new employee is unlikely to be effective or fully productive and may even leave if the feelings of unease are strong enough.

It is therefore worth spending time on effective induction, as real cost savings can be made on avoidance of accidents caused through unfamiliarity, rapid achievement of full productivity and avoidance of costs incurred in unnecessary recruitment to replace lost employees.

How to induct successfully

- To achieve successful induction, a systematic plan should be followed. This is to enable records to be kept and thus ensure that information is not missed out.
- A check list of points to be included is attached.
- Although induction is of vital importance to new employees, anyone who is promoted or transferred from one job to another should also be inducted.
- In general, the aim of induction should be to convey a clear picture of the working of the organisation.

### **First Contact**

The Line Manager will be the first calling place for new employees. The following points will be covered:-

- A warm welcome to the company. The Company and employing department management structure will be outlined and a brief description of the Company given.
- Employee Qualifications/Training/Professional Registration details (as appropriate) will be re-confirmed and copies taken for the personnel file.
- The importance of maintaining appropriate professional qualifications if required will be emphasised and attention drawn to the contractual requirement to do so.

- The need for confidentiality regarding the Company will be highlighted.
- DHCT mission, vision and values. Our expectation for high quality standards meeting learner and employer needs. DHCT expect high success rates much higher than the national average.
- Pay scales and allowances, method of payment, holiday entitlements, hours of work and pension scheme arrangements will be explained in detail.
- All relevant employment details will be forwarded to the Payroll Section.
- Information will be given on the Absence Policy and Procedure, including method of reporting absence.
- The Discipline and Grievance procedures will be fully explained and written copies of these supplied.
- The Company Smoking policy will be detailed, including any availability of assistance in stopping smoking.
- Brief tour of building, including canteen / break facilities and introductions where appropriate.
- The Employee Health and Wellbeing Action Plan will be carried out, with action taken as necessary.
- Any necessary adjustments are discussed and check that all necessary arrangements have been put in place for individuals who have a disability.
- Ensure the new employee does not currently require and further information.
- Confirm induction details and complete induction form.
- An Employee Wellbeing and Support Action Plan will be completed.

The mentor should act as a guide to the new employee during the allocated induction period.

**The following points should be covered:**

- Further details on the Departmental structure should be given, supplying names of key personnel.
- Introductions should be made to managers, other members of staff with whom the employee will be working. The aim should be to put faces to the names already given.
- A tour of the Department should be given, indicating the location of fire alarms, first aid equipment, toilets and catering facilities etc.
- Specific job responsibilities should be explained, referring to the job description if necessary.
- Safety precautions should be emphasised.
- Procedures relating to personal accident reports should be explained.
- The new employee should ideally be involved in some practical work during the first day.

It is important that the line manager/supervisor follow up on the initial induction within the first week.

- Employees should be asked how they are settling in and whether they require any additional information.
- Views on the induction procedure should be sought and noted. Any comments should be related in writing to the appropriate Department so that changes may be made as required.
- Employee Wellbeing and Support Action plan will be monitored and reviewed
- Staff will shadow experienced staff and observe supporting learners through an informal support process leading to formal observations.
- An induction plan will be put in place to ensure the staff member is confident and successful in their post.

- Formal observations will be twice year minimum, more if required with a support action plan for improvement.
- Monthly supervisions will continue and an annual appraisal. CPD of 30 hours or more will be expected annually and monitored throughout the year.
- Professional registrations will be maintained in order to be able to continue to assess and support learner related to their specialisms.
- Tutors are expected to maintain their occupational and knowledge competence in line with requirements in order to continue to support learners related to their specialisms.
- High quality standards are an expectation of DHCT and MUST be adhered to by all staff within all roles.

**All staff must complete the below:**

Mandatory training that all DHCT staff have to complete includes:

- People Moving and Handling
- First Aid
- Health and Safety
- Safeguarding Children and vulnerable adults
- Prevention training
- Equality and diversity
- Mental capacity act
- Deprivation of liberties
- Dementia
- Challenging Behaviour
- Mediation training
- English, Maths and ICT functional skills level 2

Training is completed through:

- Face to face Manual Handling and First Aid.
- Social Care TV : <http://social-care.tv/>
- Prevent Training - <https://www.elearning.prevent.homeoffice.gov.uk/restart>
- Sova Children : <https://www.hsqe.co.uk/>
- VDU training - <https://www.vduhealthandsafety.rossiterandco.com/vduhealthandsafety.html>

**STAFF MANAGEMENT AND PERFORMANCE PROCEDURE**

As an organization we recognize that our staff are our biggest asset and must be nurtured and supported to develop and grow within an organization that promotes a learning culture.

