



it pays to learn

# Quality Guidelines

## Quality Standards

Registered ILA Scotland learning providers must, as a minimum requirement, meet one or more of the quality standards stipulated by the Scottish University for Industry (SUI). These standards provide a clear and explicit basis for understanding the quality management systems and processes which will need to be applied in your provision of ILA Scotland-funded learning opportunities.

## Compliance with ILA Scotland Rules and Guidance

As a registered ILA Scotland learning provider, having signed the Learning Provider Registration Agreement and the Learning Provider Payment Agreement, you have explicitly agreed to comply with the scheme's Operational Rules. The scheme rules and additional guidelines (including ILA Scotland Supplementary Guidance, Marketing Guidelines and Quality Guidelines) provide the basis both for monitoring your compliance and for measuring how effective you have been in providing learning of an appropriate quality.

Compliance will be monitored in a number of ways, including but not limited to:

- contact with certificating bodies to verify quality standards
- regular and ad hoc audits, including site visits to your premises
- learner follow-up surveys
- review of your key operational information such as learner numbers, and relevant retention, course completion and progression rates
- monitoring of data quality submitted to the ILA Scotland Database
- investigation and review of formal complaints submitted as part of the ILA Scotland complaints process
- review of complaints and learner feedback relating to your provision of ILA Scotland-funded learning.

If you have any queries as to whether a particular course of action could breach the scheme rules or guidance, you must contact the ILA Scotland learning providers' helpline and seek clarification before taking any action. You may request written confirmation and clarification, if required.

All apparent breaches of the scheme rules will be investigated in line with documented scheme procedures. Potentially serious breaches are likely to result in immediate suspension from the scheme pending completion of the investigation. Other than in exceptional circumstances, failure to provide information requested will be deemed to be a serious breach of the scheme rules.

## Quality of Learning: Meeting learner needs and expectations

The central focus for ILA Scotland is the **individual learner**. As part of the overall quality assurance arrangements for the scheme, there will be a number of mechanisms in place to ensure active monitoring of learner satisfaction with the quality of ILA Scotland-funded learning provided and with the wider learner experience. As well as helping to ensure that there is appropriate quality of learning provision within the scheme, it is intended that the information gained will support your own quality enhancement procedures.

The quality assurance and quality enhancement framework for ILA Scotland will build on SUFI's existing 'Pledge to Learners'. This sets out a core set of learner-centred principles, whereby you should:

- offer the time, place, pace and style of learning that most closely suits each individual learner's needs
- give clear information that helps learners make the best personal choices about their learning programmes and maintain control of their learning
- provide learning materials that are relevant to each learner's own personal and work interests and actively involve them in practical examples, exercises and experiences
- enable each learner to monitor their progress and record their achievements as they progress, not just at the end of a complete programme
- provide each learner with access to the specialist support they need when they need it
- work with each learner to develop the skills that help them to learn and stay learning
- give each learner the chance to relate their learning to their own longer term ambitions
- help each learner feel part of a wider learning community and put them in touch with other people studying the same things
- link each learner's learning to key areas of their lives such as work, family, citizenship and their own personal development
- encourage each learner to value learning and see it add value to their life.

The way in which you evidence your commitment to provide such learner-centred learning will vary. Some examples of the sort of information, evidence and feedback which may be sought are shown below. This list is not exhaustive but is intended to help you identify the type of questions and issues that are likely to be covered in the quality assurance of ILA Scotland-funded learning.

It is a requirement of participation in the ILA Scotland scheme that you should:

- provide equivalency of access and service provision for learners with special needs
- give clear and unambiguous information to learners on the course that will best meet their needs
- provide suitable feedback during provision of learning to enable learners to monitor their own progress e.g. adequate feedback during classroom-based courses, results in examinations and so on
- ensure that competent tutor support is available at advertised times
- provide training that enhances learners' skills.

It is a further requirement that you should **not**:

- suggest particular modes of learning, such as for example distance learning, when alternative modes may be better suited to learners' needs
- direct learners to ILA Scotland-funded courses when alternative sources of funding are more appropriate
- provide stand-alone ILA Scotland-funded learning materials, such as books or CDs, without providing an appropriate degree of tutor support to, or contact with, learners.

If you require further information or guidance on quality assurance matters please contact the ILA Scotland Learning Account Administrator on **0141 285 6104**.