

QUALITY ASSURANCE POLICY

Issue	Date	Sections Affected	Description of Change / Change Request Reference / Remarks	Amended by
8	12/09/2024	All	Full Policy review	CC

Purpose of the Policy

The purpose of this Quality Assurance Policy is to outline how Training Works will monitor, evaluate, and continuously improve the quality of its training and education services. This policy establishes clear guidelines for internal and external quality assurance processes, regular observations of teaching and learning, and a grading system for trainers in line with Ofsted standards. The policy ensures compliance with relevant regulatory requirements and reflects our commitment to delivering high-quality learning experiences for all learners.

Scope of the Policy

This policy applies to all training programs, staff, apprentices, trainers, Internal Quality Assurers (IQA), External Quality Assurers (EQA), and stakeholders involved in the delivery and quality assurance of apprenticeship programs and other training services provided by Training Works.

Review Arrangements

Training Works will review this policy annually in line with Self-Assessment arrangements. This policy will also be revised as and when necessary, in response to staff, customer and learner feedback, or good practice issued by an awarding body or other regulatory body.

Location of the Policy

This policy is available for all staff members, third parties and learners to access & is in the Policies & Procedures file held in the Management office, Shared Drive, and on the Company website.

Communication of the Policy

Every staff member involved in the management, delivery, assessment and quality assurance of qualifications offered by Training Works, shall be made aware of this policy during their induction period of employment. Learners undertaking Training Works qualifications shall be informed of this policy during their induction process.

Policy Statement

To ensure and sustain the quality of provision on offer through Training Works, together with contract performance, a Quality Framework has been introduced and implemented. A dedicated Quality Manager is responsible for overseeing and managing our Quality Framework.

Roles and Responsibilities

Quality Manager: Oversees all quality assurance activities, leads self-assessments, coordinates IQA activities, facilitates EQA visits, conducts deep dives, and monitors progress against improvement plans.

Internal Quality Assurer (IQA): Conducts sampling of assessments, leads standardisation meetings, provides feedback and support to trainers, conducts observations, participates in deep dives, and ensures compliance with awarding body standards.

Trainers: Deliver high-quality training and assessment, participate in IQA, deep dives, and EQA processes, and engage in continuous professional development.

Operations Manager: Supports the Quality Manager in planning and implementing quality assurance activities, oversees operational compliance, manages resources, and participates in deep dives.

Operations Director: Monitors overall quality performance, liaises with external stakeholders, supports the implementation of strategic quality initiatives, and participates in deep dives.

External Quality Assurers (EQAs): From awarding bodies such as TQUK, Pearson, and Highfield, conduct external verification of the organisation's training and assessment practices.

Quality Framework

The Quality Framework has five key components within its continuous cycle of improvement, each component feeding and informing the other:

Team Meetings

Team meetings are held with all staff every month. Chaired by a member of the Senior Management Team, meetings include as standard:

- Training and development activities
- Company performance.
- KPI update
- feedback on audits
- compliance
- latest news
- updates from ESFA / OFSTED / Awarding Bodies / EPA organisations
- Health & Safety, Safeguarding, Equality, Diversity & Inclusion, Prevent Duty.

One to One Meetings

- All delivery personnel formally meet with their Sector Lead & the business manager at least once a quarter. Progress of caseload learners against

KPI's is the main feature. Progress of individual apprentices is tracked and recorded using a RAG rating system, with information obtained from the electronic portfolio system currently in place – Quads Direct. All meetings are documented, with identified actions forming the starting point of each subsequent meeting.

- Personal / professional issues can be raised in confidence, alongside CPD activity.
- The one-to-one review meeting between the Sector Lead & Trainer is a major intervention for identifying and implementing actions to alleviate underperformance. Action points will be recorded, alongside personal improvement plans where relevant.
- Feedback from employers / apprentices relating to the Trainers caseload is fed into the one-to-one meeting. This may include positive feedback &/or lessons to be addressed & rectified.
- Feedback from IQA, Quality Manager & Administration manager will be discussed, and the meeting and actions identified as required.

Quality Reviews

- The Quality Manager will complete Quality reviews with the trainers on a quarterly basis, outcomes from observation of teaching and learning are discussed & actioned at this meeting.
- During the Quality review the Quality manager will complete a sampling of trainer's work on their caseload, and it will be discussed either prior to, or at the meeting.
- Actions for further development or continuous improvement will be set through these sessions and monitored by the sector lead.
- On occasion the Sector Lead may take these meetings.

Standardisation Meetings

- Chaired by the Sector Lead, Standardisation meetings are held monthly & allow staff from across the company to share good practice; discuss & resolve issues, hear the latest from awarding / sector bodies; receive feedback from IQA / EQA / EPA; review & discuss policies and procedures. All meetings are fully documented, with actions forming the starting point of subsequent meetings.
- 'Hot Topics' will be discussed at the meetings to ensure all trainers are aware of current events and priorities within the sectors in which they operate.
- Feedback from employer & apprentice evaluation exercises is used to identify good practice and interventions where improvements can be made.
- Any changes / updates to assessment practices will be discussed at the meeting.

Senior Management Team (SMT) meetings

The operations director, manager, quality manager, admin manager, national accounts manager and sector report on their sector/area within the company, providing an update on progress, with specific focus on:

- Business priorities
- Staffing levels
- Outcomes of audits and quality checks
- IQA & EQA Reports
- Scrutiny of learner work
- QARs
- Quality trainer outcomes
- Feedback from learners & employers
- Progress & achievement of learners against KPI's (as required)
- Learner & employer recruitment
- Areas of underperformance.

