



EVERYTHING APPRENTICESHIPS

Expect More, Get More

APPRENTICESHIP QUALITY POLICY

| Document Owner | The Directors | | |
|-----------------------|---|------------|--------------|
| Implementation | This policy will be made available to all stakeholders. | | |
| Communication | This policy will be communicated to all staff at induction. Copies of this policy are available electronically via the Policies and Procedures folder on the Everything Apprenticeships SharePoint Site. Stakeholders may request a PDF version of this policy which will be sent by email. | | |
| VERSION | DETAILS INC. POLICY CHANGES | DATE | APPROVED BY |
| 1.0 | First production | 18/03/2024 | Kerry Linley |
| 1.1 | Final version approved | 15/04/2024 | Kerry Linley |

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15th April 2024



1. POLICY STATEMENT

This document is the Apprenticeship Quality Policy (the Policy), which outlines our dedication to assessing and enhancing the quality of training and outcomes for apprenticeship programs. It sets out the vision, mission, and guiding principles, and details the standards and procedures that Everything Apprenticeships (EA) will uphold to ensure the effectiveness and excellence of its apprenticeship training initiatives.

By prioritising the evaluation of training quality and apprenticeship outcomes, we aim to continually improve the learning experiences and achievements of learners.

2. KEY TERMS

The following key terms define and clarify the terminology used throughout this Policy and serve to ensure that all readers have a clear understanding of the definitions.

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| Coach tutor assessor | An individual or group employed by EA to plan, support and monitor apprentices ensuring clear objectives and alignment to the KSBs. |
| CPD | Continuous / Continuing Professional Development. |
| Directors | The Directors of Rubitek Solutions Limited. |
| Employers | Those organisations who employ learners and contract with EA to deliver training. |
| Everything Apprenticeships | Everything Apprenticeships (EA) or the Company is a trading name of Rubitek Solutions Limited. |
| Facilitator(s) | An individual or group employed by EA to guide and assist learner(s), either individually or in groups, during facilitated training sessions. |
| Learner(s) | An individual or group including apprentices who attend facilitated learning sessions delivered by facilitators / coach tutor assessors. |
| Quality Improvement Plan | Quality Improvement Plan (QIP) details specific actions and strategies aimed at enhancing the quality of apprenticeship training and outcomes. |
| Self Assessment Report | Reflective evaluation of performance, practices, and outcomes. Conducted annually. Includes SWOT analysis, areas for improvement. Informs QIP. |
| Senior Management | Individuals responsible for shaping the organisational culture, driving innovation, and ensuring effective leadership at all levels. |
| Staff | Employees and any external consultants employed in any capacity by EA. |
| Stakeholders | Individuals and groups of individuals who are detailed in this Policy. |
| Vision, Mission, and Guiding Principles | A conscious set of declarations which outline our core objectives, values, and principles. They set us apart from other apprenticeship training providers and provide a clear sense of purpose and direction. |



3. OBJECTIVES

EA is committed to ensuring the highest standards of excellence in apprenticeship training delivery. These objectives serve as guiding principles, driving our efforts to continuously evaluate and enhance the quality of training and outcomes for the apprenticeships we deliver and the individuals we support. Through the implementation of this policy, we aim to:

- **Enhance the effectiveness** of training, ensuring that all learners develop the necessary skills and competencies required for their professional fields.
- **Maintain and improve** the quality of training delivered, ensuring it adheres to industry best practices and regulatory requirements.
- **Establish a feedback driven culture** that continuously assesses and improves training methods and outcomes based on apprentice needs, employer requirements and industry developments.
- **Promote transparency and accountability** in the evaluation process to maintain trust and confidence among stakeholders.

This Policy aims to establish a robust framework for ongoing assessment and improvement, ensuring that apprenticeship training consistently meets the highest standards of quality and effectiveness, thereby maximising the success and satisfaction of all stakeholders.

4. SCOPE

This Policy applies to all aspects of our apprenticeship training operations, encompassing the evaluation and enhancement of training quality, effectiveness, and outcomes. All Staff are responsible for ensuring quality across everything we do including activities related to curriculum development, delivery methods, assessment procedures, and learner support services.

The scope extends to all locations where apprenticeship training is conducted, including our premises and external training sites. Additionally, the Policy covers the establishment of mechanisms for continuous improvement, feedback collection, and monitoring of key performance indicators to ensure the ongoing enhancement of apprenticeship training quality and outcomes.

