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- ✓ SLT
- ✓ Monitoring Board

QUALITY ASSURANCE POLICY

AUTHOR: Lauren Delday

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APPROVED BY: Dean Smith

SIGNATURE: 
[Dean Smith \(Mar 16, 2022 19:33 GMT\)](#)

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Purpose and Principles

Primary Goal aspires to be a good provider, with outstanding features, as judged against Ofsted's Education Inspection Framework. In order to achieve this Primary Goal understands that every aspect of the learner journey must be of the highest standard and that achieving this will be an ongoing and daily challenge.

Primary Goal has a range of internal processes, systems, checks and governance in place to constantly monitor, manage and improve performance across all levels of the organisation. Quality is driven from the Board through Management to the delivery teams supporting our learners.

This policy outlines how Primary Goal assesses the quality of our provision, how the organisation responds to the feedback received from a range of stakeholders, how the management team manage, and address identified areas for improvement and how continuous improvement is incorporated into every element of the organisation.

Our Mission Statement:

- To be recognised nationally as a quality apprenticeship training industry specialist, embracing partnerships and representing digital innovation.

Primary Goal is heavily committed towards the continuous improvement of their quality apprenticeship provision which is underpinned by our Observation, Teaching Learning and Assessment Framework.

Measuring Performance

Self-Assessment Process

- Primary Goal's Self-Assessment Review (SAR) process is the core of its improvement journey and forms the foundation of how the quality of provision is evaluated.
- Carried out at the end of each Academic year the Self-Assessment Process forms the basis of our Quality Improvement Plan (QIP) and it involves staff at all levels in the organisation and external stakeholders to ensure that a wide range of evidence types are used to inform judgements.
- Both the SAR and QIP are approved and signed off at Board level.
- The SAR forms the basis of the QIP which drives continuous improvement, supports the monitoring of how provision is developing over time and improvements in outcomes for learners.

Surveys

- Learner satisfaction is collected by survey on Microsoft Forms at 3 points of the apprenticeship.
- Learner satisfaction is sought following the Digital Introduction, again at 6 months and on exit following end point assessment.
- Employer feedback and satisfaction is collected by Microsoft Forms to the above timetable.
- Primary Goal has also implemented scripted quality calls to learners and employers on a termly basis.
- Senior Managers and the IQA review and evaluate the learner and employer recommendations and trends in responses and identify improvements to be implemented.

- Feedback is also sought from Trainers and Work-based Coach including from progress reviews with learners, standardisation meetings and internal staff surveys.

Observations of Teaching, Learning & Assessment

- Primary Goal follow a robust Observation of Teaching and Learning Strategy, supported by our CPD Policy, and which extends across the entire learner journey. This includes learner interviews/ eligibility screening, learner and employer onboarding, face to face classroom workshops and virtual delivery, workplace sessions and any Employer-led training.
- The scope of observations is inclusive of the organisation's Maths and English strategy with the focus on the planning, delivery and embedding of English and Maths.
- The scope of observations also covers Safeguarding, Prevent, British Values and Behaviours & Attitudes.
- All delivery staff are either:
 - a) qualified teachers
 - b) CAVA qualified
 - c) as a minimum have a PTLLS qualification
- Primary Goal fund and support teaching staff to achieve the appropriate qualifications for their role.
- All delivery staff are formally observed quarterly as a minimum. This activity will alternate between the Operations Manager and the IQA. All new delivery staff are observed at least once during their probationary period.
- Feedback following an observation must be provided at the earliest opportunity and within 48 hours (face to face). The written observation report is to be provided within 5 working days.
- All staff identified with significant development needs are re-observed within 1 month of feedback, and again one month later.
- In addition to formal teaching and learning observations, all staff engage with peer observations in order to share best practice.
- Observations are graded Outstanding, Good or Requires Improvement. Grading will inform progress with agreed KPIs:

