

QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT POLICY & PROCEDURE

1. Introduction

- a. Our Quality Assurance and Continuous Improvement Policy & Procedure (QACIP) is at the heart of our mission to harness the transformative power of education and training, ensuring that we not only meet but exceed the expectations of all stakeholders, especially our learners and employers.

2. Purpose

- a. This QACIP promotes a process of regularly evaluating and improving the effectiveness of programmes, practices, and services.
- b. Its purpose is to ensure that stakeholders are receiving the best possible education and service and to ensure our delivery is continuously adapting to meet the changing needs of stakeholders and wider society.
- c. This QACIP includes the use of data to identify areas for assurance and improvement, set goals, benchmarks, implement changes, and evaluate the results of those changes.
- d. The ultimate purpose is to improve learner outcomes and to ensure systems and processes are meeting the needs of all stakeholders.

3. Aims

- a. We aim for assurance and continuous improvement in the quality of all aspects of our work. This is grounded in our mission and values with the determination to provide the support, training and guidance needed to ensure success and satisfaction.
- b. We aim for the ambitious standards set internally to be replicated by any subcontractors we work with.
- c. This QACIP is designed to ensure that quality assurance and continuous improvement is embedded within our culture and all subcontracted provision.
- d. This policy incorporates quality assurance processes, procedures, and guidelines to support service delivery in line with stakeholder requirements and is designed to improve standards where necessary.

4. Policy Statement

- a. To assure and improve the quality of our programmes, we are committed to 10 key elements.
 - i. Learner-centric approach, ensuring that our programmes are tailored to meet the diverse needs of our learners, fostering an inclusive environment that supports every learner's academic growth and personal development.
 - ii. Continuous improvement embedded within our culture, our teaching methodologies, curriculum design, and learning environments, based on feedback from learners, employers, trustees, and team members, as well as the latest advancements in the relevant fields.
 - iii. Outstanding teaching & assessment experience for learners through the employment of passionate, innovative trainers, assessors and tutors who are qualified and continuously trained in the latest industry and educational techniques and systems.

- iv. Health and safety, safeguarding and welfare of our learners a priority, providing secure and supportive employment and learning environments for all.
- v. Regulatory compliance, meeting or exceeding all elements set by Ofsted and other relevant authorities, ensuring our operations, facilities, and practices adhere to the highest standards.
- vi. Performance monitoring through regular assessment and monitoring of outcomes using both internal and external evaluations, ensuring continuous improvement in learner achievement and satisfaction.
- vii. Stakeholder engagement gathering insights and feedback, integral to our continuous improvement processes.
- viii. Transparency and accountability in our teaching, learning and assessment practices, with a commitment to regularly reporting on our progress and outcomes to all stakeholders.
- ix. Commitment to this QACIP at all levels of our organisation with Trustees and SMT pledging to provide the necessary resources, support, and training to ensure its effective implementation.
- x. Review and revision of this and other policies and procedures to ensure the framework within which we operate remains relevant, effective, and aligned with the evolving educational landscape and regulatory standards.

5. Scope

- a. In-company delivery of apprenticeships and qualifications by the Training Officer Team (TO).
- b. Delivery of qualifications and training at The Engineering Skills Academy (TESA), ETT's training facility, by the Lecturing Team (LT).
- c. Delivery of qualifications and training via a subcontractor's training facility, by their lecturing teams.
- d. Administration of apprenticeship and training, including recruitment, pre-apprenticeship, on-programme, and post-completion aspects.
- e. TO team and LT team collectively known as the Delivery Team (DT). All other staff will collectively be known as the Administration Team (AT). Head of Department and Directors collectively known as the SMT.

6. Continuous Improvement Cycle – See Annex B

- a. We recognise that strong continuous improvement includes ongoing reflection by all stakeholders to maximise opportunities and the introduction of quality initiatives.
- b. As well as being responsible for the ongoing implementation of the Continuous Improvement Cycle, team members are responsible for providing ongoing feedback to the SMT to identify opportunities to improve, either directly, through internal surveys or self-assessment activities.
- c. We use the cycle approach to determine when specific activities should take place and how often.
- d. A key part of this cycle is the completion of regular Team Member Reviews. This is achieved through monthly 1to1 sessions where performance and development needs are discussed.
- e. See the full Continuous Improvement Cycle in Annex A.

7. Self-Assessment

- a. We are committed to ensuring that self-assessment is a year-round continuous improvement process and is not limited to the period of report writing.