5. RESPONSIBILITIES

The Company acknowledges the importance of maintaining high standards of training quality and how this impacts its ability to deliver effective and impactful learning that results in positive outcomes for apprentices. Evaluating the quality of training and outcomes serves as a critical tool in achieving and sustaining these standards by enabling continuous improvement and optimisation of apprenticeship programs.

The Directors are responsible for overseeing the evaluation of training quality and outcomes for apprenticeships and ensuring that relevant organisational arrangements and resources are available to support the implementation and effectiveness of this Policy.



This includes periodic reviews and updates to align with changes in legislation, regulations, industry standards, and organisational needs. The Directors are accountable for fostering a culture of transparency, accountability, and continuous improvement throughout the evaluation process.

Other Stakeholders' Responsibilities:

- **Senior Management** is responsible for overseeing the execution of the Policy, adhering to industry best practices and regulatory requirements, and for developing, monitoring, and evaluating quality assurance strategies.
- **Facilitators / coach tutor assessors and staff** play a crucial role in delivering high-quality, compliant training sessions. They are expected to actively engage in CPD to enhance the effectiveness of their training delivery.
- **Quality assurance team** is tasked with regularly reviewing and assessing training programs and outcomes. They compile reports based on their evaluations and make recommendations for improvements to enhance the overall quality of apprenticeship training.
- **Learners and employers** are encouraged to actively participate in feedback mechanisms to provide honest and constructive feedback on their training experiences. Their input is valuable in identifying areas for improvement and ensuring that training programs meet their needs effectively.

6. DEFINITIONS

Quality of training refers to the standards of teaching and learning processes that ensure apprentices acquire the knowledge, skills, behaviours, and other competencies expected from their training.

Outcomes for apprenticeships are the measurable results achieved by apprentices at the end of their training period. They include the acquisition of competencies, timeliness of completion, readiness for end-point-assessment, certification, and progression.

Continuous improvement in the context of training is the systematic, ongoing effort to improve and enhance our training methods, materials, assessments, and outcomes for learners.

7. VISION, MISSION & GUIDING PRINCIPLES

7.1 VISION

To be the leading provider of choice that gets your business the skilled people it needs.

We're in business to deliver amazing learning experiences that realise the potential and capability in everyone.



7.2 MISSION

Re-imagining apprenticeships to transform how people engage with process, leadership, and performance. Offering access to learner-centred, development-driven, and coach-supported programs, we enable individuals to turn learning into innovative action.

7.3 GUIDING PRINCIPLES

- Do your best work and make a difference: Applying our expertise in our design and delivery to provide a world class learning experience.
- Cultivate innovation and adaptability: Challenge processes and drive change that adds value to our learners, and their employers.
- Foster potential and support wellbeing: Where people can be themselves and are encouraged to prioritise their welfare – better you, better performance.
- Drive performance and achieve together: Champion collaboration that drives collective success.
- Inclusive and supportive: Creating environments that support the needs, experiences, and ambitions of people, enabling them to achieve brilliant things every day.

8. PROCEDURES

Throughout all training delivery EA will measure the quality of training and outcomes to ensure the impact on learners and employers it engages with is positive, that they align with the vision, mission, and guiding principles, and that any improvements identified are actioned at pace.

8.1 EVALUATING TRAINING

The process for evaluating training (set out at Appendix I) describes how and when we will measure quality and monitor the effectiveness of our training over the course of an apprenticeship program.

8.2 RESPONDING TO FEEDBACK

The learner and employer voice are vital and inform how we shape, deliver, evaluate, and assess apprenticeship training. EA collects feedback across all stakeholder groups, using a variety of different methods:

- EA has established a range of mechanisms for collecting feedback from apprentices, employers, staff, and facilitators / coach tutor assessors.
- Through regular feedback analysis, EA identifies trends, strengths, and areas for improvement. Feedback insights inform decision-making and the implementation of targeted improvements, as well as EA Quality Improvement Plan (QIP) and Self Assessment Report (SAR).



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- Feedback mechanisms are integrated into training delivery and curriculum development processes. EA prioritises feedback-driven initiatives to address identified concerns and enhance quality.

Where relevant, feedback received will be responded to in line with the Compliments, Comments & Complaints Policy.

8.3 COMMUNICATING CHANGES

Where EA makes changes or improvements to its apprenticeship provision, it will communicate this to relevant stakeholders through its established communication channels which include the Everything Apprenticeships newsletter and website, as well as the Everything Apprenticeships learning management platform, which is accessible by all staff, facilitators / coach tutor assessors, learners, and employers.

