

# STRIVE TRAINING QUALITY ASSURANCE POLICY

**VERSION 14**

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## Introduction

Ensuring Quality Assurance is the responsibility of everyone working for Strive Training. Everyone plays an important part in the drive for continuous quality improvement.

This policy is a working guide to the quality assurance processes which operate across Strive Training

It ensures that we:

- Monitor and continually improve the quality of service we provide for learners and prospective learners;
- Provide reassurance that areas of excellent service are being maintained;
- Identify and implement measures to improve services that have not yet reached an excellent standard;
- Compare the standard of service that we provide against national, regional and that of other providers where possible;
- Maintain records of our Quality Assurance monitoring activities.

**This policy is to be used in conjunction with the following internal and external documents:**

- Strive Training quality improvement plan
- Internal Verification Strategy
- Quality Assurance procedures
- Sector skills guidance
- Awarding organisation specification and quality assurance requirements

## Equality and Diversity/Equal Opportunities

Strive Training is committed to a policy of achieving equality of opportunity for all staff and learners. In doing this, we are actively working to achieve equality regardless of age, race, disability, gender, marital status, religion & beliefs and sexual orientation.

## Strive Training Mission and Purpose

Strive Training is committed to making a difference and supporting all customers to gain qualifications and move into suitable, sustainable work and/or learning, whether this is through engagement with the unemployed, the employed given support to employers to train and develop staff, or helping individuals achieve a qualification.

We will advance job creation, job retention and economic regeneration through the promotion of economic activity, local enterprise and business activities. We will work in conjunction with employers to encourage them to recruit from within the local area.

To achieve this, Strive Training will work with a variety of partners to secure funding and opportunities to support its mission and purpose.

## Quality Policy Statement

It is the aim of Strive Training to provide a quality service to all learners and employers. We aim to deliver training programmes of excellence and constantly strive to improve the training and services available, through robust quality monitoring processes.

It is the responsibility of everyone working at Strive Training to play their part in providing high quality support to all. It is mandatory for all staff to adhere to the processes and procedures in place to support continuous improvement.

## AIM

Our aim therefore is to:

- Deliver to a high standard of quality appropriate training courses for our employers and learners;
- Continually strive to improve the quality of our training courses;
- Cater for learners; and employers; needs to encourage high performance and individual achievement;
- Continually see new ways of improving our business for the benefit of all stakeholders.

## Programme Delivery

Prior to the delivery of any programme, the Quality Manager will be responsible for ensuring all paperwork is in place to deliver effectively and to meet all quality and audit requirements.

Key Points to note are:

- Operating procedures are written down and staff are fully aware of the delivery requirements for each contract;
- Staff are recruited with the necessary skills to meet their responsibilities. Where staff development is needed, a smart development plan will be put in place to ensure they gain the necessary skills;
- Internal Quality Assurance processes and their evaluation are documented and contribute to the Strive Training quality improvement plan;
- There is ongoing monitoring through internal audit and reviews;
- Actions put in place are documented and progress towards these actions is monitored;
- At the end of each year, all curriculum delivery and internal quality assurance processes are formally reviewed;
- The Quality Manager will carry out a review of systems and policies annually to ensure these are still appropriate to both contractors and organisational needs.

## General Minimum Practice Standards

### Staff

Strive Training will ensure:

- That there is always a complement of appropriately trained and competent qualified staff to meet the full range of services offered.
- Staff are kept up to date with continuous professional development in their area of responsibility.
- Appropriately trained staff are available and able to offer impartial advice and guidance.
- All staff conduct themselves in a professional manner, with due regard for the standards of behaviour and conduct set.
- All new staff undertake a full induction programme, have a job description and individual objectives. They are also aware of the company organisation chart.
- All staff are committed to the aims and objectives of the organisation. All staff are aware of the range of services we offer, through the partnerships in place.

## Self-Assessment Report

The Self-Assessment Report (written annually), is of great importance. It is a self-analysis of the progress made during the academic year in achieving our targets, the criteria for which are set in the Framework for Excellence and the Education Inspection Framework (EIF). It identifies our key strengths and areas for improvement. Actions are set for the areas for improvement identified and fed into development plans for the following academic year. There is a quality improvement plan produced with actions for the Directors for organisational development level. These development plans are in place to address the areas of improvement identified during the Self-Assessment Report writing process and any arising issue identified during the contract year. The development plans will be monitored by the Quality Manager and company Directors.