- b. Self-assessment is a review of all areas of our delivery which includes factors such as outcomes, retention, feedback from staff team members, learners, employers, external quality assurance interventions, developments in the industry or feedback from bodies such as Ofsted, DfE (DWP) or Matrix.
- c. The Head of Quality, Compliance and Risk (HOQ) holds overall responsibility for the self-assessment process and the final Self-Assessment Report (SAR).
- d. The SAR is visited quarterly to ensure it remains relevant and a reflection of current position.

8. Quality Improvement Plan (QIP)

- a. The QIP is our over-arching plan to improve the quality of our delivery.
- b. It is made up of elements identified in the SAR or other forms of feedback such as surveys, observations, Trustee audits, or performance management processes.
- c. The plan is reviewed monthly by the SMT with actions agree and tracked.

9. Governance and Trustee Audit Cycle

- a. Governance is a key part of the QACIP. It ensures accountability, transparency, and strategic alignment with the organisation's mission and regulatory expectations whilst underpinning quality education, financial sustainability, and stakeholder trust.
- b. The Board of Trustees use the AELP Code of Good Governance for Independent Training Providers as the basis for these audits covering the seven key themes:
 - i. Strategy and Leadership
 - ii. Corporate Structures, Accountability and Roles
 - iii. Financial Strategy and Audit
 - iv. Teaching and Learning
 - v. Equality, Diversity and Safeguarding
 - vi. Transparency
 - vii. Effective Governance
- c. Trustees complete the following:
 - i. Annual audit under each of the seven themes.
 - ii. Report & action plan is produced from each audit, documented, and added to the QIP for SMT to implement.
 - iii. Board oversight is achieved via a meeting every two months within which a Board Report is presented and progress against any actions set during audits is discussed.
 - iv. Ad-hoc flag of issues by the CEO.

10. SMT Meetings

- a. To assure quality and drive continuous improvement, the SMT meet every month to review delivery data, feedback, learners of concern, staff team performance, and progress against the QIP.
- b. The SMT will focus on all existing provision, whilst considering future programmes also. The SMT work to ensure that programmes meet the highest standards of teaching, learning, and outcomes.
- c. The SMT will consider traffic light banding of delivery team members on a quarterly basis to manage the quality of delivery.

11. Learner Feedback Loop

- a. Learner feedback is requested regularly via surveys and the Learner Voice group. Feedback is fed into the SMT and actions put in place.
- b. It is the responsibility of all staff team members to address learner and employer feedback promptly and appropriately.

- c. Where it is necessary, team members escalate feedback either to their line manager or to the SMT via our Cause for Concern process. This includes any subcontracted provision.
- d. You Said, We Did process is followed to give learners insight into how their feedback shapes our provision.

12. Employer Feedback Loop

- a. Employer feedback is requested regularly to ensure programmes being delivered are fit for purpose.
- b. Team members request feedback when in company reviewing apprentices and via surveys sent out regularly.
- c. It is the responsibility of team members at all levels to address employer feedback promptly and appropriately.
- d. Where it is necessary, team members escalate feedback either to their line manager or to the SMT via our Cause for Concern process. This includes any subcontracted provision.

13. Team Feedback Loop

- a. Feedback from ETT team members is essential in ensuring the ongoing quality and success of our provision for learners, employers, and the well-being of all stakeholders.
- b. Depending on the nature of the feedback obtained, actions may be rolled across the whole team or escalated to SMT for further consideration.
- c. Team Members are offered the opportunities to provide feedback regularly. This includes (not an exhaustive list):
 - i. 1to1 meetings with their manager
 - ii. Annual Appraisals
 - iii. Team meetings
 - iv. Standardisation meetings
 - v. Surveys
 - vi. Full company days
 - vii. 1to1 with a Trustee (Annual)

14. Sampling Process and Plan

- a. The purpose of the sampling is to ensure consistent high-quality assessment practices, promote continuous improvement, and ensure compliance with the standards of Awarding Bodies/Organisations and EPAO, as well as industry standards.
- b. Our process and plan aims to;
 - i. ensure consistency and standardisation of LT & TO assessment practices;
 - ii. identify areas for development and excellence;
 - iii. foster LT and TO development and continuous improvement through reflective practice;
 - iv. ensure compliance with Awarding Body/Organisation, EPA, and regulatory frameworks; and
 - v. promote high-quality feedback and assessment practices.
- c. The sampling process and plan will cover work produced by all LT and TO, delivering a mix of Level 2, Level 3, and Level 4 apprenticeships and qualifications.
- d. Sampling will be driven by the following factors:
 - i. LT/TO competence (based on qualifications and formative observations).
 - ii. LT/TO performance (historic performance data, observations, and learner outcomes e.g. timely completions, unfunded, pass rates, grades etc).