Staff are informed of changes through regular staff meetings, email communications and training sessions. EA recognises that change can sometimes be daunting for people and provides the necessary resources and support to facilitate smooth transitions. EA fosters open dialogue with apprentices, employers, staff, and facilitators / coach tutor assessors to ensure their understanding of and buy-in to proposed changes. Feedback and collaboration are encouraged to refine change implementation strategies.

8.4 OBSERVATIONS

Observations of learning, teaching and assessment is an essential component of ensuring the service provided by EA meets the needs of learners and their employers. EA has established an observation framework which sets out the criteria for effective delivery and performance expectations, and works with specialist, independent advisory bodies to observe training sessions, coaching interventions, and learner interactions. Feedback and support on observation findings is discussed at regular team meetings and with individual staff and facilitators / coach tutor assessors where appropriate. EA offers targeted coaching, training, and development opportunities to enhance teaching effectiveness in line with its Professional Development Policy.

8.5 CONTINUOUS IMPROVEMENT

All teaching staff undertake regular CPD to improve their knowledge and competence in delivering quality teaching and learning outcomes aligned to the requirements of the apprenticeship standards delivered by EA. Furthermore, EA collaborates with other providers, awarding bodies, EPAOs, on developing innovative teaching and learning methods or improving training materials.

EA constantly reviews publications through the Education Skills Funding Agency, Education & Training Foundation, the Institute for Apprenticeships and Technical Education and the CIPD to take advantage of improvement webinars; best practice guidance; news and support as well as specialist activity linked to maths and English attainment, giving positive feedback as examples.



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EA holds regular learner and employer focus groups. These are hosted by senior management and provide those attending with a voice and platform through which they can share their experiences of engaging in training with EA. They also provide EA with an opportunity to highlight any new or improved ways of work and explain how we are constantly working towards improvements that add value and improve the training and outcomes for apprenticeships.

8.6 IDENTIFYING AND ADDRESSING UNDER-PERFORMANCE

Under performance issues are addressed immediately. These are identified through a robust process of review which includes:

- Learner / employer Compliments, Comments & Complaints
- Performance against KPI targets
- Increases in the number of learners who are withdrawn (including breaks in learning)
- Dashboard information (aligned to the Accountability Framework) in EA learning management platform

Addressing under-performance is a cross curriculum area activity. Team and Individual corrective action plans are put in place with SMART+C objectives to implement improvements in training performance. Additional training and support are given through internal curriculum leads or IQAs.

8.7 QUALITY IMPROVEMENT

EA has established a Quality Assurance Framework (set out at Appendix II) to ensure compliance with apprenticeship standards and regulatory requirements. This defines key performance indicators and quality benchmarks for training delivery.

Training delivery, learner progress, and feedback trends are monitored and discussed at team meetings and quality meetings to assess training quality and effectiveness. Regular reviews and audits identify areas for improvement.

Implemented targeted quality enhancement initiatives address identified areas for improvement. EA invests in resources, technology, and staff development to enhance training quality and learner outcomes.

9. PROMOTING THIS POLICY AND GAINING COMMITMENT

We are committed to ensuring that all staff and wider stakeholders fully understand, comply with, and actively engage with our policies. Our board and senior management are dedicated to fostering a culture of policy adherence and continuous improvement across our organisation.

Our induction process ensures that new staff members are introduced to our policies from the outset, providing them with the necessary information and guidance to adhere to our standards. Additionally, our annual appraisal process includes a thorough review of staff implementation of our policies, recognising and celebrating successes while identifying areas for improvement.

EA considers staff and wider stakeholder insights and perspectives when refining and reviewing its policies. This ensures our policies remain relevant, effective, and responsive to the evolving needs of our organisation and stakeholders.



In addition, we proactively seek out examples of best practices from exemplar training providers, incorporating learnings and insights to further enhance our policies. By continuously benchmarking against industry standards and embracing innovative approaches, we strive to maintain the highest standards of policy governance and effectiveness.

10. APPLICABLE LAWS, REGULATIONS AND OTHER POLICIES

This Policy has been written in line with the following legislation and regulations:

- Apprenticeships, Skills, Children and Learning Act 2009
- Technical and Further Education Act 2017
- Institute for Apprenticeships and Technical Education (IfATE) Guidelines
- Quality Assurance Guidelines
- Education and Skills Funding Agency (ESFA) Regulations
- Enterprise Act 2016

and should be read in conjunction with other EA Policy documents.

11. APPROVAL AND REVIEW

The Directors are responsible for ensuring the Company meets its obligations in line with this policy.

