One Housing

Control Information	
Policy Title	Quality Assurance Policy and Strategy
Group Directorate	Customer Operations
Directorate	One Academy
Policy Owner	Head of One Academy, Samantha Whenman
Approval Group	
Date first approved	June 2022
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Contents

One Housing

1   PURPOSE

The purpose of the of the Internal Quality Improvement Policy is:

-       To achieve standards that will ensure our training has a positive and significant impact on the professional and personal development of our employee/learner;

-       To ensure that our training is consistently delivered to a good standard;

-       To identify and address any shortfalls in the service we provide;

-       To celebrate and share good practice;

-       To develop and improve our management practices to support our core values, strategic aims and objectives

-       To ensure operational

We will achieve our objectives:

-       By setting and communicating clear standards for all staff in terms of quality teaching, learning and assessment of knowledge, skills and behaviours, and employee/learner support processes,

-       By continually developing and communicating relevant policies and procedures;

-       By setting and monitoring key performance indicators, including those for retention, progression, gateway and end point assessment (EPA) readiness and achievement rates;

-       By reviewing employee/learner, delivery staff and employer feedback of their experiences through formal and informal opportunities, including questionnaires/surveys, mid and end of programme evaluation , interviews and our Comments, Compliments and Complaints procedure;

-       By undertaking planned and graded observations of the teaching, learning and assessment of knowledge, skills and behaviours journey;

-       By regular appraisal and continuous professional development (CPD) of all staff;

-       By effective programme and resource management;

-       By communicating and acting upon external assessments, e.g., External Quality Assurance;

-       By sharing aspects of best practice across all areas of the service to ensure employee/learner and employer benefit from consistently high standards;

-       By publishing an annual Self-Assessment Report that evaluates the quality of our service;

-       And by preparing and implementing quality improvement plans to address areas for improvement and build on our strengths so that OHG services will continue to improve.

2 SCOPE

This policy is applicable to the entire One Academy Apprenticeship team including all full-time/part-time permanent employees and temporary contractors. This also includes line managers of One Housing employees who are undertaking apprenticeship training.

It is not applicable to other One Housing departments unless apprentices are part of their team structure.

The policy relates to the following policies and procedures:
- OHG Equality, diversity and Inclusion Policy
- One Academy Safeguarding Policy
- One Academy Learner Withdrawal Procedure
- OHG Complaints Policy
- OHG Data Protection Policy