All staff will have the opportunity to contribute to the self-assessment report. The Quality Manager will work with the Directors, staff and users to view areas of strength and areas for improvement.

The Quality Manager will review and summarise the areas of strengths and weaknesses across the organisation to produce a draft SAR. This will then be distributed to all for comment and revision as necessary.

## Delivery

Teaching and learning is at the heart of our business and we are committed to achieve the highest standards. Our delivery protocol is to improve the learner experience and to support continuous improvement in all aspects of delivery. Our prime objective is for tutors to achieve good or outstanding observation reports in accordance with the descriptors provided by Ofsted. Observations will ensure staff members receive adequate guidance regarding their strengths and areas the require development, to ensure effective teaching strategies are being used to build the learners skills, knowledge and behaviours. .

## Observation Reports

Tutors will be observed at least twice a year, and this will include teaching, learner and assessment, giving one to one support, giving feedback and completing a tutorial or a review. Observations will take place across the learner journey such as induction, delivery and completion, This should allow them enough time to have experience of working with the learners and ensure their facilitation of each course or 1:1 session is appropriate, and that all documentation is completed accurately. Where necessary, tutors will be observed more than twice per year depending on the risk rating of the individual. Observations may be announced with one weeks' notice and unannounced, with a rough 50/50 mix.

Observations are in place to ensure:

- An improved learning experience for all learners;
- Continually develop effective teaching strategies
- Customer service improvements;
- Process and controls reviewed and improved;
- Information for use in staff CPD and 1:1 appraisal.

The Quality Manager will set the timetable for observations annually and ensure all relevant paperwork is in place to support the process.

Observation of teaching learning and assessment strategy

Risk Rating	Judgment for OTLA
<b>Green</b>	6 months
<b>Amber</b>	3 months
<b>Red</b>	8 weeks supported with a TDP and learning walks

## Teaching and Development Plans

If the tutor is RAG rated red or is a concern at amber, then a teaching development plan 1(TDP1) will be put in place by the quality assurer or quality manager. These will be supported with learning walks. Clear targets are to be set with the tutor and reviewed on the agreed date to identify developments. These will be reviewed at the required date. If reasonable targets were not met in TDP1 then a TDP 2 is to be put in place. Clear targets are to be set with the tutor and reviewed on the agreed date to identify developments. If developments have not been made the quality manager and director of quality and compliance.

## Learner Progress Reviews

Learner reviews are a mandatory element of all areas of delivery. Progress reviews differ in timing and format depending on the programme of delivery.

## Formative Verification

Formal formative verification will be undertaken before a course is complete, where this is deemed necessary.

## Summative Verification

Summative verification of provision will be undertaken on all provision. Regular sampling of workbooks/portfolios and action plans will be scheduled to ensure appropriate feedback is given by tutors to learners and that planning of learning includes the use of SMART target setting.

## Sampling Strategy

Sampling strategy will be risk based according to the level of experience of the tutor and qualification requirements. Tutors or assessors that are identified as high risk will be RAG rated and will move through the lights when the Quality Assurance team are satisfied they have reached the required standard.

New Assessor 1-3 months	100% sampling
Qualifications without DCS	100% sampling
Qualifications with DCS	25% sampling
High risk assessor/tutors	100% to be reduced through RAG rating
RAG rating for assessor Red-high referral or actions required (>20%) <b>Amber</b> - medium referral or actions (10%-20%) Green- minimal referral or actions required (<10%)	

## Standardisation Meetings

These are held according to the Quality Calendar. The minutes are sent to all concerned within 14 days of every meeting.

## Standardisation Process

Internal standardisation is an important part of the local assessment process. Strive Training has a standardisation system in place that demonstrates all assessment is being carried out in a similar way and to an equivalent standard across all tutors. The awarding bodies require evidence of this process in the form of agendas and minutes of meetings.

