

## **Quality Assurance and Quality Improvement Policy**

### **Introduction**

The Development Manager's (TDM) quality system is driven by continuous quality assurance and quality improvement.

Our quality system aligns with the requirements of the Office for Standards in Education, Children's Services and Skills (Ofsted), who follow the education inspection framework (EIF) to drive the improvement of education in the country.

TDM's quality system is also driven by the requirements of ISO 9001:2015 which ensures that the organisation's quality policy and resulting objectives are appropriate to the company's strategic and operational direction.

TDM deliver tech and digital career entry level programmes through to the higher degree apprenticeship programmes, thus providing a clear career progression for our learners and for employers who want to develop their workforce.

TDM's educational programmes aim to :

1. create a positive impact in the places of work where the learners operate or aim to operate
2. create a positive impact on the learners' career and social mobility.

Therefore, TDM have adopted the SFIA levels of responsibility framework as a key component of our programmes to showcase the pathway from starting point through to the higher levels.

SFIA (skills framework for the Information Age) is a practical resource for people who manage or work in or around information and communication technologies, digital transformation and software engineering.

SFIA:

- provides a framework consisting of professional skills on one axis and seven levels of responsibility on the other.
- describes the professional skills at various levels of competence.
- describes the levels of responsibility, in terms of generic attributes of Autonomy, Influence, Complexity, Knowledge and Business Skills.

### **Quality System Aims**

TDM's quality systems and processes aim to:

1. Maintain, monitor and review the academic standards of our programmes
2. Enhance the quality of learning opportunities and experience of learners at all delivery points
3. Enhance the quality of the impact of our programmes in the places of work, where learners work or aim to work at.
4. Keep in tune with existing research and national educational priorities to adapt our programmes to the emerging needs of our regional customers and our funding organizations.
5. Deliver on the contract aims of those who fund our programmes.

### **Quality Assurance and Quality Improvement : Key Principles**

Our approach to quality assurance and quality improvement is underpinned by the following key principles:

1. The Marketing and Engagement Team, led by the Marketing and Engagement Manager, is responsible for the management of the initial stages of all programmes, typically called the pre-enrolment stage thus ensuring that the learners' and employers' suitability for the programmes has been carefully considered and established. And that, where applicable, they are provided with the appropriate information, advice and guidance (IAG).



2. The Academic Team, led by the Academic delivery manager, is responsible for the management of academic standards and quality of programmes at onboarding and delivery stage.
3. The primary responsibility for curriculum delivery and management rests with the academic delivery manager who manages the different Tech and Digital Schools. School trainers and coaches are assigned responsibilities for the management of academic standards, and the quality assurance and enhancement of all educational provision within their remit, including research and strategies that promote and develop practice in learning and teaching.
4. The Learning and Business Support Team, led by the support team and quality and compliance managers, are responsible for internally auditing and monitoring that processes and systems are being followed to satisfy the quality aims of the business and the expectations of the funding organisations that fund the programmes we deliver.
5. The leadership and management team are responsible to drive the quality improvement agenda on a monthly, quarterly and annual basis. They must ensure that the goals, objectives, rocks set are SMART (specific, measurable, achievable, realistic, timebound).
6. The leadership and management team are responsible for the collation of data on employer and learner voice, thus ensuring there is engagement with learners and employers through appropriate representation and consultation.
7. The leadership and management team are responsible to ensure the use of appropriate external and internal reference points, including the Ofsted EIF, the Tech Partnership, the SFIA framework, the Institute for Apprenticeships and Technical Education and the requirements and expectations of the professional, regulatory and statutory bodies.
8. The leadership and management team are responsible to ensure the use of management information (quantitative and qualitative) from a variety of external and internal sources to support quality assurance and enhancement processes and the use of this evidence base to enable enhancement in the delivery of the programmes.

## **Quality Assurance and Quality Improvement : key processes**

### **Background:**

Our core focus at The Development Manager (TDM) encompasses

- Our purpose: Doing well by doing good
- Our Niche: Genuinely work based learning underpinned by academic rigour from tech and digital specialists.

We respond to the various West Midlands Employers and Local Enterprise Partnership's (LEPs) identification of Tech, Digital and Cyber skills as regional skills development priorities.

Our programmes therefore are work based learning programmes with underpinned academic rigour.

