QUALITY ASSURANCE POLICY

DOCUMENT CONTROL	
Policy number	PDTT015 v1
Approval date	February 2024
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Policy owner	Head of Skills and Training Quality Coordinator
Scope: applies to who	All learners and staff involved in the delivery and assessment of programmes offered by PDTT

INTRODUCTION AND AIM

To ensure that:
- Every learner at PDTT enjoys a safe, enjoyable quality learning experience during their programme and achieves their full potential.
- PDTT meets the requirements of funders, awarding organisations and its legal duties.
- Training courses meet the needs of community and employers.
- PDTT expands its reputation as the provider of choice in the community.

ROLES AND RESPONSIBILITIES

The Head of Skills and Training is accountable for:
- Overseeing the quality of provision.
- Staff management and appraisal.
- Contract management and the range of courses and qualifications.

Employees and tutors involved in enrolment and induction of learners are responsible for:
- Checking the identity of the learner.
- Ensuring that all learning records are fully and accurately completed.
- Learners are inducted into their chosen programme in a way that meets their needs.

Tutors and assessors are responsible for:
- Maintaining their professional development.
- All aspects of teaching, assessment, and support for their learners.

Internal Quality Assurers are responsible for:
- Ensuring that assessment meets awarding body standards, that learners' work is of a good standard and carrying out internal quality assurance according to the IQA policy.

The Quality Review Group are responsible for:
- Monitoring and evaluating of the effectiveness of the provision against PDTT strategic goals.

POLICY IMPLEMENTATION - PROCEDURES

1 Continuing professional development

PDT has achieved Investor in People (IIP) Gold and one of our key business priorities is to support and develop our staff.

Our strategy for continuing professional development is informed by and supports:

- The strategic plan and key performance indicators.
- The self-assessment report and quality improvement plan.
- Staff appraisal and performance management.

Our priorities are:

- To support tutors and assessors to improve their practice so that we provide high standards of teaching, learning and assessment.
- To support managers and governors to lead their areas and to plan and implement improvement.
- To ensure that staff have the skills and knowledge to promote diversity and ensure the safety and wellbeing of learners and staff.

A range of development activities are available to tutors and all staff supporting learners. They include:

- Regular team meetings which are used to discuss common areas of teaching practice.
- Training for new or unqualified staff to achieve teaching qualifications.
- Learning walks and peer observation involve class visits which are used to share best practice and provide support and coaching for tutors.
- Access to shared learning through PDT or our partners.
- Individual coaching and mentoring.
- Mandatory staff development including induction for new staff, regular updating for Equality and Diversity, embedding English and maths, safeguarding and other priorities.

2. Observation of teaching, learning and assessment

Our ambition is that learners enjoy and succeed in their learning. Observation of teaching and learning is central to our aspiration that teaching, learning and assessment is consistently good across all our centres. The purpose of the observation scheme is to:

- Ensure that we are a consistently providing a high standard of teaching, learning and assessment.
- Ensure continuous improvement in teaching, learning and assessment and the experience of our learners.
- Identify learning and development needs for teachers and assist in their professional development and reflective practice.
- Identify and promote good practice.
- Inform the self-assessment process.
- Inform the staff appraisal process.

All tutors will receive at least one developmental observation each year and will also have a number of other class visits and learning walks in which we sample different themes and the wider aspects of teaching and learning. Further information about the observation policy and procedure including who observes, the notice period, what will happen during observation, receiving feedback and what happens next are available in the *PDTT011 Observation Teaching and Learning Policy.*

3. Internal and external verification

The purpose of IQA is to promote quality and to ensure learners' work is marked fairly and consistently and meets the standards required by Awarding Bodies. We ensure that all courses have a named internal verifier, at the start of the year. Internal verifiers hold a relevant IQA qualification and meet Awarding Body requirements for vocational competence.

They are responsible for:
- Internal verification of assessment planning and assignment briefs before the start of the learning programme.
- Internal verification of assessment decisions both during the learning programme and at the end to finally 'sign-off' the qualification.
- Planning the internal verification sample to cover all learners, all assessors and all stages of the qualification are sampled.
- Holding standardisation meetings and providing guidance and briefings for assessors and at times identifying their learning needs.
- Preparing for External Quality Assurance visits and sampling.
- Ensuring that recommendations and action points from External Verifiers are acted on promptly.