Where issues are identified, actions, timescales & responsibilities are recorded within the minutes. These are reviewed at each subsequent meeting. Specific focus is placed upon business priorities and under-performance. SMT decisions are presented to the Board of Governors (monthly) if appropriate and actions are recorded and planned to enable review and analysis of impact.

Quality of Education

Observation of Teaching & Learning

All new Trainers are observed within their probation period. All observations are planned according to risk. New qualifications, new staff, change of assessment methods and outcomes of EQA reports will influence the regularity of the observations.

All staff will be observed in their work annually at a minimum dependant on risk.

Observations are graded and may be completed by the sector lead, operations manager or quality manager.

- Inadequate - a meeting with the Quality Manager will be held and capability procedure may be applied. If able to continue in the role, a performance improvement plan will be implemented and monitored by sector lead on a weekly basis. Next observation will be within 1 month.
- Requires improvement – a meeting with the sector lead will be required to address issues raised and a development plan will be implemented and

monitored the sector lead. Next observation will be completed within 3 months.

- Good – areas for further development will be identified by IQA/Curriculum Lead. Next observation will be completed annually.
- Outstanding – staff member will share good practice at the standardisation meetings and be encouraged to support other members of the team, observations continue annually.

It is an expectation and requirement that all training staff hold a minimum of a “GOOD” observation.

Continuous Professional Development (CPD)

As part of the one-to-one meetings, Quality reviews etc, staff are encouraged to continually develop their skills, knowledge & experience. Training Works fully supports the cost & investment of approved CPD activity. SMT may request staff to attend specific training and development activities to benefit individuals, teams, and the business as a whole.

Mandatory CPD updating for all staff takes place on an annual basis covering the subjects:

- Health & Safety
- Equality, Diversity & Inclusion
- Prevent
- Safeguarding
- GDPR.

Also, Training Works has a monthly calendar of CPD activities that must be completed by staff to ensure they have knowledge and awareness of current affairs and Hot Topics.

As part of CPD plans, delivery personnel are required to spend 1 day per annum in a professionally related setting, to observe developments & updates in practice and procedure that will be relevant to discussion and understanding with learners going forward otherwise known as “Back to the floor days”.

In addition, staff must update their teaching and training knowledge, to ensure they are capable of using current and appropriate methods, materials and resources effectively.

All staff must attend any CPD identified by their Line Manager or SMT.

Surveys & Feedback – Apprentice & Employers

Training Works uses various methods to gather feedback from learners and employers, the results of which are used to inform our annual Self-Assessment Report (SAR), and Quality Improvement Plan (QIP).

The views of apprentices and employers are taken quarterly via an online survey.

In addition, employer views are further supplemented through apprentice progress reviews and additional events organised through the national accounts manager, at which, employers are encouraged to give verbal feedback on specific subjects.

Additionally, the Quality Manager completes sampling activities as part of the deep dive process which does include apprentice and employer feedback.

Deep dive investigations.

Deep dives are comprehensive quality assurance activities designed to closely examine specific areas of the training and apprenticeship provision. These activities are aimed at identifying risks, ensuring compliance, and promoting continuous improvement.

Schedule of Deep Dives: Deep dives will take place as needed but at least bi-monthly. They will be prioritised based on identified risk areas, such as new staff, large cohorts, new curriculums, and newly introduced apprenticeship standards.

Areas of Focus: Each deep dive will involve a detailed examination of the following areas:

Observation of Trainers: Regular and focused observations of trainers to assess the quality of teaching, learning, and assessment practices.

Desktop Scrutiny: A detailed review of documentation, including apprentice portfolios, assessment records, feedback forms, and training plans.

Process of Deep Dives: Each aspect of the apprentice journey will be delved into and scrutinised, from recruitment and induction to on-program learning and end-point assessment (EPA). Areas for development and continuous improvement will be highlighted.

Outcome of Deep Dives: Findings from deep dives will be documented, and plans will be created to address any areas of concern. The outcomes will be reviewed by the Quality Manager and Operations Director and included in the quality Improvement Plan (QIP).

Internal Quality Assurance (IQA) Procedures

Planning of IQA Activities: The Quality Manager, in consultation with the IQA and Operations Manager, will develop an annual IQA plan that includes sampling of assessments, standardisation meetings, trainer observations, and deep dives.

Sampling of Assessments: The IQA will conduct regular sampling of assessments across different trainers, apprentices, and units to ensure consistency, fairness, and validity in assessment decisions.

Standardisation Meetings: Standardisation meetings will be held at least quarterly to ensure that all trainers and trainer maintain a shared understanding of the assessment criteria and standards.

Trainer Support and Development: The IQA will provide feedback to trainers and trainer, identify training needs, and support continuous professional development through coaching, mentoring, and targeted training sessions.

Documentation and Record Keeping: All IQA activities, including sampling, feedback, and meetings, will be documented and securely stored. Records will be reviewed regularly to identify trends and areas for improvement.

External Quality Assurance (EQA) Procedures

EQA Visits and Coordination: Training Works will facilitate regular EQA visits from awarding bodies such as TQUK, Pearson, and Highfield. The Quality Manager will coordinate with the EQAs to ensure that all requirements are met, and that the organisation is prepared for external reviews.

EQA Compliance: The Quality Manager & Sector Leads will ensure all documentation, assessment records, and apprentice portfolios are maintained in accordance with the standards of the relevant awarding body.

Feedback from EQAs: Feedback from EQAs will be reviewed by the Quality Manager and the Operations Manager. Any required actions will be incorporated into the Quality Improvement Plan (QIP).