Minimum 30% Outstanding, 70% Good

Observations of Invigilation

- Primary Goal ensures observations of invigilation are carried out on all invigilators.
- All invigilation staff are formally observed at the first session of invigilation and subsequently annually as a minimum. This activity will be complete by the Operations Manager.
- If issues are identified with any observations, feedback must be provided to the invigilator and corrective actions taken. This may include identifying the need for, and delivering, further training. All staff identified with significant development needs are re-observed within 1 month of feedback or

Conflict of Interest

- Primary Goal apply strict requirements to avoid and remove any potential conflict of interest.
- Primary Goal classifies any of the following as examples of potential conflicts of interest:
 - a) A Trainer having any involvement with invigilation for an apprentice who they have taught for that unit

- b) An invigilator invigilating an apprentice personally known to them (i.e. outside of the working environment)
 - c) An observer carrying out an observation of invigilation on an Invigilator personally known to them.
- Where a conflict of interest exists, such as one of the examples above, the centre manager must ensure it is identified and recorded on the conflict of interest record.

Internal Quality Assurance

- IQA sampling of all written work takes place on a bimonthly basis. This includes assessment of marking of formal portfolio work, as well as sampling of learner reviews to ensure the quality of feedback to learners and employers.
- Sampling is complete at both interim and summative stages. This enables the IQA to identify and rectify any problems early on and share good practice.

The IQA ensures that the sampling plan considers the following:-

- Candidates/Learners (all learners of different ethnicity gender)
- Work-based Coach (sampling to cover all Work-based Coach)
- Methods of Assessment
- Evidence Types
- Records – (documentation including feedback to learners)
- Assessment sites

The focus of the Internal Quality Assurance sampling is:

- Quality recruitment and onboarding for learners
- Quality checks four weeks into the programme to assess suitability of role towards the apprenticeship standard
- Interim sampling of planning, progress reviews and projects
- Summative sample on readiness for gateway (including Employer Reference/Testimony)

Portfolio Sampling

- Primary Goal currently undertakes 100% summative sampling to achieve the highest possible outcome for learners. This approach will continue until Primary Goal Directors satisfied that all Work-based Coaches have confidence in the delivery of new apprenticeship standards and of the requirements of End Point Assessment.
- Once confidence has been achieved, portfolio sampling will take place at both an interim stage and a summative stage and the amount and frequency of sampling for each coach is in line with the risk rating system outlined below.

Category	RAG	% of Sampling required
High Risk	RED – Newly qualified Trainer/Assessor (Grade 3)	100%
Medium Risk	Amber – Trainer/Assessor requires developing but often meet the standard required (Grade 2)	50%