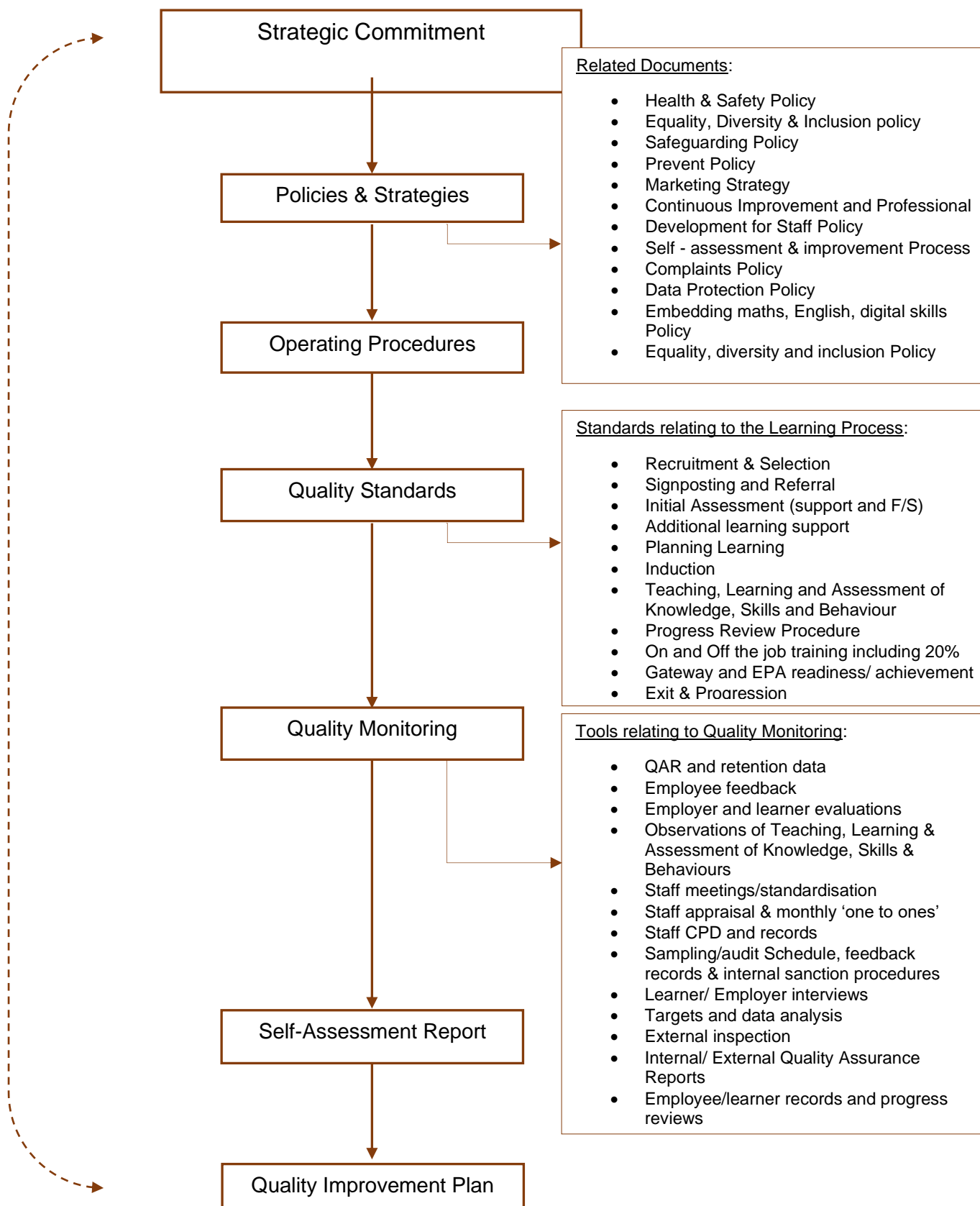**3 LEGISLATION, REGULATION, GUIDANCE AND BEST PRACTICE**

- Education and Skills Funding Agency Funding Rules
- Education and Skills Funding Agency Technical Funding Guide
- Education and Skills Funding Agency Individual Learner Record Specification and Guidance
- Apprenticeships, Skills, Children and Learning Act 2009 (ASCLA 2009)
- Ofsted education Inspection Framework Guidance

4 INTRODUCTION

One Housing Group (OHG) is committed to a policy of continuous quality assurance leading to quality improvement. This means implementing robust, accurate and ongoing processes of self-assessment which lead to measurable improvement in the quality of provision and learners' achievements.

5 LEADERSHIP, ROLES AND RESPONSIBILITY

5.1 Leadership and commitment

Strategic Commitment

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Policies & Strategies →

Related Documents:

- Health & Safety Policy
- Equality, Diversity & Inclusion policy
- Safeguarding Policy
- Prevent Policy
- Marketing Strategy
- Continuous Improvement and Professional
- Development for Staff Policy
- Self - assessment & improvement Process
- Complaints Policy
- Data Protection Policy
- Embedding maths, English, digital skills Policy
- Equality, diversity and inclusion Policy

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Operating Procedures

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Quality Standards →

Standards relating to the Learning Process:

- Recruitment & Selection
- Signposting and Referral
- Initial Assessment (support and F/S)
- Additional learning support
- Planning Learning
- Induction
- Teaching, Learning and Assessment of Knowledge, Skills and Behaviour
- Progress Review Procedure
- On and Off the job training including 20%
- Gateway and EPA readiness/ achievement
- Exit & Progression

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Quality Monitoring →

Tools relating to Quality Monitoring:

- QAR and retention data
- Employee feedback
- Employer and learner evaluations
- Observations of Teaching, Learning & Assessment of Knowledge, Skills & Behaviours
- Staff meetings/standardisation
- Staff appraisal & monthly 'one to ones'
- Staff CPD and records
- Sampling/audit Schedule, feedback records & internal sanction procedures
- Learner/ Employer interviews
- Targets and data analysis
- External inspection
- Internal/ External Quality Assurance Reports
- Employee/learner records and progress reviews

