



New Leaf Triangle

Quality Assurance Policy

Written by Carly Steel & Lorraine Squires Shaw (Directors)2018

Last review 29th October 2024 (LSS)

Review Date: 29th October 2026

New Leaf Triangle Mission

Our Mission:

To use the natural environment and animals, to help children, young people and adults to learn and combat personal challenges through fun motivational activities.

New Leaf Triangle Quality Assurance Policy

New Leaf Triangle is committed to providing a high quality service to everyone who uses our services, irrespective of the type of provision delivered. As an organisation we are committed to the principle of continuous improvement, whereby we strive to ensure that not only are we providing a quality service, but that we are constantly seeking to improve standards of delivery.

Through implementation of our Quality Assurance policy, we continually monitor all elements of service delivery to ensure positive outcomes for the people using the service.

Quality Assurance is the responsibility of all employees. New Leaf Triangle believes that there is always room for improvement and that every member of staff should demonstrate a total commitment to quality and continuous improvement in every aspect of their work.

The outcome of quality assurance is instrumental in helping us to set organisational development targets, to identify and implement training plans and to make changes in policies, procedures or structures in order to effect improvement in the quality of the provision.

Implementation

To implement this policy, New Leaf Triangle will:

- Actively work to involve all employees in the sharing of ownership of delivering quality
- Ensure all employees understand the organisation's mission
- Require all employees to be aware of and work to improve their skills in interacting with the people they support
- Carry out annual employee appraisals
- Carry out satisfaction surveys including people we support, parents/carers, commissioners and other stakeholder

Schedule of Roles and Responsibilities

Directors

- To deliver the policy – at an individual and an organisational level
- To carry out the key quality assurance procedures [along with other member of the management team](#)
- To ensure that all staff are trained and supported
- Ensure all staff understand the quality assurance policy and procedures and how it impacts on

their role

- Identify training required to meet learning and development needs of staff

Staff

- Actively seek support to improve the quality of their delivery and other aspects of their work
- To undertake training agreed and identified in their personal development objectives through supervisions and appraisal
- Follow agreed quality assurance procedures and engage in individual and service level reflection of practice

People who use our services:

- You will be at the centre of your individual service
- You will be treated respectfully at all times
- We will support you to communicate with us in a way that suits you
- We will think about our work and check with you that you are satisfied
- If you are not happy with anything, we will listen to you and we will take action to put it right

Quality Assurance Procedures

Introduction

To implement our QA policy at New Leaf Triangle, we use a range of different tools and mechanisms to help us to measure quality.

These include:

- Observation of teaching and learning
- Observation of staff practice
- Appraisal and supervision processes
- Education and pastoral support processes
- Assessment procedures
- Learner feedback
- Parent/carer feedback (in children's services)
- Feedback from stakeholders including customers and partners

Procedures

Observations

All practitioners are observed **formally at least twice a year, these will be formal graded observations**. Staff are given verbal feedback followed by formal written feedback. Staff receive feedback on the quality of their interactions, planning, delivery of the session **and assessment of learning. This is intended to be supportive and staff will be given further training and support where needed**. Where necessary staff receive actions for improvement based on the outcome of the observation. This is monitored through the supervision and appraisal process.

After each batch of observations, common positive themes and areas for development are identified. These themes may then form the focus of future observations.

In addition to this, the management team will carry out Learning Walks at least once a term. These are themed and are based around improvements needed found from the last round of observations. A learning walk is where staff are observed for 5-10 minutes informally. Staff will receive feedback verbally and will usually receive brief written feedback. This will be recorded and the observations will be summarised and key positive themes highlighted as well as areas for improvements. This also feeds into the supervision and appraisal process by actions being followed up and further support and training planned if needed.

Observers receive training and observe alongside experienced observers until competent. Observations are carried out by qualified teachers, relevant instructors. Informal supportive observations for staff development and peer observations to share good practice are encouraged and carried out as required.

Supervision and appraisal

The overall aim of the supervision and appraisal process is to help improve the performance of each member of staff, through a structured process of reflection, discussion and agreed action. Each member of staff has development objectives which identify the training and development they need to do their job better. It is important that the priorities or objectives for individual employees capture the needs of New Leaf Triangle.