Low Risk	Green – Trainer/Assessor is experienced and continually meet the standard required (Grade 2/3)	25%
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- Sampling plans are automatically generated on OneFile’s e-portfolio. Sampling plans are monitored, managed and audited by the IQA to ensure that the planned sampling is being carried out in line with Work-based Coaches rationales. The IQA meets Operations Manager to review sampling plans and random sampling carried out across both completed and active portfolios. All Internal Quality Assurance is recorded on OneFile.
- When a sample has been completed, feedback is recorded in full, detailing good practice, as well as areas of improvement. Where an action is recorded against a Coach the IQA will set a deadline by which this action must be completed. The IQA will re-visit the action by the end of the timescale to ensure that this action point has been addressed.
- When the IQA reviews the action point and finds that the action has been addressed, the IQA confirms on the e-portfolio system that this is the case and validates the assessment. If the IQA reviews the action point and finds that it has not been addressed, this information will be given to the Operations Manager who will apply the appropriate action.
- Where it is identified that the Work-based Coach is not following Awarding Body guidelines, this must be reported to the Operations Manager immediately.
- As well as ensuring that awarding body requirements are met through portfolio sampling, the IQA must also ensure that the Work-based Coach is providing the learner with a quality, documented learning journey.
- The frequency of sampling is currently set at bi-monthly and this is reviewed regularly by the IQA. The monthly sample should consist of a minimum of one learner per month from each of the Work-based Coaches’ caseloads. As caseloads for Work-based Coaches increase, the minimum of sampling will increase accordingly.
- The purpose of assuring the quality of the learner journey is to ensure that all learners are progressing and developing all the knowledge, skills, behaviours and competencies needed to develop them from their individual starting point, supporting their preparation for life in modern Britain and developing their employability skills. This includes ensuring Safeguarding, PREVENT and Health and Safety are being delivered effectively as part of every learners’ programme.
- The quality assurance of the learning journey includes details of:
 - how well learning is planned
 - how well learners benefit from constructive and supportive feedback
 - how well formal progress reviews support the progression of learning
 - how well learners benefit from Information, Advice and Guidance
 - how well learners benefit from regular contact and intervention
 - how well learners are developing their Maths, English and ICT skills
 - how effectively Safeguarding, including Prevent, and Fundamental British Values are embedded into delivery
 - how learners are benefiting from any additional support and qualifications
 - how accurately 20% Off the Job Training is being recorded and whether this is on target for achieving funding compliance
- The quarterly report details key strengths and key areas of improvement for Work-based Coaches to agree any CPD/support that needs to be put in place to aid improvements.

Managing Performance

Company Strategy: Primary Goal’s commitment is to secure an ability-based workforce where the decision to employ is based upon the philosophy of “the best person for the job”, underpinned by our Safer Recruitment

practice and on individuals meeting the requirements of the job criteria. Progression is based on merit, with individuals given the help needed to attain their full potential to the benefit of the company and themselves.

Induction CPD is given to all new employees to familiarise them with the policies, procedures, practices and to illustrate their role, responsibilities and accountabilities within the company. This process is also used to identify any early CPD required to support individuals' development.

Monthly Performance Reviews are provided to all staff measured against their KPI targets and Job Descriptions. Work-based Coaches and trainers monthly performance reviews cover the following; review of caseload including learners on programme and learners past planned end dates, review of performance against KPI targets including learner progress, achievement rates and off-the-job logging and setting SMART targets for the coming month as well as review of performance against previous set targets.

Individual CPD Plans and Records: are maintained for all CPD and personal development activities to record the achievement of progress, objectives and to assist in the identification of further CPD needs. These are kept by the Office Manager, and stored on Primary Goal's Sharepoint in password protected folders.

Personal Development, appropriate, job related, further education is considered an important element of career development and as an asset to the company. Employees are encouraged to make full use of internal and external resources available.

CPD Needs are reviewed annually as part of staff annual appraisals. This is reviewed and revisited through performance reviews and monthly staff one to ones, and on an on-going collective basis by the Management Team. The observation of teaching, learning and assessment which forms part of Primary Goal's Quality Strategy also informs the development plans of individual staff members. Specific feedback from Primary Goal's IQA is shared with the Operations Manager to inform delivery staff one to ones and the development of CPD Plans. These plans include identified areas of improvement in both teaching and training knowledge and practice, and in technical sector knowledge.

Resources and organisations used to support sector specific CPD for the IT sector include Microsoft (Train the Trainer materials), CompTIA and Awarding Bodies training sessions. Further support including work shadowing and industry placements is arranged with industrial partners such as EdTech businesses SENSO.CLOUD, Tablet Academy and Concerro. Where required staff are supported to attend workshops, training days and bootcamps as appropriate.

Resources and organisations used to support teaching and training knowledge include membership of AELP, and attendance at partner training days. These include Prime contractor training days provided by BCTG. Primary Goal also funds attendance at quality and compliance focused training days supplied by ALIN, Ofsted Inspectors and the ESFA. Primary Goal staff are usually qualified teachers or as a minimum hold PTLLS and CAVA qualifications. In the instances where staff progress internally into teaching roles Primary Goal funds their PTLLS training and qualifications.

