

# Quality Assurance Policy

## Introduction

Tolley prides itself on the delivery of high-quality apprenticeship training to accountancy/tax professionals within the finance sector. In order to achieve a consistent level of quality, we constantly review every aspect of our delivery of our training to ensure that it meets the objectives of our learners and employers.

Our senior team expect our programmes to be high quality by being:

- Relevant to the needs of employers and learners;
- Current in terms of content;
- Delivered in a relevant and flexible way;
- High quality as measured by achievement rates and learner and employer feedback.

Every separate apprenticeship programme that we will run will be evaluated both during the course of the programme and at the end.

## Quality assessment

The senior team reviews key performance measures on a monthly basis. These measures are based on our four main quality criteria:

- Relevant to the needs of employers and learners– measured by:
  - Employer and learner surveys

- Direct feedback from employers (captured through discussions and meetings)
  - Direct feedback from learners (captured at learner progress reviews)
- Current in terms of content– measured by:
  - Employer and learner surveys
  - Observation of teaching and learning/peer mentoring
  - Internal quality assurance of content against the requirements of the standard
- Delivered in a relevant and flexible way– measured by:
  - Completion rates (timely and overall)
  - Employer and learner surveys
  - Observation of teaching and learning
- Achieving target criteria– measured by:
  - Achievement rates
  - Completion rates
  - Learners achieving within planned end date
  - Learner and employer feedback.
  - End-point assessment outcomes (i.e. percentage of pass/distinction/fail)

The above measures will relate to the overall programme of apprenticeships and also to each specific standard.

As a result of the review by the senior team, a series of actions are put in place which are themselves reviewed regularly (usually quarterly). These actions are recorded in our Self- Assessment Report (SAR) and Quality Improvement

Programme (QIP) report. These documents are prepared by the Director of Tax Apprenticeships for the senior team to review on a quarterly basis and form the basis of a cycle process of continuous improvement.

As a sub-contractor to several Main Providers, Tolley is regularly subjected to quality reviews. The outcome of these is fed into the senior team quarterly continuous review of the programme, and the SAR and QIP.

## Specific measures

Tolley assesses the immediate impact of our apprenticeship training by surveying the apprentices both during and immediately after their programme. The types of questions that we ask the apprentices include:

- How satisfied are you that the course programme meets your needs?
- How satisfied are you that the support you receive on this course helps you to progress?
- How satisfied are you that you received effective feedback on your progress?
- How satisfied are you with the advice you received on what you can do after this course?
- Did you feel that the training was worthwhile?
- Did you think that it was successful?
- What were the biggest strengths and weaknesses of the training?
- Did you like the venue and presentation style?

- What are the three most important things that you learned from this training?
- From what you learned, what do you plan to apply in your job?
- What support might you need to apply what you learned?

The response to these questions not only helps us to shape the future delivery of our apprenticeship training, but through these questions we are also able to collect information that feeds into staff performance and appraisal cycles.

Through these surveys, we also collect information for the employer. This is especially useful in the context of delivering apprenticeships, where we are able to inform the apprentice's training manager where their apprentice might need additional support.

We also survey employers to obtain their views on the quality of our commercial and apprenticeship programmes. We use a combination of the questions that the ESFA use for their survey and our own. Employer surveys take place every 6 months. As with the learner surveys, we use the intelligence gathered to refine and improve our programmes. The results are considered by the senior team and an action plan is developed to feed into our continuous improvement model. We feedback to the learners and employers what actions we have taken as a result of their feedback.

In addition to the surveys, we have a comprehensive programme of observations of all delivery staff. Our tutors, trainers, and assessors are all subject to regular reviews of the quality of their delivery through observation. The Director of Apprenticeships and Apprenticeship Manager carry out the observations and feedback is given to the individual, with development needs recorded on their personal development plans. Where it is

required, additional training and support is provided to delivery staff to improve their delivery and support to the learners.

Common trends in additional training and development needs are considered by the senior team as part of their continuous review of the programme and form part of the team training programme.

We use a system of peer mentoring to help our delivery staff reflect on their delivery and identify ways that they can improve. Tutors observe each other and they then share and discuss the outcomes from the observation.

Finally, we will measure the quality of our programmes through our recorded completion and achievement rates. We are reviewing our apprenticeship programme against measures that will include:

- Completion of training vs. planned training end date;
- Percentage of learners who pass through gateway as scheduled;
- Percentage of pass/distinctions achieved at end-point assessment.