- Our quality assurance and quality improvement processes are driven by the:
  - Observation of Teaching, Learning, Assessment and Compliance Policy
  - Internal quality checks of TDM team members' activity
  - Internal quality checks on learners and employers' records.
  - Customer feedback
  - External audits reports
- Our key focus when doing observation or a quality check is to ensure the activity being audited shows to be conducive towards the learner fulfilling the programme objectives. Depending as to where in the part of the process the activity is.
- Sampling will be based on the principles of 'PRESEL', i.e., plans must include sampling of all types of
  - Processes
  - Records
  - Employers
  - Systems
  - Employers
  - Learners



- Key activities that we observe and audit are:
  - The engagement process
  - The Commitment and sign-up process
  - The Onboarding process
  - The Training process
  - The coaching process
  - The feedback approach
  - The IAG (information, advice and Guidance) approach
  - The internal assessment process
  - The external assessment preparation process
  - The learner and employer voice
  - Any other process that we may need to improve on
  
- The feedback following observation and a quality check is directly given to the team member together with an improvement plan if there is need for one. This then feeds into the HR process.
  
- Identification of key improvement themes are discussed at leadership and management level meetings and cascading messages are arranged to be disseminated to the whole team or particular teams where quality improvement needs to be seen. Leaders and managers meet on a weekly basis at the L10 meeting, where issues are identified, discussed and solved.
  
- Weekly whole team meetings are used to drive the quality of the programmes forward. Leaders and Managers take it in turns to drive quality improvement forwards through cascading messages and checking for understanding with the whole team or the individual team meetings.
  
- Standardization meetings are run in the individual team meetings which also run once a week. Regular quarterly and annual training sessions are organized for the whole or individual teams on topics that will ensure clarification of aims and quality improvement.
  
- TDM uses the annual self-assessment report as one of its sources for identifying key strengths and areas for improvement. Good and innovative practice in learning, teaching, coaching and assessment is identified and endorsed for dissemination to the rest of the team. Best practice is identified and shared with all at weekly, monthly and quarterly team meetings. The self-assessment report drives the creation of the quality improvement plan which is a live document reviewed by leaders and managers at monthly QIP meetings. The QIP encompasses the business vision and annual goals and the quarterly objectives or rocks to complete. It also encompasses activities that need to be continuously monitored for improvement.
  
- The learning support team are in charge of collating data from the various feedback systems and on a quarterly basis report to the leadership and management team and the board of governors to celebrate successes and report on areas for improvement. This is then consolidated on an annual basis in the self-assessment report.
  
- The HR process ensure there are quarterly one to one conversation between staff members and line managers to establish strengths and areas for improvement progress. Managers are then able to provide one to one support and tap into the performance improvement plan or continuous professional development policy (CPD) to support professional and career development.
  
- TDM follows a robust enterprise operating system that allows for an annual and quarterly reviews that identify goals for the year, issues that need to be resolved to continue to drive quality throughout the quarters and on annual basis. This leadership and management system is closely related to the self-assessment report and the quality improvement plan.



## **Training Programmes Continuous Quality improvement**

TDM programmes divide into these broad categories that form part of the Tech and Digital Schools at TDM:

- Digital and Data
- Software development
- Infrastructure, networking and cybersecurity
- Personal and Professional Development
- Functional Skills

The academic team have responsibility for ensuring the continuous improvement of the training and coaching programmes.

The quality assurance and quality improvement system is a robust system that identifies good practice and areas for improvement.

Team members are advised of audit findings and asked to make a plan of improvement of training programmes if this is deemed necessary.

The Academic Delivery Manager is in charge of ensuring the improvement plans are enacted and in line with quality improvement plan and quarterly and annual rocks.

## **External auditing**

The External Auditing system enables TDM to ensure that the academic standard for each programme is set and maintained at the appropriate level, and that learner achievement in assessed work is comparable with the standards achieved by learners at other UK education institutions.

## **Ofsted**

- Ofsted auditors will visit to learn about our provision and compare it with the standards set.
- Ofsted follow the education inspection framework.
- Inspectors judge the overall effectiveness of a provider against the Education Inspection Framework and make judgements on:
  - the quality of education
  - behaviour and attitudes
  - personal development
  - leadership and management.
- These are judged using the following grading scale:
  - Grade 1: outstanding
  - Grade 2: good
  - Grade 3: requires improvement
  - Grade 4: inadequate.