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Self-Assessment Report

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Quality Improvement Plan

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5.2   Organisational Roles and Responsibilities

Responsibilities

The Senior Management Team:

(SMT) have overall responsibility for strategic leadership of quality assurance and overall quality of Apprenticeship provision

The Senior Curriculum Manager:

- Responsible for operational implementation of the quality strategy to meet standards required by internal and external stakeholders including Education and Skills Funding Agency, Ofsted, End Point Assessment Organisations and Awarding Organisations
- Driving of overall quality of the provision operationally, but all staff are responsible for the implementation of quality improvement actions. The SCM is also responsible for the implementation and development of the Quality Improvement Plan and for the co-operation of all staff in ensuring that One Academy maintains high standards

Internal Quality Assurers:

- Support the delivery team to meet End Point Assessment Organisation requirements in relation to the apprenticeship standard, and Awarding Organisation standards and requirements for vocational or functional skills qualifications.

Professional Coaches:

- Responsible for planning and delivering consistently high quality of teaching, learning and assessment that meet the learning needs of apprentices and expectations of their employers, add value and make a positive impact in the workplace.
- All members of staff are responsible for ensuring the improvement of quality by continuously evaluating and improving their own performance, as well as to contributing to the evaluation and improvement of the performance of their colleagues, and by recording and communicating how this is being achieved.

Roles:

Accredited programmes have:

- A Professional Coach
- Internal Quality Assurer
- A Senior Curriculum Manager
- A Functional Skills Lecturer

- The Senior Curriculum Manager/SCM is required to produce and implement operational processes and procedures that will enable One Academy to achieve full compliance with the ESFA funding rules and Ofsted Education Inspection Framework requirements and provide a robust operational infrastructure to support the delivery team to meet their responsibilities.
- The SCM will schedule and undertake quarterly Observations of Teaching, Learning and Assessment of Knowledge, Skills and Behaviours and / or evaluating all aspects of the Professional Coaches performance, as required. The SCM will also be required to develop a team of teaching and learning observers and leading moderation of OTLA judgements, recording and methodology.

- The role of the Professional Coach is to undertake the delivery and assessment of the apprenticeship programme according to individual employee / learner needs; to keep accurate and up-to-date records; and to communicate regularly with the learner, employer, Functional Skills Lecturer

- The role of the vocational Internal Quality Assurer is to carry out learner and employer interviews, annual observations of assessors to quality of Professional Coaches assessment practice, monthly sampling of portfolio evidence to check PCs' assessment decisions, provide written feedback and actions to improve standards and checking actions are implemented in a timely fashion. The IQA leads standardisation, identifies professional development needs of Professional Coaches in relation to assessment practice and keeps the PCs informed of changes to apprenticeship standard end point assessment plans and end point assessment organisation requirements.

- The role of the IQA in relation to vocational qualifications is to produce a sampling plan ,sample learners' evidence, confirm or challenge the judgement of the Professional Coach, that the Professional Coach practice meets awarding organisation requirements and to check consistency of assessment decisions between PCs.

- The role of the IQA in relation to the Apprenticeship Standard is to sample portfolio evidence produced by apprentices to meet the skills, knowledge and behaviour outcomes to confirm or challenge the judgement of the Professional Coach, to check consistency of assessment decisions between PCs, provide written feedback and actions for improving assessment practice and standards.

- The IQA should also confirm grading of apprentices' evidence against the relevant standard grading criteria, and check that the Professional Coach is making links between on and off the job training, taking into account the need for 20% off the job.

- The IQA is responsible for maintaining accurate internal quality assurance records

- The role of the Professional Coach is to undertake delivery of the programme according to individual employee / learner needs and to conduct assessment according to the requirements of the Awarding Organisation .

Internal Quality Assurance Sampling Strategy

- The IQA will enter employee / learner information for each cohort onto a sampling grid / plan, identifying which units the employee / learner will complete and anticipated dates of completion. The IQA / Moderator will highlight which units will be sampled.