- iii. Assessment type and level of Apprenticeship or qualification (new programmes or qualifications may contribute to the risk level increasing).
 - iv. Learner progress, retention, and EPA outcomes.
 - v. Feedback provided (both verbal and written).
- e. Each LT/TO's sampling will include work across different apprenticeship levels, qualification levels, and assessment types (written assignments, practical assessments, etc.). It will cover:
 - i. A variety of units/modules
 - ii. Work at different stages of the learning journey (early, mid, and late stages, Gateway)
 - iii. Completed assignments marked by the LT/TOs.
- f. Each sampled LT/TO will receive individual feedback based on their performance.
 - i. For those demonstrating high-quality assessments and feedback, commendations will be shared in team meetings and standardisation sessions, with their best practices used as examples
 - ii. For those needing improvement, clear guidance will be provided, and action plans will be developed to support their growth as detailed in the table below.
- g. Pre-sampling preparation
 - i. Performance ratings are regularly reviewed to ensure the sampling plan aligns with the current performance and traffic light status of each LT/TO.
 - ii. Each team member will be informed of the sampling process and expectations, along with feedback from prior sampling rounds.
- h. Sampling Implementation
 - i. The SMT and IQA will carry out the sampling.
 - ii. Work will be selected randomly but in line with the performance-based criteria (ensuring coverage across learners, modules, and assessment types).
 - iii. Written feedback will be the focal point of the review, with particular attention to clarity, learner progression guidance, and alignment with marking schemes.
- i. Sampling Evaluation
 - i. Feedback from the sampled assessments will be documented, with clear comments on assessment accuracy, feedback quality, and adherence to Awarding Body/End Point Organisation standards.
 - ii. Verbal feedback practices will be observed through recording or live observation.
- j. Record-Keeping
 - i. All sampling outcomes will be recorded in the LMS system, allowing the data to be analysed in future standardisation meetings.
 - ii. The SMT and IQA will keep detailed records, noting areas for improvement and instances of good practice for feedback purposes.
- k. This sampling process and plan will be regularly reviewed to ensure it complies with:
 - i. Awarding Body/Organisation Standards: The IQA team will maintain compliance with all assessment regulations from awarding organisations and End Point Assessment Organisations, ensuring sampling meets the required level of scrutiny.

- ii. Ofsted and EIF Best Practices: The plan will reflect the principles of the Education Inspection Framework, with a focus on the quality of education, progress monitoring, and effectiveness of feedback.
- iii. Reporting to Awarding Bodies/Organisations: Sampling results and subsequent quality improvements will be reported in the format required for awarding bodies.
- l. This sampling process and plan will be reviewed annually by the SMT to ensure it continues to meet regulatory requirements, supports LT/TO development, and promotes excellence in learner outcomes.

15. Observations of teaching, learning, and assessment

- a. Observations of teaching, learning, and assessment (TLA) are a cornerstone of this QACIP.
- b. Observations;
 - i. are a key mechanism for quality assurance and compliance,
 - ii. are a vital developmental tool for supporting staff and sharing exemplary practice, and all staff understand the expectations, processes, and supportive nature of the observation cycle
 - iii. constructively support tutors and assessors in developing practice that delivers a high-quality, ambitious curriculum leading to strong learner outcomes,
 - iv. help to promote cultural capital, employability skills, and learner resilience, while safeguarding and inclusion remain integral,
 - v. provide robust evidence for our SAR and directly inform our QIP, and
 - vi. ensure our practice meets the expectations of the November 2025 Ofsted inspection toolkit and internal benchmarks.
- c. Our observation framework is designed to evaluate and enhance the quality of education across all phases of the learner journey.
- d. Developmental (planned) observations & visits.
 - i. These, where feasible, will be scheduled and agreed with each team member at least 5 working days in advance. This allows for preparatory discussion regarding session curriculum intent, sequencing, and learner starting points.
 - ii. There may be exceptional circumstances (e.g. covering absence, operational necessity) where this notice period cannot be fulfilled. In such cases, the rationale will be explained at the earliest opportunity.
- e. Quality assurance (unannounced) observations & visits.
 - i. These are used to gain a genuine insight into typical practice, and the SMT retain the right to observe any session or learner interaction without prior scheduling,
 - ii. Whilst unplanned in advance, the observer will normally make their presence and purpose known to the tutor or assessor at the start of the session or visit.
 - iii. These balance the need for authentic quality assurance with professional courtesy, allowing us to evaluate routine behaviour, attitudes, and safeguarding culture.
- f. Peer observations (planned)
 - i. Voluntary peer observation is actively encouraged to foster a collaborative community of practice.
 - ii. These are non-judgmental, developmental exchanges focused on sharing ideas and reflective discussion.