More information on their approach can be found at: [Further Education and Skills Inspection Handbook](#)

## **Funding Authorities Audits**

Funding authority will inspect the provision to check that public funds are being spent in accordance to the funding rules and contractual arrangements.

TDM's quality and compliance manager is in charge of ensuring the programmes provision is driven by the expected requirements of the funding organizations.

## **Other external audits**

On an annual basis TDM undergoes other types of audits such as:

- ISO 9001:2015
- Matrix Standard
- British Computer Society Quality Assurance Meeting
- Accelerate People Quality Assurance Meeting
- University of Wolverhampton Quality assurance and validation panels
- External consultants that are brought in to support with quality improvement of specific areas,



for example safeguarding audits.

**Opportunities for enhancement within the external examining processes:**

Engagement with external examiners at a formal and informal level provide an external view and context of the programmes we deliver.

Each External Examiner submits a formal written report annually and the leadership and management team have processes in place for reading the external examiner’s reports and feed into the self-assessment report and the quality improvement plan.

All findings are also shared with the whole team.

External Examiners’ reports also generate the opportunity for reflection by teams, leading to the enhancement of future engagement and delivery through the identification of good practice which is disseminated throughout the business and reported within the self-assessment report.

**Learner Voice**

Learners’ representation is valued as an effective means of ensuring that learners feedback on the quality of provision is heard.

TDM requires the learner voice in the quality assurance processes and in the use of learner feedback and survey outcomes.

**Opportunities for enhancement within the learner voice:**

Learners are involved in assuring the quality of their learning experience through the scheme of feedback and participation.

Learner participation in periodic review provides opportunities for the learner experience to be accounted for in enhancements.

All teams must make provision for learners to comment on their learning experience through questionnaire, forms, case studies, etc. These in turn feed into the annual monitoring and review.

**Quality Improvement Approach**

In the ongoing development of quality assurance and quality improvement processes TDM seeks to achieve a systematic approach. We have endeavored to set out processes designed to create and maintain an ethos which expects and encourages the enhancement of learning opportunities and better work practice

**Management information**

TDM’s approach to quality improvement involves the systematic collation, analysis and use of management information (quantitative and qualitative) from a variety of externally (E) and internally (I) generated sources to support a range of activities:

Quantitative	Qualitative
Annual National Learners Survey - ESFA (I)	External Auditors reports (E)
Learner Satisfaction Survey (I)	outcome reports on periodic review (I)
Courses evaluations (I)	learner module evaluations (I)
statistics for annual monitoring of curriculum delivery (e.g. module level performance, student continuation and completion rates, awards classifications) (I)	employer engagement mechanisms (I)
statistics including data on gender, ethnicity (I)	outcome reports on Quality Audit (I)
Employer/mentor survey (I)	Learner first destination data (I)
	Learner retention data (I)
	Learner achievement data (I)
	Employer Exit/progression review (I)
	Learner Exit/progression review (I)

E = externally generated I = internally generated

## Reference points

In developing an integrated and systematic approach to quality assurance and enhancement the following policy documents are available in electronic format and have been widely disseminated throughout TDM

### Internal

- Observation of Teaching, Learning, Assessment and Compliance Policy
- Continuous Professional Development
- Quality Improvement Plan
- The Vision Traction Organizer
- Self-Assessment Report
- TDM Core processes
- Complaints Policy and Procedure
- ISO 9001:2015 Manual
- Matrix Continuous Improvement Checks

### External

- Ofsted -Further Education Inspection Framework
- Apprenticeship Funding Performance and Management Rules
- Institute for Apprenticeships
- The Tech Partnership Industry Gold Degree Apprenticeships
- SFIA (skills framework for the Information Age)
- University of Wolverhampton Quality Assurance Policies
- British Computer Society EPAO quality assurance processes
- Accelerate people quality assurance processes
- City and Guilds Quality Handbook

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25/06/2019	002	-	Reviewed	EH
25/06/2019	003	31-01-20	Learner voice. Added Ofsted	EH
25/06/2019	004	26-03-21	Changed name from QI and QA system to Policy	EH