QUALITY ASSURANCE POLICY

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Version	Change Detail	Latest Review Date	Date of Next Review	Updated By:
1.1	Annual Review	03/12/2019	03/12/2020	Shabir Siddiq
1.2	Annual Review & Policy Amended	03/12/2020	03/12/2021	Shabir Siddiq
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1.4	Annual Review & Policy Amended	07/12/2022	07/12/2023	Shabir Siddiq
1.5	Annual Review Changed to Academic Year Start & Policy Amended	01/08/2023	31/07/2024	Shabir Siddiq
1.6	Annual Review	01/08/2024	31/07/2025	Shabir Siddiq
1.7	Annual Review and name change colour coding	01/08/2025	31/07/2026	Shabir Siddiq
1.8	Annual Review & header logo change	01/08/2026	31/07/2027	Shabir Siddiq

1. PURPOSE

Alphabet Training Group (ATG) is committed to delivering high-quality apprenticeships, adult learning programmes, and skills Bootcamps that meet the needs of learners, employers, funding bodies, awarding organisations, and regulators. This Quality Policy sets out our commitment to continuous improvement, effective quality assurance (QA), and maintaining high standards in teaching, learning, and assessment.

This policy aligns with the expectations of the Department of Education (DfE) and Department for Work and Pensions (DWP), Ofsted, awarding organisations, and relevant sector skills requirements.

2. SCOPE

This policy applies to:

- Apprenticeships (all standards and levels)
- Adult Skills Funded provision
- Skills Bootcamps
- All staff involved in the design, delivery, assessment, and quality assurance of provision, including managers, tutors, assessors, Internal Quality Assurers (IQAs), and support staff

3. QUALITY STATEMENT

ATG aims to:

- Provide consistently high-quality learning experiences that enable learners to achieve their full potential
- Ensure all programmes are fit for purpose, compliant, and responsive to employer and learner needs
- Embed a culture of continuous improvement informed by robust quality assurance and self-assessment
- Promote equality, diversity, inclusion, and safeguarding in all aspects of delivery

Quality is everyone's responsibility, supported by clear roles, accountability, and effective systems.

4. QUALITY ASSURANCE FRAMEWORK

ATG operates a comprehensive Quality Assurance framework that covers:

- Planning and design of programmes
- Teaching, learning, and assessment practice
- Learner progress, achievement, and destination outcomes
- Compliance with funding, awarding organisation, and regulatory requirements
- Continuous improvement through review and evaluation

Quality assurance activities are both formative (supporting improvement during delivery) and summative (evaluating performance and outcomes).

5. QUALITY ASSURANCE ACTIVITIES

Key QA activities include:

5.1 Observation of Teaching, Learning and Assessment (OTLA)

- Planned and risk-based observations of tutors and assessors
- Constructive feedback with clear actions for improvement
- Follow-up observations where required

5.2 Internal Quality Assurance (IQA)

- Sampling of assessment decisions across all programmes
- Review of assessment planning, feedback, and evidence
- Monitoring of assessor practice and standardisation
- Ensuring assessment is valid, reliable, sufficient, authentic, and current

5.3 Standardisation

- Regular standardisation meetings for tutors, assessors, and IQAs
- Sharing of best practice and updates from awarding organisations
- Ensuring consistency of assessment and grading decisions

5.4 Learner and Employer Feedback

- Collection of feedback through surveys, reviews, and progress reviews
- Analysis of learner satisfaction, employer engagement, and support effectiveness
- Use of feedback to inform quality improvement actions

5.5 Data Monitoring and Performance Review

- Monitoring of retention, achievement, timely completion, and progression
- Review of learner progress against planned milestones
- Analysis of gaps in performance and achievement

5.6 Compliance and Audit

- Regular internal audits against ESFA, awarding organisation, and contractual requirements
- Action planning to address any non-compliance or risks
- Preparation for external audit, inspection, and quality review

6. ROLES AND RESPONSIBILITIES

6.1 Senior Leadership Team

- Set strategic direction for quality and continuous improvement
- Ensure adequate resources, systems, and staff development
- Review quality performance and risk at senior level

6.2 Quality Manager / Quality Lead

- Oversee the Quality Assurance framework
- Manage IQA activity and OTLA processes
- Lead Self-Assessment Report (SAR) and Quality Improvement Plan (QIP)
- Ensure actions are implemented and monitored