To maintain a consistent approach to internal standardisation, the Quality Manager is responsible for:

- Maintaining a list of current assessors/tutors;
- Ensuring that all current assessors/tutors are working to the same standards;
- Arranging regular meetings;
- Ensuring cross-moderation and standardisation of work between assessors/tutors;
- Maintaining records of the outcomes of cross moderation activities;
- Regular sampling of the assessment of all assessors/tutors and documenting the outcomes;
- Advising assessors/tutors of any discrepancies in assessment and suggesting ways in which assessment may be brought in line with the work of other assessors/tutors;
- Completing the relevant centre standardisation documents.

## Internal and External Verification

### Verification Process

Internal assessment processes and practices must be effective and support the integrity and consistency of the occupational standards for the awards. This is achieved through internal verification, undertaken by Strive Training and external verification undertaken by the awarding organisations, either via a visit by an External Verifier or by postal moderation.

Strive Training operate an explicit, written internal verification process to ensure:

- The accuracy and consistency of assessment decisions between tutors operating at the centres;
- That tutors are consistent in their interpretation and application of the national occupational standards in the awards

### Internal Verification

The Internal Verification role is responsible for:

- Regular sampling of evidence of assessment decisions made by all assessors/tutors across all aspects of assessment.
- Maintaining up to date records of internal verification and sampling activity and ensuring that these are available for external verification.
- Establishing procedures to ensure that all assessors/tutors interpret the national occupational standards in the same way.
- Monitoring and supporting the work of assessors/tutors.
- Facilitating appropriate staff development and training for assessors/tutors.
- Providing feedback to the external verifier on the effectiveness of assessment.

- Ensuring that any corrective action required by awarding bodies is carried out within agreed timescales

## External Verification

External verification visits to Strive Training are an integral part of awarding organisations' quality assurance strategies. They ensure:

- Strive Training continues to meet the centre approval criteria
- The imposition of any sanctions for failure to meet the requirements
- Assessment decisions are sampled to confirm they are authentic and valid and that national standards are being consistently maintained
- Assessment decisions are regularly sampled and confirmed, through internal verification, for accuracy against national standards
- Certification claims are checked for authenticity, validity and reliability and supported by auditable records
- Strive Training has carried out any corrective actions as required
- Strive Training are advised and supported on interpretation of national standards
- Advice and support are given on awarding organisation requirements and procedures
- Strive Training are provided with up to date information and advice in line with awarding organisation and regulatory authority guidance and requirements
- Feedback reports to Strive Training are provided at the end of each visit

## Success Rates

The Company sets Success Rate targets for all provision annually and achievement of these is monitored monthly by Directors. Non-achievement of Success Rate targets results in action plans being developed the Quality Manager.

## Feedback and Accolades

Strive Training is keen to obtain feedback from all its stakeholders, including:

- Learners
- Employers
- Referral Partners

Feedback can be obtained in several ways. Usually it is through informal comments captured by stakeholders concerning our performance. Wherever possible we will seek to capture feedback so that:

- Positive feedback can be shared, celebrated and rewarded where appropriate
- Negative feedback can be acted on to continuously improve our services

Feedback is obtained in several ways, including:

### Learners

- Progress reviews
- Exit survey questionnaires
- Suggestion boxes
- Verbal feedback

### Employers

- Progress review meetings
- Completion survey questionnaires
- Employer surveys
- Correspondence (email or post)

## Referral Partners

- Review meetings and phone calls
- Correspondence (email or post)
- Staff
- Annual Self-Assessment staff feedback survey
- Appraisals & one-to-ones

## Verbal Feedback

Wherever possible, verbal feedback should be converted into written feedback which can be captured, reported and acted on.

## Professional Updating

All tutors are required to be responsible for their own continuous professional development updating, but can also be signposted to relevant sources of develop

## Complaints Procedure

Strive Training have in place a full process and procedural policy for the handling of complaints. Please refer to this documentation.

This document should be read in conjunction with the Strive Training Quality Assurance Policy and Procedures document.

Version	Description of changes	Date	Auth	Appr.
V14	Review document	01/08/24	Kim Franks/John Stapleton	Jonny Phillips