Further information about internal verification is available in the IQA Handbook.

4. Learner Voice

The Learner Voice strategy has been developed to ensure that learner feedback is being used effectively to inform curriculum development and overall improvement in provision.

We use a range of surveys and focus groups including an on-boarding survey, on programme survey, and an exit survey. In addition, we listen to learners' feedback during class visits, through internal verification discussions and through complaints and commendations. Tutors and support are a first point of contact for learners and respond directly to questions or concerns.

If things go wrong, we have a clear complaints policy. Anyone can make an informal or formal complaint about anything linked to administration, training, assessment, verification, or personnel conduct whether they are receiving services from PDTT or not. This includes learners; a group of learners; an employer; a contractor; members of the public and parents / carers of children under 18. Learners are advised of the complaints procedure through their induction and in the learner handbook.

Feedback to learners including is provided through a regular newsletter. Information from learner feedback, complaints and compliments is collated, shared with managers and governors, and contributes to course reviews and self-assessment.

Further information about complaints and feedback is available in the *PDTT009 Complaint & Compliment Policy.*

4. Analysis of data
We use a robust data collection and analysis framework to inform quality assurance and drive continuous improvement.

Sources of qualitative data: enrolment, retention, and completion rates; attendance and punctuality; assignment, test and certification pass rates and information about destinations.

Sources of qualitative data: learner, faculty, and employer surveys; focus group feedback; verification records; teaching observation records; complaints and commendations.

Ways data is used: We analyse results across to report on key indicators related to enrolment, engagement, satisfaction, achievement, and destinations.

From QA to planning: Trend analysis enables us to pinpoint improvement areas. Findings are integrated into course reviews self-assessment report and our quality improvement planning.

5. Course reviews, self-assessment, and quality improvement planning
We aim to provide a consistently good service across all of our provision and for all learners. The self-assessment and quality improvement cycle allows us to measure our performance against the standards of the Ofsted Education Inspection Framework; identify our strengths and areas for improvement.

The quality improvement plan sets challenging improvement targets and key performance indicators so that we can monitor performance against these targets.

The self-assessment cycle is based on termly course reviews. These draw on information including:
- Learner surveys and focus groups.
- Safeguarding incidents where relevant.
- Class visits and observations of teaching.
- Examination of learners' work through internal verification.
- Review of schemes of work and lesson plans.
- Review of learning plans and other records.
- Discussion with teaching and support staff.
- Achievement data.
- Feedback from placement supervisors.

Feedback from the course reviews and the source data is used to compile the self-assessment report. The self-assessment report is moderated through staff meetings, quality review group meetings and at a meeting of governors.

The Quality Improvement Plan identifies the planning to tackle identified improvement areas.

The Quality Calendar shows the key dates for all monitoring and quality activities.

6. Appraisal

Appraisals used to assess job performance through a structured review meeting between the employee and the appraiser.

The review meetings involve an assessment of performance since the last review, the agreement of new performance objectives and the identification of resources, support and development required by the employee. They draw on information generated through the quality cycle as well as the employee's and appraiser's own observations.

Above all, a review meeting is protected time for the employee and appraiser to discuss a variety of matters. Discussions will typically extend beyond operational issues and consider skills, progression, development and concurrent responsibilities. The meeting is used to agree action points for the next period and to identify and professional development needs.

Policy Review
This Policy is reviewed annually and was updated in January 2024. This Policy is a sub-policy for PDTT and needs to be read in conjunction with PDT wide policies and other related policies.

Appendix 1

PDTT Quality Processes

BKSB English, Maths and ICT Learning Platform

All learners need to be encouraged to improve their English, maths, and ICT alongside the vocational courses.

Support Workers are to support their allocated learners to access BKSB resources and work towards targets set by the tutors outside of class.