This policy shall be reviewed by the Directors and updated where necessary before being approved at least annually to ensure that it (and any subsidiary policies and procedures) remains appropriate considering any relevant changes to the law, organisational policies, or contractual obligations.

This policy is approved by Kerry Linley (Director) on 16th April 2024.



APPENDIX I – EVALUATING TRAINING

| Stage | Quality Measure |
|-------------------------------|---|
| Initial Discussion(s) | Our initial discussions with employers are documented. This provides a baseline which outlines the employer and learner requirements. EA makes this available to all stakeholders throughout the following stages. |
| Program Design | EA develops tailored programs to meet the needs of the employer and their learners as identified during the initial discussion stages. This is agreed with the employer and their learners, to ensure they have a clear plan for (and are committed to) the learning journey proposed. |
| Program Launch Day | On the day of launch, EA obtains feedback from stakeholders through formal feedback mechanisms. Areas for concern are identified and actioned swiftly. Facilitators / coach tutor assessors complete profiles for all learners (and share these via our learning management platform) to ensure key information is documented, reviewed, and communicated to the employer and shared with relevant staff. |
| Ongoing Program Review | Monthly |
| | Obtain feedback from stakeholders through formal feedback mechanisms. Review feedback with staff, facilitators / coach tutor assessors, senior management, and employers where applicable. Complete and record monthly learner contact logs. Provide employers and staff / facilitators / coach tutor assessors with access to monthly reports (learner progress towards aims and off-the-job hours, feedback, and attendance). |
| | Every 10-12 weeks |
| | Conduct tri-partite reviews for learners with their employer supervisors and those assigned as training provider supervisors. Review the distance travelled against knowledge, skills, and behaviours. Identify any barriers to progress for the learner. Discuss any concerns / issues and agree, identify, and follow up on any actions set. |
| | Every 6 months |
| | Sample learner work and review feedback given. Conduct observations of teaching, learning and assessment. |
| | Periodically or as required |
| | Establish action plans for learners and staff / facilitators / coach tutor assessors where necessary. Evaluate QAR data and review key performance indicator data against targets. |



| | KPI | Target |
|------------------------------|--|---|
| | Qualification Achievement Rate | Completion – 85% Timely Completion – 80% |
| | Outstanding teaching, learning and assessment | Teaching staff are rated as good or outstanding |
| | Learner satisfaction score | 8 out of 10, or 80% |
| | Learner attendance | 90% |
| | Employer satisfaction score | 8 out of 10, or 80% |
| | Learner destination | 80% of learners are in employment 3 months after completion, or they advance to higher learning |
| End of Program Review | Completion | |
| | Staff / facilitators / coach tutor assessors conduct end of program reviews with learners and employer. Report findings, including any feedback received in line with the Compliments, Comments & Complaints Policy, to senior management. | |
| | Every 3 months | |
| | Senior management review end of program feedback and discuss improvements / refinements to future training. Respond to feedback received in line with the Compliments, Comments & Complaints Policy. Update SAR and QIP as required. Review course content and identify areas of change / development. | |



APPENDIX II – QUALITY ASSURANCE FRAMEWORK

| Frequency | Activity | Details |
|--------------|---------------------------------|---|
| Weekly | Learner progress monitoring | LMS tools to track learner progress, attendance, and engagement, providing real-time insights into apprentice performance. |
| | | Performance dashboards highlight areas of concern and prompt timely interventions to support learning journey excellence. |
| | Training delivery | Monitor training activity and session delivery, ensuring adherence to established standards. |
| | | Review facilitator performance reports. Identify strengths and areas for improvement (for learners and staff) informing targeted interventions. |
| Monthly | Assessment and feedback | Monitor timely completion of assessments including scheduling, delivery, and grading, ensuring consistency and reliability. |
| | | Review feedback from apprentices, employers, staff, and facilitators / coach tutor assessors, guiding quality enhancements. |
| Quarterly | Policy and Standards Compliance | Review regulatory changes and policy revisions. |
| | | Review MIS data in line with accountability framework and internal policies. |
| | Staff training and development | Conduct staff reviews to identify CPD needs. |
| | | Share CPD and other apprenticeship related resources with staff and facilitators / coach tutor assessors. |
| | | Monitor timely completion of staff training including schedule, delivery, attendance, and feedback. |
| | Continuous improvement | Review LMS data and insights to identify trends and areas for improvement. Update QIP. |
| Twice Yearly | Stakeholder engagement | Issue and collate Learner Voice and Employer Voice surveys to capture feedback and suggestions. Identify quality improvement initiatives. |