- iii. All staff are encouraged to participate in at least one peer observation per annum.
- g. Observations process
 - i. Conducted by a member of the SMT, line manager or trained peer observer.
 - ii. The primary focus is on evaluating the quality of education, assessment and delivery against the technical content, our Values, 12 Behaviours and ETT Teaching Standard.
 - iii. Observers will also note behaviour and attitudes of learners and employers (when relevant) within the session/visit and how the delivery contributes to learners' personal & professional development.
 - iv. Observations can occur at any point: pre-apprenticeship, induction, progress reviews, classroom/online delivery, practical sessions, and workplace assessments.
 - v. Observers are also able to check for inclusive practice, equality of opportunity, and promotion of British values
- h. Feedback and professional development
 - i. All observations result in timely, constructive, and precise feedback.
 - ii. The observer will arrange a formal feedback meeting within 5 working days.
 - iii. Feedback will be evidence-based, directly referencing the observed impact on learners and linking to the Ofsted inspection themes (November 2025 toolkit), technical content, our Values, 12 Behaviours and ETT Teaching Standard.
 - iv. Where areas for improvement are identified steps set out in the Performance Management section of the policy will be implemented.
 - v. If practice is assessed as not meeting the required standard, a re-observation will be scheduled within the next quarter to review progress.
 - vi. Feedback may be linked to learner progress over time, not just session performance.
- i. Recognition of Excellence
 - i. Where practice is judged to be strong, particularly in demonstrating good curriculum implementation or positive learner attitudes:
 1. Excellent practice should be shared through CPD sessions and mentoring to build organisational capacity.
 2. It will be celebrated and shared through team meetings, standardisation meetings, and internal communications.
 3. Staff may be invited to share their expertise by mentoring colleagues, leading CPD sessions, or contributing to curriculum development.
- j. Accountability and Governance
 - i. The HOQ holds overall responsibility for the integrity of the observation process and its alignment with the latest Ofsted guidance.
 - ii. Anonymous and summarised observation data provides direct evidence for the SAR and QIP.
 - iii. Observation trends are reviewed at SMT Meetings and directly inform the SAR, QIP, strategic staff development, CPD and curriculum enhancement plans.

16. Staff Team, Frequency of Activity and Performance Management

- a. Staff Team
 - i. Up to date DT CVs must be on file. These should be updated annually at the time of appraisal to ensure they reflect any additional training or CPD.

- ii. A Skills Matrix will be used to map which qualifications our DT are qualified and/or competent to deliver. This will be a live document and be updated when required and reviewed twice yearly.
 - iii. Each staff member will maintain an Assessment and Personal Development Plan (APDP).
 - iv. CPD is to be undertaken by all staff. This may be driven by gaps identified in the Skills Matrix, requirements of the role (Safeguarding etc.) requirements of governance (DfE etc.) or identified through employer driven demand for training or services.
 - v. A CPD Plan will be maintained by each DT member within their APDP to identify areas of development and the plan of how/when it will be achieved. Team members are allotted time (pro-rata for those part time) each year for CPD specific to company need. See Continued Professional Development (ETT Staff) Policy and Procedure.
 - vi. DT members will be placed into one performance level to indicate the frequency of QA and CI activity required. Performance level will be reviewed every 3 months and kept confidential within the SMT.
- b. QA and CI Frequency of Activity

Green			
Performance Level Description	Sampling frequency and size.	Observation frequency.	Focus Areas & Support
<ul style="list-style-type: none"> • Fully qualified staff member with more than 1 year of experience in their ETT role. • Strong learner and/or employer feedback. • Consistently strong observations with minimal areas for improvement. • Consistently strong sampling outcomes with minimal areas for improvement. • LT – Delivery is on track with phasing; learner work is marked within 3 weeks; learner outcomes are generally good. • TOs – IQA feedback identifies minimal issues; fewer than 5% of learners out of funding; EPA outcomes are strong. 	Quarterly 10%	Development (planned) 1 per annum. Quality Assurance Observation (Unannounced) 1 per annum Peer observations (planned) 1 per annum encouraged	<ul style="list-style-type: none"> • Maintain high performance through ongoing CPD opportunities aligned to role. • Support peers by sharing best practice through standardisation activities. • Engage in stretch or progression activities. • Optional targeted CPD based on personal development goals.
Amber			
Performance Level Description	Sampling frequency and size.	Observation frequency.	Focus Areas & Support