Specific additional training is available to those who require it to deliver specific services or support to learners such as Information, Advice and Guidance (IAG). Training is funded to Level 2 and Level 3 as required by funding rules or best practice, with staff allowed time to undertake this training as required.

Time is made available to all staff to undertake Sector Specific and Teaching and Training CPD within paid hours. Staff are expected to undertake at least 0.5 days of training every month.

Reviews of CPD form part of staff one to ones and annual appraisals. Information from these processes and overall levels of CPD are reviewed at Management Team meetings. CPD is also included in Board reporting, to ensure that the Board can scrutinise and provide effective oversight of staff development.

Improving Performance

Quality Improvement Plan

The Primary Goal Self-Assessment Report (SAR) highlights the business overall strengths and weaknesses from the previous year. The SAR is signed off by the Board and delivers an accurate reflection of the Primary Goal business to date. The strengths and weaknesses from the SAR are reflected within the Quality Improvement Plan (QIP) and mapped into departmental and employee KPI's for achievement. The QIP is utilised as a working document and operated as a driver to inform business practice.

As well as the SAR, other aspects of Primary Goal's quality assurance will feed into the QIP, including:

- Feedback from learner, employer and staff surveys carried out throughout the year
- Actions identified as a result of External Quality Assurance partners such as Awarding Organisations
- External and internal audit findings
- Recommendations from the Board
- Appraisals and CPD reviews that identify any risks or concerns impacting on quality of provision

The QIP is circulated to all staff members and available on Sharepoint. It is a working document and will be updated regularly. The document is owned by the Operations Director.

Key Performance Indicators

Key Performance Indicators (KPIs) have been identified that allow Primary Goal to effectively monitor performance on apprenticeships standards. These are reported to the Board on a monthly basis in the format of Performance Management Reports. The current Performance Monitoring Reports include:

KPI Name	Description
Learners on Programme	Number of learners currently undertaking an apprenticeship including those PPED.
Achievers to Date	The number of apprentices who have successfully passed their End Point Assessment.
Knowledge Module Pass Rates	Numbers of learner passing knowledge modules exams and any correlations or trends in data.
Passed Planned End Date	The number of apprentices who are still live but beyond their expected end date.
Early Withdrawals	The number of learners who have had to be withdrawn from programme beyond 42 days.
Break in Learning	The number of learners who are currently on an approved break in learning.
Best Case Achievement Rate	Maximum possible overall achievement rate for the current academic year.
Learners At Risk	Number of apprentices who have not had a progress review for more than twelve weeks.
Progress Differential	Average difference between actual and expected progress on OneFile.

Off the Job Differential	Average difference between actual and expected number of off the job learning hours logged on e-Portfolio
Diversity and Ethnicity	Comparison on ethnicity and diversity characteristics compared to learner progress.

The KPI data is also used as part of our performance management process to provide objective feedback to staff members and allow them a benchmark against which performance improvements can be measured. All data used to formulate the KPIs comes from OneFile, Bud, and our bespoke Risk Indicator tracker system.

Standardisation

Standardisation meetings are held on a monthly basis and are mandatory for all delivery staff. This to improve team relationships and increase confidence of the requirements of the apprenticeship standard. The frequency of these standardisation meetings are likely to decrease in 2020 to a quarterly basis once Work-based Coaches are confident in achieving successful outcomes for learners.

These meeting will have a formalised agenda set prior to the meeting and any non-attendees are required to familiarise themselves with any updates.

Standardisation is to provide support, guidance and share best practise. It will include activities to engage all attendees. Safeguarding, Prevent and British Values will be a discussion point at every standardisation meeting.

Review

Primary Goal will review this Policy annually. The review will be undertaken by the Management Team, with a nominated member of the Governance Board or Management Team responsible for leading the review. The final version of the Policy will be approved by the CEO or Operations Director following review