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| Annually | Curriculum development and review | LMS tools for curriculum development and version control. Review learning analytics for the effectiveness of curriculum materials. Identify areas for improvement. |
| | Quality review and evaluation | Review Accountability Framework results including QAR and LMS dashboards to inform Self Assessment Report (SAR) and update / review QIP. Share SAR and QIP with staff and appropriate stakeholders. |
| As required | Programs | Review data gathered through the Evaluating Training process. |



APPENDIX III – WORKSHOP DELIVERY STANDARDS & EXPECTATIONS

At EA, our facilitators focus on making sure apprentices have the best experience possible. They're responsible for achieving the highest standards in work and conduct. They act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as facilitators up to date and are self-critical; forge positive professional relationships; and work with employers in the best interests of apprentices.

An EA facilitator must:

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| 1. Set high expectations that inspire apprentices |
| <ul style="list-style-type: none"> • Establish a safe and stimulating environment for apprentices, based on mutual respect, enjoyment, and action - promoting the critical reflection that drives change. • Stretch and challenge apprentices of all backgrounds, abilities, and aspirations. • Consistently demonstrate and uphold the positive attitudes, values and behaviours expected of themselves and the apprentices. |
| 2. Promote real progress and outcomes for apprentices |
| <ul style="list-style-type: none"> • Be accountable for apprentice attainment, progress, and completion. • Be aware of the individual capabilities of every apprentice, their prior knowledge, and plan delivery that builds on these. • Guide apprentices to reflect on the progress they have made, and their emerging needs, clearly defining the 'what next'. • Demonstrate knowledge and understanding of how people learn, and how these impact on delivery. • Encourage apprentices to take a responsible and conscientious attitude to their own work and study. |
| 3. Demonstrate good subject and program knowledge |
| <ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and program areas, foster, and maintain apprentice interest throughout. • Demonstrate a critical understanding of developments in the subject and program areas and promote the value of extended learning. • Demonstrate an understanding of, and take responsibility for, supporting high standards of spoken or written communication. • Support learners with their English and maths if required. |
| 4. Plan and deliver well-structured workshops |
| <ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of workshop time. • Promote lifelong learning and foster intellectual curiosity and critical reflection. • Design activities to consolidate and extend the knowledge and understanding apprentices have acquired. • Reflect systematically on the effectiveness of workshops and approaches to delivery. • Contribute to the design and provision of an engaging program within the relevant subject area(s). |



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| 5. Adapt delivery to respond to the strengths and needs of all |
| <ul style="list-style-type: none"> • Coach and support the apprentice in the recording / reporting of OTJ evidence for their e-portfolio. • Know when and how to differentiate appropriately, using approaches that enable apprentices to understand effectively. • Have a secure understanding of the factors that can inhibit an apprentice’s ability to learn, and how best to overcome this. • Have a clear understanding of the needs of all apprentices, including those with specific needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive delivery approaches to engage and support them. |
| 6. Make accurate and productive use of assessment |
| <ul style="list-style-type: none"> • Understand how to assess and measure statutory elements including program KSBs and EPA preparation. • Make use of formative and summative assessment to deliver programs. • Use relevant data to monitor progress, set targets, and plan subsequent workshops. • Coach and give apprentices regular feedback, both spoken and through accurate marking, and encourage apprentices to respond to the feedback. |
| 7. Manage behaviour effectively to ensure a positive and safe learning environment |
| <ul style="list-style-type: none"> • Have clear expectations for behaviour in workshops, in accordance with EAs standards. • Manage workshops effectively, using approaches which are appropriate to the needs of apprentices to involve and motivate them. • Maintain good relationships with apprentices and challenge poor / inappropriate behaviour and active decisively when necessary. |
| 8. Fulfil wider professional responsibilities |
| <ul style="list-style-type: none"> • Build trust and develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Deploy support staff effectively. • Take responsibility for improving delivery through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with employers about apprentice achievements and their well-being. |
| 9. Uphold high standards of personal and professional conduct |
| <ul style="list-style-type: none"> • Treat apprentices with dignity, building respectful relationships, and always observing proper boundaries appropriate to the facilitator’s professional position. • Have regard for the need to safeguard apprentices. • Show tolerance of and respect for the rights of others. • Uphold fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. • Ensure that personal beliefs are not expressed in ways that might exploit the vulnerability of apprentices or lead them to break the law. |

EA facilitators must always have proper and professional regard for the ethos, policies, and practices of the business, and uphold the company vision, mission, and the guiding principles.