- The IQA will ensure that the sample is representative. This means that the sample plan must include something from all types of:

- Learners
- Professional Coaches (including Functional Skills Tutors)
- Methods of assessment, teaching and learning
- Evidence

- Records; and

- Records of Assessment, teaching and learning and of IQA will be retained as dictated by funding / Awarding bodies and EPA organisations. All marked scripts and mark sheets will be retained (preferably in electronic format) for 1 year or as required by a contract.

Standardisation

- All Professional Coaches and all IQAs / must attend scheduled standardisation meetings for the qualifications and standards being delivered.
- Records of internal standardisation will be maintained for 5 years

Examination Procedures

- Procedures for the management and invigilation of examinations are documented in "Examination Procedures."

6   OPERATION

The operational requirements in relation to the learner journey and learning process are as follows:

Recruitment & Selection

- Effective marketing that promotes equality, diversity & inclusion
- Clear, impartial information, advice and guidance
- Consistent and fair approach to interviewing and selection
- Clear and appropriate record keeping

Initial Assessment

- Appropriate range of initial assessments (APL/RPL, English/maths level, learning style)
- Clear understanding of individual support requirements
- Signpost/refer when F/S are below EL3
- Clear and appropriate record keeping summarising results
- Constructive feedback given to employee/learner

Planning Learning

- Initial assessment information used effectively to agree Individual Learning Plans, inform programme Scheme of Work and lesson planning
- Clear links with all milestones, apprenticeship standard knowledge, skills and behaviours, vocational qualifications and goals
- SMART targets clearly recorded
- Clear understanding and involvement by employee/learner

Induction

- Well-structured and effective learning event
- Equally effective for prompt and late starters

- Effective promotion of Equality & Diversity
- Effective promotion of Health & safety
- Effective promotion of Prevent
- Clear explanations of whole course requirements
- Employee/learner understanding checked and evaluated

Teaching, Learning and Assessment of Knowledge, Skills and Behaviour

- Well planned and managed Apprenticeship Programme
- Effective range of resources, including blended learning
- All employee/learner' individual learning needs met
- Professional Coaches evaluate and improve own practice
- Knowledge of company culture
- Understanding of competence

On and Off the Job Training including 20%

- Good links to initial assessment, ILP and learning goals
- Good links between on and off the job training
- Good involvement of employee/learner
- Clear, honest and constructive feedback given
- Clear and appropriate recording of Professional Coaches judgements

Progress Reviews

- Clear links to previous reviews
- Effective involvement of relevant parties, e.g., support staff/Apprentice Mentor/ employer
- Good attention to welfare and employee/learner support issues

Gateway and EPA readiness and achievement

- All Gateway requirements are met

Entry to Gateway for End Point Assessment by the end of the practical end date

- Mock End Point Assessments under EPA conditions
- Production of evidence that needs to go forward in advance
- Inclusion of Employer expectations
- Celebrate Success of Competency

Exit & Progression

- Evaluation of learning against learning plan
- Appropriate recognition and celebration of achievement
- Internal and external progression routes identified
- ILP and MIS updated

7   RISK MANAGEMENT

7.1   Actions to address risks and opportunities

- Risks relating to quality assurance are:
- Non-compliance with relevant regulations, guidance's and legislation
- Incomplete recording
- Lack of timeliness in carrying out roles and responsibilities in relation to the quality activities and quality cycle
- Records become out of date and non-compliant with regulations

7.2 Risks are managed by:

- Implementing annual quality cycle
- Reviewing and updating records annually aligned with the release of rules at the start of each funding year
- Robust monitoring
- Quarterly audits of compliance and teaching and learning records
- Observation of delivery team carrying out responsibilities
- External verification

8   SUPPORT

8.1   Competence and Training

- Senior Management team require an in-depth knowledge of current funding rules and data guidance documents
- Teaching, learning and assessment delivery team should be qualified to level 3 or above and hold teaching and assessment qualifications
- Internal Quality Assurers are required to be qualified to level 4 and hold a relevant internal verification qualification
- The whole team are required to have a working knowledge of Ofsted Education Inspection Framework and compliance requirements in relation to records of teaching, learning and assessment required for audit purposes
- The whole team participate in internally delivered Ofsted preparation training, and external awarding organisation and End Point Assessment Organisation training annually
- The whole team are required to participate in staff meetings during which policies and procedures are disseminated and explained, and where necessary amended following feedback from the team