<ul style="list-style-type: none"> • Qualified staff member with less than 1 year of ETT experience. • Mixed learner and/or employer feedback. • Observations indicate variable quality with several improvement areas. • Sampling results show inconsistent quality with multiple improvement areas. • LT – Delivery is behind phasing; learner work is often returned outside 3 weeks; learner outcomes are mostly merit or below. • TOs – IQA feedback frequently highlights issues; 6–10% out of funding; EPA outcomes are mixed. 	<p>Quarterly 15% to 20%</p>	<p>Development (planned) – 2 per annum.</p> <p>Quality Assurance Observation (Unannounced) – 1 per annum</p> <p>Peer observations (planned) 1 per annum encouraged</p>	<ul style="list-style-type: none"> • Coaching from line manager focusing on identified improvement areas recorded as SMART targets in APDP. • Targeted CPD based on observation or sampling themes. • Quality Achievement Review (QAR) Meetings • Shadowing of green team member to model best practice.
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<p>Red Performance Level Description</p>	<p>Sampling frequency and size.</p>	<p>Observation frequency.</p>	<p>Focus Areas & Support</p>
<ul style="list-style-type: none"> • New or unqualified staff member. • Poor learner and/or employer feedback. • Consistently low-quality observations with significant improvement required. • Consistently poor sampling with significant issues. • LT – Delivery consistently behind phasing; learner work consistently returned after 3 weeks; learner outcomes are poor. • TOs – IQA feedback indicates substantial issues; more than 11% of learners out of funding; EPA outcomes are poor or failed. 	<p>Every 2 months 25% to 30%.</p>	<p>Development (planned) – 1 per month or more frequent if required.</p> <p>Quality Assurance Observation (Unannounced) – 1 per annum</p> <p>Peer observations (planned) 2 per annum encouraged</p>	<ul style="list-style-type: none"> • Intensive coaching and Personal Improvement Plan (PIP) monitored by line manager and recorded in APDP. PIP part of the Performance and Disciplinary Policy and Procedure. • Quality Achievement Review (QAR) Meetings • Mandatory CPD in areas of concern. • Shadowing of an experienced team member. • Increased 1to1 reviews until performance improves.

- c. Performance is managed using several methods;
- i. 1-to-1s
 1. These meetings are a key opportunity for managers to get insight into the team member's welfare, workload, challenges, causes for concern, learner progress, and CPD.
 2. Meetings allow planning for the short, mid, and longer term, highlighting key dates for themselves or the stakeholders they work with and is key in managing each team member's performance.
 3. Planned 1-to-1 meetings are recorded within each member's (APDP) document.
 4. Team members will meet at agreed dates/times with their line manager. The regularity of these meetings is set by the line manager and may increase/decrease depending on the team member performance level – minimum is once per month.
 5. Brief, ad-hoc 1-to-1s are also undertaken when required. These are not recorded.
 - ii. TO Out of Funding (OoF) & LT Over End Date (OED) Management
 1. Quality Achievement Review (QAR) meetings are face-to-face and are an additional meeting each month focusing on reviewing each OoF or OED learner's action plan.
 2. TOs or LT member present the situation, barriers, and strategies for getting each learner to gateway as soon as reasonably practical or to completion of their qualification. This should be in line with the extension agreed with the learner and employer.
 3. The SMT will provide additional solutions and support the TO or LT to get the learner to achieve.
 4. Actions agreed during QAR meetings will feed into the Continuous Improvement Cycle, inform APDPs, and be monitored through proactive management and support.
 - iii. TO Team & Standardisation Meeting
 1. The Head of Delivery (HOD) will hold a monthly team and standardisation meetings focusing on delivery by TOs.
 2. The team meeting aims to update TOs regarding delivery, compliance, and directives specific to their role. It is also an opportunity for team members to feedback to the HOD, share good practice and air challenges for the group to consider. Any significant issues are escalated to the SMT.
 3. The standardisation meeting aims to ensure all those involved are consistent and fair to all learners and delivery challenges are discussed, solutions found. Any significant issues are escalated to the SMT.
 4. Agendas and Minutes should be used in both meetings to ensure all aspects are discussed and the outcome and actions recorded.
 5. Minutes of the meeting presented to the SMT by the HOD at the next available SMT Meeting.
 - iv. LT Team & Standardisation Meeting

1. The Head of Academy (HOA) will hold a monthly team meeting. The meeting aims to address any operational topics, discuss any concerns with learners (those that can be discussed in this type of forum), discuss delivery against the agreed phasing and discuss new initiatives. Any significant issues are escalated to the SMT.
 2. The standardisation meeting aims to ensure all those involved are consistent and fair to all learners and delivery challenges are discussed, solutions found or escalated to the SMT. Any significant issues are escalated to the SMT.
 3. Agendas and Minutes should be used in both meetings to ensure all aspects are discussed and the outcome and actions recorded.
 4. Minutes of the meeting presented to the SMT by the HOA at the next available SMT Meeting.
- d. Escalation and support (all team members)
1. If performance is significantly below expected standards or identified as Red performance level, we will use our Performance and Disciplinary Policy and Procedure to manage their progress.

