

Quality Assurance Policy

Introduction

Tolley prides itself on the delivery of high-quality apprenticeship training to accountancy/tax professionals within the finance sector. To achieve a consistent level of quality, we regularly review all aspects of our delivery to ensure it meets the objectives of our learners and employers.

Quality Assessment

Overall responsibility for quality sits with the Director of Tolley Learning and Apprenticeships, supported by the Apprenticeships Manager and management team. The management team review key performance measures on a monthly basis. These measures are based on four main quality criteria:

- Relevant to the needs of learners and employers – measured by:
 - Learner and employer surveys
 - Learner feedback captured in progress reviews
 - Employer feedback captured in account meetings
 - Main provider feedback captured in quality review calls
- Current in terms of content – measured by:
 - Learner and employer surveys
 - Observations of teaching and learning
 - Review of materials against the syllabus and standard
- Delivered in a relevant and inclusive way – measured by:
 - Learner performance data
 - Learner and employer surveys
 - Observations of teaching and learning
- Achieving target criteria – measured by:
 - ATT/CTA examination pass rates
 - Apprenticeship achievement rates
 - End Point Assessment (EPA) outcomes (i.e. percentage of pass, distinction and fail)

Following review by the management team, actions are agreed and added to the Quality Improvement Plan (QIP). This forms the basis of our cycle of continuous improvement.

Subcontracting

As a sub-contractor to several Main Providers, Tolley is regularly subject to external quality reviews. Reviews often include sharing best practice in the sector. All quality improvement actions identified as a result of these discussions are added to the QIP.

Learner and Employer Surveys

Tolley assesses the impact of our apprenticeship training by surveying learners and employers at various points during their time with us. We have a survey strategy which is reviewed annually.

The type of surveys we send to learners include:

- Net Promoter Score - how likely they are to recommend us to other learners.
- Post-revision survey - feedback on the quality of our tutors and client service team, the style and quality of materials, and our safeguarding provision.
- Annual quality survey – feedback specifically on the apprenticeship programme
- S&B surveys – feedback on the skills and behaviours programme, and coaching support.
- Employer surveys – a quality assessment of the support provided by the employer training/line manager to the learner.

Employers are surveyed annually and the type of questions we ask include:

- How satisfied are you with the communication provided by Tolley?
- How well do Tolley adapt training to meet the specific needs of your business?
- To what extent do you agree that we provide the right training at the right time to your learners?
- How would you rate the quality and frequency of progress reporting for your learners?
- What could we do better to improve our service as an apprenticeship training provider?

The responses to surveys help us shape the future delivery of our training and feed into team/individual objectives and performance.

Observations of Teaching and Learning

Tolley has a comprehensive programme of observations on delivery staff. Formal observations are undertaken by the Director of Apprenticeships, Apprenticeship Manager and Head of Learning Delivery and outcomes are recorded centrally.

Internal observations will normally take place annually. A tutor may, or may not, be given notice that an observation is going to take place. Where there are issues that require addressing, a follow-up observation may take place sooner.

Written feedback following a formal observation is provided to tutors in the form of a report, and a copy of this is shared with their line manager who will work with them to formulate an improvement plan that addresses any issues. The manager is responsible for agreeing what information is included in their appraisal and observation reports are used to provide evidence of progress against performance objectives.

We also use a system of peer review and mentoring to help delivery staff reflect on their own delivery and identify ways they can improve. Tutors, trainers and coaches observe each other before sharing and discussing outcomes and best practice.

General observations obtained by reviews are collated and shared with delivery staff annually so best practice can be adopted on a consistent basis. These are shared on an anonymous basis and all lesson observation documentation is treated as confidential. Where relevant, supplementary guidance will be provided with the group and should be accessed via the Tutor Exchange (TIEX).

Tutors will also be subject to external observations such as Main Providers, Employer Providers, Ofsted and external consultants. These may take place at any time or with little to no notice.

Performance Data

Tolley measure the quality of programmes by reviewing learner performance in examinations and EPA. ATT/CTA examination pass rates and EPA results are compared to national averages provided by the professional bodies and/or awarding organisations. The Tolley pass rate target is +20% over the national average. We also monitor the number of distinctions and prizes awarded to learners that study with Tolley.

Our target minimum achievement rate is 60% in line with the Apprenticeship Accountability Framework. We review achievement by standard to identify programme-specific improvements and inform quality discussions with the Department for Education.

Reviewing Quality Indicators

Where areas for improvement are identified from the indicators above, we review the most appropriate action to take and implement changes which are monitored in the QIP. Where actions are a result of feedback, we report back to the learners and employers to encourage them to provide further feedback about the changes they wish to see.

Dealing with Under-Performance

Whilst we believe that our process for reviewing the quality of our training results in improvement, we recognise there may be instances of under-performance. Any instances will usually be identified via the methods described above: surveys, observations, peer review, comments from learners/employers and poor outcomes.

Where we identify under-performance issues with staff, we will initially offer support and further training. For example, by pairing them with a more experienced member of the team or undertake specific additional training to address the specific aspect of under-performance. The line manager will monitor the staff member until such time as their performance improves. Continued failure to improve will result in termination, in accordance with our Disciplinary Policy.

Safeguarding

Safeguarding concerns identified through surveys, observations, progress reviews or employer feedback are escalated in line with the Tolley Safeguarding Policy. Safeguarding themes and trends are reviewed by the safeguarding team to inform staff training and quality improvement actions.



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