8.2   Awareness and Communication

- The whole team are required to participate in staff meetings during which policies and procedures are disseminated and explained, and where necessary amended following feedback from the team

8.3   Documented Information, Records Management

- Records required to support the delivery of this policy are as follows:
- Initial assessment records
- Teaching, learning and assessment records
- End Point Assessment and accreditation records
- Access to Individual Learner Record system, PDSAT, IDAMS Hub

- Master copies of Set out where the records relating to the delivery of the policy will be managed (such as a computer system / file locations) and any specific required controls.
- Set out applicable retention periods for records and data processed under this policy (check the Personal Data Processing Register and the One Housing Data Retention Schedule).

9 MONITORING

Quality Monitoring

- The SMT and quality team is responsible for monitoring the quality standards on a regular basis

- Quality monitoring tools fall into five main categories:

1. Observations of Teaching, Learning and Assessment of Knowledge, Skills and Behaviours
2. Stakeholder feedback / surveys;
3. Audit & file checks;
4. Use of data; and
5. Learner and employer evaluations

Observations of Teaching, Learning and Assessment of Knowledge, Skills and Behaviours

- The Quality Team is responsible for the management of the Observation of Teaching, Learning and Assessment of Knowledge, Skills and Behaviours Scheme.

- The SCM isare responsible for undertaking regular Observations of Teaching, Learning and Assessment of Knowledge, Skills and Behaviours and all other stages of the learning journey, such as; sign up, induction and examinations.

Feedback

- Employee / learner, delivery staff (and employers, if appropriate) will be encouraged to provide feedback on a formal and informal basis. evaluations should be completed by employee/learner and the employer and delivery staff quarterly and information collated by the SCM

- Employee / learner / employer will be made aware of the Compliments, Comments and Complaints Procedure at Induction.

Audit & File checks

- Teaching and learning records will be checked regularly and audited quarterly to ensure that information and data is being recorded in suitable format and in sufficient detail in accordance with the Quality Improvement standards. External auditors will validate internal processes.

Use of Data

- Data will be recorded and collated to measure employee / learner progress, success; to benchmark our performance against KPIs and national average retention and Qualification Achievement Rate data and to set targets for improvement

Self-Assessment Report

- The Apprenticeship Delivery Manager will drive an on-going review of all programmes and publish an annual self-assessment report.

- Information contained in this report will include, but not exclusive to, key performance data, Audit / EQA reports, feedback.

Quality Improvement Plan

- One Academy will develop a robust annual Quality Improvement Plan that is reviewed, and progress updated quarterly, target-driven and rigorous.

10 BREACHES OF THIS POLICY

- Set out whether there are any circumstances in which an action in breach of this policy would be permitted and who would need to authorise such an action.
- 100% compliance with this policy is mandatory for the whole team
- Any breaches of this policy will be identified through quality mentoring and internal audits, issues that led to the breach identified and actions implemented to improve compliance
- Breaches of this policy will be addressed through providing training, increased monitoring as necessary, 1-2-1 performance management and staff coaching
- Deliberate and consistent breaches will be dealt with through capability procedures

11 REVIEW

- This policy will be reviewed annually and updated to align with the release of regulatory rules before the start of each funding year, release of new apprenticeship standard assessment plans by the Institute of Apprenticeships and in response to changes determined by End Point Assessment Organisations and Awarding Organisations
- The policy will be reviewed and decisions with regards to updating content will be taken by the Senior Management Team
- The SMT is required to incorporate changes to this policy in response to learner, employer and external stakeholder feedback and evaluation outcomes

Document Definitions	
Term	Definition
CPD	Continuous Professional Development
EPA	End Point Assessment
EPAO	End Point Assessment Organisation
EQA	External Quality Assurers
F/S	Functional Skills

ILP	Individual Learning Plan
IQA	Internal Quality Assurers
SMT	Senior Management Teams
SCM	Senior Curriculum Manager