6.3 Internal Quality Assurers (IQAs)

IQAs are responsible for:

- Planning and carrying out risk-based sampling of assessor decisions
- Ensuring assessment practice meets awarding organisation and regulatory requirements
- Providing clear, developmental feedback to assessors
- Supporting standardisation and best practice
- Identifying trends, risks, and development needs
- Escalating concerns where quality or compliance is at risk

6.4 Assessors / Tutors

Assessors and tutors are responsible for:

- Delivering high-quality teaching, learning, and assessment
- Planning assessments that are appropriate, inclusive, and timely
- Providing clear, constructive, and timely feedback to learners
- Maintaining accurate and up-to-date learner records
- Participating in IQA, standardisation, and CPD activities
- Acting on feedback from IQAs, observations, and learner reviews

6.5 Learners

Learners are expected to:

- Actively engage in learning and assessment activities
- Provide honest feedback on their learning experience
- Take responsibility for their own progress and development

6.6 Employers (Apprenticeships and Bootcamps)

Employers are expected to:

- Support learners in the workplace including planning off the job training with ATG
- Engage in progress reviews and feedback processes

- Contribute to the development and evaluation of programmes

7. CONTINUOUS IMPROVEMENT

ATG is committed to continuous improvement through:

- Annual Self-Assessment Report (SAR)
- Quality Improvement Plan (QIP) with clear actions, owners, and timescales
- Use of performance data, feedback, and QA findings
- Regular review meetings at programme and organisational level
- Staff development informed by identified quality needs

Improvements are monitored throughout the year and evaluated for impact.

8. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

ATG ensures that all staff:

- Are suitably qualified and occupationally competent
- Engage in ongoing CPD relevant to their role
- Receive training on quality standards, safeguarding, EDI, and compliance

CPD needs are identified through QA activities, appraisals, and performance reviews.

9. EQUALITY, DIVERSITY, INCLUSION AND SAFEGUARDING

Quality assurance processes actively promote:

- Fairness, accessibility, and inclusion
- Compliance with Equality Act requirements
- A safe learning environment for all learners

Any safeguarding or EDI concerns identified through QA activities are escalated and addressed promptly.

This policy document sets out a comprehensive framework of Key Performance Indicators (KPIs) and targeted quality assurance activities designed to monitor, evaluate, and enhance the effectiveness and impact of Alphabet Training's provision. It supports continuous improvement and improved outcomes for learners across apprenticeships, adult learning, and Skills Bootcamps.

The framework aligns with Ofsted's Education Inspection Framework (EIF), DfE/DWP expectations, and awarding organisation requirements.

11. KEY QUALITY ASSURANCE KPIS

11.1 Learner Outcomes and Progression

KPI	Measure	Target / Indicator
Retention rate	% learners remaining on programme	Above national benchmarks /

		funding body thresholds
Achievement rate	% learners achieving full qualification or standard	Year-on-year improvement
Timely achievement	% learners completing on time	Continuous improvement
Progress against milestones	% learners meeting planned review targets	≥ 90%
Positive destination outcomes	% learners progressing to employment, promotion, or further learning	Sustained improvement

11.2 Curriculum Design and Intent

KPI	Measure	Target / Indicator
Curriculum plan quality	Evaluation against curriculum intent, sequencing, and employer relevance	100% reviewed annually
Employer alignment	Evidence of employer involvement in curriculum design	Evidenced across all programmes
Curriculum currency	Industry relevance and updates	Reviewed at least annually
Inclusion and accessibility	Reasonable adjustments and inclusive design	Evident in all curriculum plans

Targeted QA Activities:

- Formal evaluation of curriculum plans
- Employer and learner consultation
- Curriculum mapping to standards and assessment plans

11.3 Teaching, Learning and Assessment (TLA) (see IQA Policy)

KPI	Measure	Target / Indicator
OTLA grades/outcomes	% good or better	≥ 90%
Learner engagement	Attendance and participation data	Positive trend
Quality of feedback	Learner and IQA evaluation	Consistently effective
Use of assessment strategies	Range and appropriateness	Evidenced across provision

Targeted QA Activities:

- Detailed session observations (planned and risk-based)
- Thematic analysis of observation feedback
- Peer observation and coaching