Annex A: Delivery Process

1. Delivery Process

- a. Employer partnership
 - i. Verify each employer we work with has the intention and capability of employing the apprentice to complete their training and end-point assessment and secure their longer-term future.
 - ii. Check the employer is offering entry to a recognised occupation that can be transferred to other relevant employers and is sufficiently skilled to require employment and training of at least a year's duration, and the total number of off-the-job training hours that are required to meet the proposed standard.
 - iii. Help the employer select a standard approved by Skills England, which fully defines the occupation in terms of the responsibilities and tasks involved, against the skills, knowledge, and behaviours required to achieve competence.
 - iv. Confirm the employer is offering employment in a job with legal and contractually acceptable terms and conditions.
 - v. Support the employer through the whole apprenticeship lifecycle and beyond.
- b. Candidate/apprentice recruitment (where ETT is part of the recruitment process).
 - i. Advertise the role, highlighting the job description and terms of employment.
 - ii. Provide an application process that tests a candidate's willingness and motivation to learn and work diligently to complete their apprenticeship.
 - iii. Conduct initial assessments of the apprentice's prior learning, abilities, attitude, and aptitude with respect to the job role and against the selected standard.
 - iv. Conduct assessments of the candidate's eligibility for the apprenticeship in terms of prior learning, right to work and right to funding.
 - v. Assist the employer in their final selection of an apprentice.
- c. Quality of the Apprenticeship programme

- i. We will work with the employer to implement the required training required to achieve the full apprenticeship programme, linking company training with the apprenticeship standard, college or academy provision, behaviours, and other elements that make up the apprenticeship. This will be a challenging and stretching training and learning programme developed and delivered with the active involvement of the employer, using a range of effective on and off-the-job training methods as well as the work itself.
 - ii. We will drive learning against the mandated requirements of off-the-job hours, which develops not only the knowledge and skills required but also the additional transferable skills that allow the apprentice to deal with new employers, situations, problems, equipment, and wider life.
 - iii. An in-company mentor will be assigned to the apprentice. They will be responsible for the line management of the apprentice, motivating and supporting them in the workplace, as well as progressing them in line with the requirements of the apprenticeship.
 - iv. We will assign a TO to each apprentice to oversee them throughout their programme, support them, and assess their work. The TO will also support the employer and generally ensure the apprentice is progressing through the programme to gateway and through EPA.
- d. Quality delivery
- i. TO delivers 30 hours of planned contact time per year with 6 physical face-to-face visits and 6 remote sessions.
 - ii. Learning plan will include the elements needed to meet the skills required of employers and apprentices, college/academy learning, a record of off-the-job hours, and assessment points.
 - iii. Use of an e-portfolio system to set tasks, track work, sign off work, track progress, and promote a collaborative approach between all parties.
 - iv. High-quality delivery of learning at The Engineering Skills Academy (where applicable).
 - v. Work with subcontracted college delivery with additional quality assurance to ensure quality delivery.
 - vi. SMART target-setting/action plans (agreed upon with the learner, their manager, and ETT staff) will be maintained throughout the training period
 - vii. External quality assurance as and when required.
- e. Quality teaching, learning, and assessment
- i. Our delivery is guided by our Values, 12 Behaviours and guidance set out in the Employment Information Document which is periodically reviewed and updated.
 - ii. These elements apply to all staff involved in the teaching, learning and assessment of learners and those involved in aspects of a learner's journey.
 - iii. We recognise our staff team want to give their best to learners and adopt a professional approach to meeting internal and external (national) standards for teaching, learning, and assessment.
 - iv. We are committed to supporting staff to reach and maintain the required standards. Where standards are deemed to not meet our expectations the SMT will act to ensure improvements are made.
 - v. Non-conformity to TAS may be identified through quality assurance activities such as observations/sampling, through delivery data or other sources such as feedback from learners or employers. The SMT will use its

Performance and Disciplinary Policy and Procedure to address any issues of this nature.