Support and Supervision

All members of staff receive formal supervision at least 3 times a year. These meetings are recorded in employee's files and actions agreed. Staff receive feedback on their daily practice including the quality of their communication skills.

Appraisal

All staff receive an annual appraisal which will provide a summative account of a member of staff's performance over the previous year, an evaluation of their particular areas of strength and good practice as well as areas where improvement is required. [It includes evaluating how staff have performed on New Leaf Triangle objectives for Business and Quality as well as in the areas of Developing self and Developing others. Session observation grades and feedback form observations feed into this process.](#) Staff are asked to make their own self evaluation for the appraisal. The appraisal will include targets for the next year.

Individual Learning Programmes

All education programmes are quality monitored by a qualified teacher [and link to their planned outcomes for their time at New Leaf Triangle](#) and the learner journey document. This explains how children can expect to start and progress at NLT and identifies future transition goals. When students arrive they undergo a 4-6 week baseline assessment period of their communication, social and emotional skills (see learning areas document). At times we may need to use [diagnostic assessments](#) to assess functional skills, where appropriate for the individual. From this we set relevant targets and monitor progress against these at least every term using a RAG rating system. This is stored on a central achievement database. Students and relevant stakeholders [receive half termly progress reports](#) focusing on the student's personal achievements and areas for development relating to these individualised targets. [The curriculum for most students focuses on Communication, Social and Emotional skills and objectives set in these areas as well as incidental learning are tracked through a RAG rated database.](#) Checks are made to ensure that objectives are SMART and they clearly focus on learning. Students and relevant stakeholders receive a summative report at the end of the academic year or at the end of the placement. Students also receive recognition of achievement certificates twice yearly [as well as certificates for other awards they are working towards, such as the New Leaf Triangle Challenge Awards and Vocational Awards, British Horse Society Changing Lives Through Horses Explorers Awards and BHS Pony Stars Awards.](#) Depending on school [and students' preferences and needs, students can work towards their Maths and English goals and vocational qualifications. New Leaf offers a range of Qualifications in Vocational Land based, Equine and Animal care subjects and Maths and English through Open Awards and City and guilds. Each week staff can work from a theme set out in a Maths and Maths the scheme of work for different key stages, which they can embedded into activities. There is also a weekly topic that covers many themes such as Black History, E safety, British Values etc. which has a range of activities available for students to engage in.](#)

Pastoral support

Students are assigned a key worker when they arrive and have an induction to the centre. They receive our student handbook and an accessible safeguarding policy. Students are consulted on a range of topics, such as how they wish to receive information and share their views, equality and diversity at NLT, antibullying, mental health awareness, [health and safety](#), our safeguarding procedures and their own learning programme. Students work with their key worker at least weekly and meet with them for a tutorial every half term. As part of this tutorial the students are

able to self-assess their progress against current targets and help to set new targets. They also have the opportunity to discuss their likes and dislikes on a range of issues. A teacher will read each personal tutorial to determine where additional pastoral support may be necessary, such as activity changes or support with wellbeing. Focus groups are held regularly to discuss student progress and areas of concern with the supporting staff team. Some students may require positive behaviour support plans and additional risk assessments.

Assessment procedures

Staff are adequately trained and observed before becoming assessors [for qualifications](#). Only staff with the relevant qualifications or experience at a high enough level are used to assess student's learning formally. At New Leaf Triangle, we expect staff to have the level above which they are teaching or substantial industry experience.

Internal verifier quality assurance observations are carried out termly by a trained and experienced internal verifier. This is in addition to the teaching observations discussed above. [Standardisation observations/meetings/portfolio sampling are also carried out regularly as part of the quality assurance process](#). These processes allow us to ensure that assessment is fair and standardised. All [formal session](#) observations are moderated by at least two members of the [observation](#) team. Portfolio sampling of each portfolio occurs once per term by an IV.