All new employees will complete an induction to Dynamo Healthcare Training (DHCT) and will be supported by an appointed mentor.

Two weekly support sessions will occur with newly appointed staff to build confidence and competence within the organisation.

This will be reduced to monthly work progress/supervision meetings when necessary and dependent on the needs of the staff member.

Where concerns arise regarding staff performance the member of staff will be supported by an appointed coach.

The member of staff and their coach will meet to discuss the issues identified. Minutes of the meetings will be recorded, agreed and signed by both parties and stored in centre.

Where serious breach of disciplinary rules has occurred the Disciplinary Procedure will be initiated at this stage and the first written warning will be issued.

Where it is decided that coaching will be the most effective method, at this stage the coach and employee will develop an action plan for support following their initial meeting.

Follow up coaching meetings will occur two weekly to monitor the situation and support the employee to improve their performance.

Where teaching staff receive satisfactory or below grades support will be put in place immediately; training, coaching, supervisions, mentoring, peer support, and observations of best practice sessions. If no improvement is achieved for teaching over a 6 month period, capability performance will be instigated (as per Capability Policy).

Where poor performance persists for non-teaching staff and coaching has taken place for over a 6 month period, reallocation of roles will be identified where possible, however if insufficient roles are available and/or continued poor practice persists a verbal warning will be issued and the Disciplinary Procedure will be initiated.

### **Staff Development Procedure**

- Each member of staff will keep a record of staff development activity which is monitored and evaluated in collaboration with their line manager at least annually to IFL and DHCT
- The directors oversee staff induction, training and staff development.
- In collaboration with the line manager, members of staff will participate in the staff development which includes opportunity for appropriate on-going support, undertaking an annual review of the individual's past development and identification of plans for the future.
- Each member of staff will take personal responsibility to update specific expertise on a regular basis, and as appropriate to the nature of the individual's post.
- Each member of staff will contribute to team staff development where appropriate.
- Each member of staff will keep a record of his/her staff development activity and take responsibility for submission.

Each member of staff has the right to expect to receive staff development entitlement, including to:

- be inducted into the organisation and understand its ways of working including what contribution that individual is expected to make

- be supported to develop the competence and capability for which the member of staff has been employed
- have the opportunity to develop new competencies and capabilities of relevance to the individual's employment, and which enhance career prospects and lifelong learning both within the company and outside of it
- participate in the staff development process, in collaboration with the line manager, which gives opportunities for on-going support, an annual review of the individual's past development and identification of plans for the future
- be interviewed by the line manager on leaving the company to explore any lessons to be learned by the member of staff.

### **Observation of Teaching and Learning Process**

As part of our Quality Policy the observation of teaching, learning, assessment and IAG is essential to ensure the learners journey is effective, efficient and meaningful. All teachers, tutors, assessors, learner recruiters and Career and Wellbeing practitioners will be observed to ensure they meet the high standards DHCT (A) expect from all the staff. In line with our policies all relevant staff are expected to achieve a Good or above grade within our Teaching and Learning, Ofsted framework and our IAG Careers Framework in line with the Gatsby Benchmarks.

Those who fall below a Good will be supported through mentoring and training to improve their grade as per our continuous improvement policy and ensure the learners at DHCT(A) all receive the highest possible teaching, learning and IAG.

DHCT(A) is a supportive employer who's aim is to help their employees to improve their performance and develop their skills. Through Continuous Professional Development, Mentoring

### **Observations of Teaching and learning Guidelines**

It is important the observation process is productive, informative, effective and supportive for the learners and the tutors. Where the tutor is working with learners on a one to one or small group it is important that the observer minimise their presence and not draw attention to the situation, which could cause undue stress on any party.

1. Observer contacts tutor to discuss requirements for observation
2. They confirm date, time and venue
3. Tutor confirms and gains consent from learner and employer (for apprenticeship learners)
4. Observer arrives before the session starts (and is introduced to learner and employer - for apprenticeship learners)
5. Observer sits quietly throughout session from beginning to the end and does not interrupt or ask questions

6. At the end of the session the observer asks the learner(s) and the employer (for Apprenticeship learners) questions if they wish. They can ask the tutor to leave the room if they wish.
7. Before the observer leaves, they give the tutor some general verbal feedback on the session
8. The observer types up their notes within 2 weeks and emails the tutor and curriculum manager.
9. The tutor and manager can gain clarification on the observers' comments to enable improvements in practice.
10. The curriculum manager then updates the tutors Professional Development Plan and actions are put in place to improve teaching practices where necessary.