Tutors are to mark Spelling Punctuation and Grammar (SPaG) for all learners work and to document this when providing feedback on assignments as well as regular assignment feedback. There needs to be a clear evidence trail of improvement in English (in particular) over time from the start through to completion at the end of the course.

BKSB targets need to link to the initial assessment from the start of the course with targets set for English, maths, and ICT. Each learner's progress will be reviewed on a case-by-case basis alongside support provided.

Each learner will need to take a progress check after they have completed a module/learning resource. This will give the best possible result or progress considering they have recently finished it. Progress checks are estimated to take place on a three to four weekly basis, but this may vary slightly as it depends on how quickly learners complete the modules. The progress checks replace the previous Diagnostic Assessment retesting. Progress checks are a good measure for capturing distance travelled.

Personal Learning Journey Template

The Personal Learning Journey template will be used on LASER to document one to one support provided to learners. This will be used to capture support outside of the formal teaching session. For example, for learners who did not attend and for those learners who require more one to one support. Tutors that have courses that are not on LASER yet will document learner support using the

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word document version and will store this on the shared drive under **Delivery**, **Personal Learning Journey Template**.

We agreed that the title in the Personal Learning Journey template needs to read 'Learner Support'. Please provide details of the support / interaction with the learner making this as helpful and as detailed as possible. Please bear in mind that once comments are made, they are date stamped on LASER and cannot be edited. However, further Personal Learning Journey templates can be added as they are required.

Learner support does still need to link to learner ILPs and additional support for English, maths, and ICT as applicable.

Please ensure that you also have a copy of the completed IAG questions, and a copy of the completed free writing exercise also completed during the enrolment process. These processes are currently **under review** and will be shared later this term.

Learner Feedback

Can you ensure that feedback to learners is timely, detailed with what they have achieved, where there are gaps and even if learners have passed what they can do better next time going forward. **IQAs** are to focus in on checking for SPaG corrections and to ensure that feedback to learners is completed within the 10-working day window.

ILPs

Where learners score themselves lower on the initial ILP for at least a couple of areas you need to include these as goals / actions. The ILP needs reviewing regularly alongside learner reviews and the learner support plans. ILPs need to include an English and maths action as well as wider personal development goals linked to the learner's interests / career aspirations. ILPs are to be revisited at the middle of the course and at the end of the course which needs to include the learner's intended destination.

Reviews / Risk Ratings & Work Plans

Learner reviews need to link to the other learner documents such as the **Personal Learning Journey Template** and ILP, portfolio progress, whether the learner is on track or not. If a learner is not on track the Personal Learning Journey templates will need completing more regularly.

The **Work Plan** on LASER will be used to set work for the whole group of learners by individual so that actions can be closed as they are completed. **Resources** on LASER (resource library) need to be continuously updated and shared with each other. Resources that need to be personalised will be emailed directly to individual learners as normal.

All learners need to continue to be risk rated on LASER following the parameters below although this is at tutor discretion as some courses have more weight allocated to observation completion than others and shorter durations too. LASER automatically defaults all learners to green risk ratings, therefore learners whom you feel are at amber or red need to have this reflected on their portfolios:

Green risk rating (low risk)
Have completed approx. 30% (progress) within 3 months of the start date
Observations will push this up to 60% once completed
Also checked how much needs marking (2-3 submissions waiting)

Amber risk rating (medium risk)
Learners with no work placement
Learners not submitting work on time
Sporadic attendance
Progress 10% after six weeks of start

Red risk rating (high risk)
Not making any improvement
Not meeting deadlines
Poor attendance

Group Profiles
At the start of each cohort a group profile needs to be completed for that group of learners. This includes pastoral needs, additional learning support, additional English support, learner's strengths, and areas for improvement (these can also link to the ILP) and teaching and learning strategies adapted to meet the needs of the learner to achieve well. The learner risk ratings need to be included here as learners progress through the course to align with the risk ratings on LASER.

The Group Profile is an aid to help you with planning your lessons alongside your individual schemes of work. The Group Profile needs to be maintained and updated throughout the year.

Group Profiles are to be kept updated centrally and are to be stored on the **shared Drive under Delivery, Group Profile 22 23 and your name, group.**