Learner satisfaction surveys

All learners complete a satisfaction survey annually. This is presented in a format suitable for the individual and learners who need assistance are supported by an independent person where possible. The results of the survey are collated and fed back to learners in an accessible format. They are used to drive improvements.

Person centred annual reviews

New Leaf staff attend reviews conducted by Schools and colleges where long term goals are adjusted where necessary and clear actions are agreed with the students, parents other providers and stakeholders.

Stakeholder feedback

Feedback from customers and other stakeholders is gathered through customer surveys. In addition, parents receive a parent pack at the start of the placement that contains the safeguarding policy, professional conduct policy, complaints policy, accessible safeguarding policy for children and young people, consent forms for using photos and videos, consent form to ride horses [and take part in other activities](#), term dates and feedback forms.

Attendance

Attendance is recorded for all sessions and sent to the local authority or school/college as agreed with each. ([see separate attendance policy](#))

Delivering Open Awards qualifications

Registration of learners

Students are registered on courses within 60 days for short courses (less than 15 weeks) and within 90 days for long course (more than 15 weeks).

Learners sign a consent form to allow their details to be accessed on the Learner Record Service before they are registered and to consent to being registered on the qualification.

Recognition of Prior Learning

Requests for the Recognition of Prior Learning (RPL) should be made as soon as their course starts and no later than six weeks after the start date. Students to be made aware of this before they are registered on the course.

Assessment and storage of assessment materials

All assessments must be taken in appropriate and controlled environments.

All Functional Skills assessments must be subject to 1:1 invigilation, except Speaking Listening and Communicating assessments which require groups of 3 or 4 learners.

Assessment material will be stored offsite at the New Leaf Triangle office. When onsite it will be locked within the cupboard of the first log cabin at site 1 until the assessment begins. All assessment documentation and recordings will be provided to Open Awards promptly.

Invigilation

Invigilators will not carry out any other tasks during the assessment.

All invigilators are trained on remote invigilation before invigilating the first time.

All invigilators complete refresher training on remote invigilation every 18 months. All invigilators have direct access to the required technology and resources.

Invigilators undertake identity and assessment room checks before the assessment starts.

Remote Assessment

Each learner to be provided with Instructions for Learners as soon as their assessment has been scheduled.

Learners to have direct access to the required technology and resources, including stable and suitable internet connection.

Reasonable adjustments

Reasonable adjustments are requested in line with Open Awards Reasonable Adjustments and Special Considerations Policy and Procedures.

Learner Enquiries Appeals and Complaints

Learners receive information about the Appeals Procedure as part of their induction and are reminded of this at each assessment.

Learners may wish to appeal the result of their assessment. This can be done through contacting Lorraine Squires Shaw in the learner's preferred communication method. The appeal will be investigated, which will include meeting with the learner and parents/carers where appropriate, within 7 days of it being raised. A final result of the appeal will be communicated within 7 days of this meeting.

If the appeal is upheld, New Leaf Triangle will contact Open Awards promptly to arrange the next steps. If the appeal is not upheld then learners can be supported to take this further to the external verifiers at Open Awards.

Malpractice and Maladministration including plagiarism

Allegations of learner, invigilator or centre malpractice and/or maladministration to be investigated internally in a timely manner and escalated to Open Awards as necessary.

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism will not be tolerated and Assessors and Internal Quality Assurers must raise concerns about plagiarism to the Internal Verifier in writing. The Internal Verifier will then investigate and any work which is found not be the learner's own work, will be discounted.

Learners should report concerns to an executive director at New Leaf Triangle: Lorraine Squires Shaw or Troy Shaw.

Distribution of Certificates to Learners

Learners will receive certificates for completed courses, either paper based or electronically. These will be given to students onsite within 5 days of NLT receiving them. If the student is unable to collect the certificate onsite these will be posted out to their address.

Withdrawal from a qualification

If a learner withdraws from a course, we will accredit single units that have been achieved. Alternatively we can look to transfer these credits to a different course where possible. We will support learners to understand the reasons for withdrawal to enable them to continue where possible. We will also support them to find a suitable preferred alternative through advice and guidance.