11.4 Assessment and Internal Quality Assurance (IQA)

KPI	Measure	Target / Indicator
IQA sampling coverage	% assessors and standards sampled	100% annually

Accuracy of assessment decisions	IQA findings	Minimal corrective actions
Standardisation effectiveness	Consistency across assessors	Evidenced improvement
External verifier outcomes	Actions or sanctions	No high-risk actions

Targeted QA Activities:

- Risk-based IQA sampling plans
- Standardisation meetings
- Review of assessment evidence and feedback

11.5 Learner Voice and Stakeholder Engagement

KPI	Measure	Target / Indicator
Learner satisfaction	Survey results	≥ 90% positive
Employer satisfaction	Feedback and reviews	≥ 90% positive
Learner voice engagement	Participation rates	Increasing trend
Responsiveness to feedback	Actions implemented	Evidenced and timely

Targeted QA Activities:

- Learner voice surveys
- Learner focus groups
- Employer forums and reviews

11.6 Quality Leadership and Staff Development

KPI	Measure	Target / Indicator
Staff qualification compliance	% staff meeting role requirements	100%
CPD participation	Average CPD hours per staff member	Minimum annual target met
Impact of CPD	Improvement in QA outcomes	Evidenced
Staff engagement	Staff survey results	Positive trend

Targeted QA Activities:

- Annual CPD needs analysis
- Targeted training linked to QA findings
- Appraisal and performance review

12. IN-DEPTH QUALITY ACTIVITIES

12.1 Curriculum Evaluations

- Annual evaluation of curriculum intent, implementation, and impact

- Review of sequencing, stretch and challenge, and employer relevance

12.2 Quality Deep Dives

- Planned deep dives into selected programmes or themes
- Focus on curriculum, TLA, assessment, learner experience, and outcomes
- Evidence triangulated from data, observations, learner work, and feedback

12.3 Scrutiny and Quality Review

- Scrutiny of learner portfolios and assessment records
- Review of progress reviews and off-the-job training (apprenticeships)

12.4 Focus Groups

- Learner, employer, and staff focus groups
- Thematic analysis to identify strengths and areas for improvement

12.5 Learner Voice

- Structured learner voice activities at key points in the learner journey
- Clear 'You said, we did' communication

12.6 Observation of Teaching, Learning and Assessment

- Graded and developmental observations
- Action planning and follow-up support

12.7 Continuous Professional Development (CPD)

- Targeted CPD linked to QA findings and strategic priorities
- Coaching, mentoring, and peer support

13. Annual Quality Assurance Calendar

Autumn Term (September – November)

- Review and approval of Quality Improvement Plan (QIP)
- Curriculum plan evaluations
- Baseline learner and employer surveys
- Initial OTLA cycle
- IQA sampling plan implemented
- Staff CPD needs analysis

Evidence Gathered:

- Curriculum evaluations
- Observation reports

- IQA sampling records
- Survey analysis

Spring Term (December – February)

- Quality deep dives (priority programmes)
- Learner focus groups
- Mid-year performance data review
- Standardisation meetings
- Targeted CPD delivery

Evidence Gathered:

- Deep dive reports
- Focus group summaries
- Data dashboards
- CPD attendance records

Summer Term (March – May)

- Second OTLA cycle
- Learner voice surveys
- Employer feedback reviews
- Internal audits and compliance checks
- Review of learner outcomes and destinations

Evidence Gathered:

- Observation outcomes
- Learner and employer feedback
- Audit reports
- Destination data

End of Year Review (August - November)

- Self-Assessment Report (SAR) development
- Evaluation of QIP impact
- Staff performance reviews
- Strategic planning for next academic year

Evidence Gathered:

- SAR
- QIP evaluation
- Annual performance reports

14. Monitoring and Review

KPIs and quality activities are reviewed regularly by senior leadership and the Quality Team. Findings inform:

- Quality Improvement planning
- Staff development priorities
- Strategic decision-making

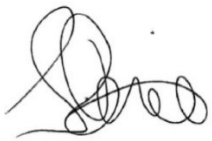
15. Review and Approval

This Quality Policy is reviewed annually or in response to:

- Changes in funding or regulatory requirements
- Feedback from learners, employers, or staff
- Outcomes of audit or inspection

The policy is approved by senior management and communicated to all staff.

Signed by the Managing Director



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