- f. End-Point Assessment (EPA) and Certification
 - i. All apprenticeship standards involve an EPA, which determines whether the apprentice has met the requirements of the apprenticeship standard.
 - ii. Every apprenticeship standard has an accompanying assessment plan which sets out how the end-point assessment will be carried out.
 - iii. To be eligible for entering the 'Gateway,' we will ensure each apprentice has met with requirements set out in the assessment plan and make sure they are fully ready. This includes the apprentice holding an appropriate level of English and maths, and other specified components of the apprenticeship, signed off by the employer.
 - iv. We engage with End Point Assessment Organisations (EPAO), to conduct the process and meet the requirements for quality, set out in its guidance on external quality assurance. We will ensure the EPAO is registered on the Register of Apprenticeship Assessment Organisations (RAAO) for each standard.
 - v. ETT applies for and gains certification on completion of the whole apprenticeship and associated qualifications.
- g. Relevant Paperwork
 - i. All training services provided will be detailed within formal agreements between ETT, the employer, and the apprentice, where applicable. These include:
 1. Information Document produced and presented to the Employer to set out the proposed apprenticeship programme. The employer can discuss, critique, and amend the proposed programme before moving ahead.
 2. Employer order form completed, giving details of the opportunity available, details about the employer and those who will be involved in the apprenticeship
 3. Employer SLA setting out how the Employer and ETT will work together.
 4. Apprenticeship Agreement setting out the agreement between the Apprentice and Employer
 5. Apprentice Training Plan setting out the agreed programme, including any reduction in length or cost relating to the recognition of prior learning and how the off-the-job training hours will be achieved.
 6. Employment contract (Apprentice Employment contract) – we get confirmation this document is in place.
 7. Subcontractor SLA (if applicable).
 8. Apprentice Individual Learning Plan.
- h. Registration Process
 - i. Learners must be registered with the Awarding Organisation within 9 months of starting their qualification (not necessarily their apprenticeship).
 - ii. Late registrations will trigger a review to prevent recurrence.

Annex B: Continuous Improvement Cycle (CIC)

Our CIC activities are grouped based on frequency to ensure timely, manageable, and effective reviews.

1. Monthly Activities

- a. SMT Meetings (two per month)
 - i. Description: 2 meetings per month – quality assurance and drive continuous improvement, reviewing delivery data, feedback, learners of concern, staff team performance (traffic light banding), and progress against the QIP.
 - ii. Impact: Ensure that programmes meet the highest standards of teaching, learning, and outcomes.
- b. QIP (Quality Improvement Plan) Review
 - i. Description: Monthly review to track progress on objectives – this is the main tool used by the SMT to drive improvement across the organisation.
 - ii. Impact: Ensures proactive identification of challenges and promotes continuous improvement
- c. DBS Checks on Register
 - i. Description: Monthly verification of staff DBS checks to ensure compliance with safeguarding requirements
 - ii. Impact: Ensures learner safety and compliance with safeguarding standards
- d. PDSAT (Provider Data Self-Assessment Toolkit) Review
 - i. Description: Monthly data analysis of key performance metrics like learner retention and achievement
 - ii. Impact: Supports data-driven decisions to enhance learner outcomes
- e. Staff Team 121s with QA Feedback
 - i. Description: Monthly one-to-one meetings providing QA feedback to ensure staff and departmental goals are aligned
 - ii. Impact: Fosters personal development and alignment with organisational objectives
- f. Sampling and Observations of DT
 - iii. Description: Monthly work in line with 17.b QA and CI Frequency of Activity to assess the quality of teaching and learning.
 - iv. Impact: Ensures DT meet teaching and assessment standards and supports professional development
- i. Standardisation and Team Meetings
 - i. Description: Monthly team session to share good practice, launch new initiatives, address concerns, and ensure all are delivering in line with ETT priorities.
 - ii. Impact: Ensures teams are coordinated, give opportunity for feedback to SMT and maintains momentum of continuous improvement.

- j. 20 Min Training
 - i. Description: Regular CPD covering both internal topics, industry updates, and governance topics.
 - ii. Impact: Opportunity for whole staff team to gain CPD and regular updates.

2. Every two months

- a. Trustee Meeting
 - i. Description: Governance meeting to provide oversight of provision.
 - ii. Impact: Opportunity for whole staff team to gain CPD and regular updates.
 - iii. Schedule: Jan, Mar, May, Jul, Sep, Nov.

3. Quarterly Activities

- a. Self-Assessment Report (SAR) Review and Update
 - i. Description: Evaluation of performance against strategic goals, highlighting strengths and areas for improvement. Ensure the areas for improvement match those set out in the QIP.
 - ii. Impact: Informs future quality improvements and organisational planning.
 - iii. Schedule: Aug with full team. Nov, Feb, May review and update.
- b. Prevent Risk Assessment Review
 - i. Description: Review of the Prevent Risk Assessment to ensure strategies for preventing radicalisation remain effective.
 - ii. Impact: Helps maintain compliance with government regulations.
 - iii. Schedule: Conducted in Jan, Apr, Jul, Oct.
- c. Functional Skills Pass Rate Analysis
 - i. Description: Quarterly analysis of learner pass rates for Functional Skills
 - ii. Impact: Identifies areas for support and improvement to boost learner success
 - iii. Schedule: Conducted in Mar, Jun, Sep, Dec.
- d. Learner Survey Overview Check
 - i. Description: Quarterly overview of learner survey feedback to assess satisfaction and areas for improvement
 - ii. Impact: Helps adjust delivery to meet learner needs and improve engagement
 - iii. Schedule: Conducted in Mar, Jun, Sep, Dec
- e. Safeguarding & Prevent New Staff Training
 - i. Description: Quarterly training for new staff on safeguarding and Prevent duties
 - ii. Impact: Ensures that all staff are compliant with safeguarding and Prevent policies
 - iii. Schedule: Conducted in Jan, Apr, Jul, Oct
- f. Monitoring Visits/Meetings for Subcontractors
 - i. Description: Quarterly reviews and meetings with subcontractors to monitor their performance and compliance
 - ii. Impact: Ensures subcontractor alignment with organisational standards.

- iii. Schedule: Conducted in Feb, May, Aug, Nov.

4. Biannual Activities

- a. Mock Compliance Audits
 - i. Description: Internal audits to assess compliance and identify areas for improvement
 - ii. Impact: Prepares the organisation for external audits and ensures readiness.
 - iii. Schedule: Conducted in Feb, Aug.
- b. Cyber Essentials Plan Review
 - i. Description: Review of the organisation's cyber security plan to ensure systems are secure
 - ii. Impact: Protects the organisation from cyber threats and ensures compliance with data security standards
 - iii. Schedule: Conducted in Jan, Feb
- c. Position Statement Submission
 - i. Description: Biannual submission of position statements to track organisational progress and alignment with strategic goals
 - ii. Impact: Provides transparency and accountability to stakeholders
 - iii. Schedule: Conducted in Mar, Sep

5. Annual Activities

- a. Trustee Audits
 - i. Description: Annual audit of 7 areas of governance
 - ii. Impact: Ensures board level oversight of the provision
 - iii. Schedule: Oct, Dec, Feb, Apr, May, Jun, Aug
- b. Trustee Strategy Meeting
 - i. Description: Annual meeting to plan guide on strategy and priorities
 - ii. Impact: Ensures board level oversight of the provision
 - iii. Schedule: Oct, Dec, Feb, Apr, May, Jun, Aug
- c. Safeguarding Policy Review
 - i. Description: Yearly review of safeguarding policies to ensure compliance with the latest legislation
 - ii. Impact: Ensures policies are up-to-date and reflect current legal requirements
 - iii. Schedule: Conducted in Jan (unless required sooner)
- d. Review of Policies/Procedures
 - i. Description: Comprehensive review of organisational policies and procedures
 - ii. Impact: Ensures policies are current and fit for purpose
 - iii. Schedule: Conducted in Jun, Jul, Aug
- e. Annual Review of Awarding Organisations & EPAOs
 - i. Description: Evaluation of relationships and standards with awarding bodies and EPAOs

- ii. Impact: Ensures continued accreditation and alignment with awarding organisation standards
 - iii. Schedule: Conducted in Jan
- f. Matrix Assessment Preparation and External Assessment
 - i. Description: Preparation and external assessment to meet the Matrix Standard. Please note, the action plan will be reviewed monthly
 - ii. Impact: Validates the organisation's advice and support services
 - iii. Schedule: Preparation in Jul, Aug; external assessment in Sep

Quality Cycle

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
SMT Meeting	X	X	X	X	X	X	X	X	X	X	X	X
QIP Review	X	X	X	X	X	X	X	X	X	X	X	X
DBS Check	X	X	X	X	X	X	X	X	X	X	X	X
PDSAT Check	X	X	X	X	X	X	X	X	X	X	X	X
Team 1to1s	X	X	X	X	X	X	X	X	X	X	X	X
Sampling & Obs	X	X	X	X	X	X	X	X	X	X	X	X
Standardisation and Team Meeting	X	X	X	X	X	X	X	X	X	X	X	X
20 Min Training	X	X	X	X	X	X	X	X	X	X	X	X
SAR Review and Update			X			X			X			X
Prevent Risk Assessment	X			X			X			X		
Functional Skills Pass Rate	X			X			X			X		
Learner Survey Overview	X			X			X			X		
Safeguarding & Prevent New		X			X			X			X	
Subcontractor Monitoring			X			X			X			X
Compliance Audits		X		X		X		X		X		X
Cyber Essentials					X	X						
Position Statement	X						X					
Trustee Audits		X		X		X		X	X	X		X
Trustee Meetings	X		X		X		X		X		X	
Trustee Strategy Meeting								X				
Safeguarding Policy Review					X							
Review of Policies/Procedures										X	X	X
Review of Awarding Organisations & EPAO					X							
Matrix Assessment Prep and Ext. Assessment	X										X	X