## Learning and impact

Through the evaluation forms, we also ask our learners the extent to which the session met their specific learning objectives and this helps us identify the extent to which the training has developed their skills, attitudes, and knowledge, as well as their confidence and commitment.

We also try to establish the extent to which the training session(s) accommodate the learners' preferred learning style(s) and to what extent the training activities were meeting their overall needs

We use this information to shape changes to how the knowledge, skills, and behaviour components of the relevant apprenticeship standards are delivered.

Once the apprentice has completed their apprenticeship, we use follow-up surveys to see what effect the training is having on the way that they do their job. We ask questions such as:

- How much of what you have learnt have you put into practice in your work?
- What impact has this had on your job?
- Was any of the content of your apprenticeship not really relevant to your job?
- Have you been able to share any of your new knowledge and skills with your colleagues?
- Have you changed your behaviour as result of your training?

This helps us to understand how well we are delivering our training, and more importantly, what real impact it is having in the workplace. In turn, this helps to change and shape the content of our programmes. For example, where our former apprentices tell us that they have put specific areas of the apprenticeship into real practice, then we seek to strengthen that content further.

We continue to use learner and employer surveys, direct tutor and assessor observation, peer mentoring, data and MI, and direct training inputs to monitor and improve the quality of our training and continuously develop a quality programme that meets the needs of learners and employers.

## Reviewing the quality indicators

We use the information that we gain from surveys, observations and peer support, and mentoring to provide additional support and training to all of our delivery staff. In addition, we have a target satisfaction and compliance score of 90% for our programmes, and we look at evaluation reports from learner and employers. Where there are areas of improvement needed, we review the most appropriate action to take and changes are implemented. We feedback to learners and employers where we have made changes as a result of their feedback. This approach encourages employers and learners to provide more feedback about any changes they wish to see.

We set clear quality criteria, including a minimum level of learner and employer satisfaction scores of 90% for our apprenticeship programme. Our target for achievement rates is 85%.

Our SAR and QIP record the issues where we need to improve, and how we intend to respond to improve the performance of our programme.

## **Dealing with under-performance**

Whilst we believe that our process for reviewing the quality of our training results in improved quality, we recognise that there may be instances of under-performance. Any instances will usually be identified from feedback obtained through the methods described above: surveys, observations, peer mentoring, plus direct comment from learners and poor outcome scores.

Where we identify under-performance issues with any member of our delivery team we will initially put in place a process of support and further training. For example, they might be paired with a more experienced member of the team, or be required to undertake specific additional training relevant to a specific aspect of underperformance. The line manager will then monitor the member of staff, until such time as their performance improves.

If under-performance continues, then further support and training will be provided. Should the under-performance still continue, then ultimately the employment of the individual would be terminated in accordance with our Disciplinary Policy.

All classroom observations will follow the framework in **Appendix 6**. The criteria are based on the Ofsted Education Inspection Framework. Data will be collated and evaluated on the following:

- Quality of teaching– extent of subject knowledge and quality of delivery;
- Consistency between Teaching Guides and the actual delivery of the material by tutors;
- Including methods of delivery and how the tutor checks learner understanding/learning;
- Consistency across teaching, identifying best practice techniques with a view to sharing within the tutor group;
- How the tutor relates the subject matter back to the workplace;
- The extent to which British Values are incorporated into teaching;
- The extent to which the skills, behaviours, and wider context of the apprenticeship are addressed in the teaching;
- The extent to which the tutor has regard for health and safety, safeguarding, and prevent duty;

- The approach to dealing with mixed ability classes;
- The accommodation and inclusion of learners with learning needs and disabilities.

Within two weeks the tutor will also receive a written copy of the feedback in the form of a report. The report will also be sent to the tutor's Line Manager or to the Head of Tutor Resource for freelance tutors. They will work with the tutor to formulate a plan to address development issues.

The Line Manager is responsible for agreeing with the tutor what information will be included in the annual appraisal. The report may be used to provide evidence of meeting KPOs as well as assisting in the setting of appropriate and reasonable objectives. There will be an opportunity for further discussion with the observer as necessary.

The reports may also be made available to Ofsted during inspections.

General observations from these reviews will be collated and shared with the whole tutor group on an anonymous basis so that they can be discussed and best practice can be adopted on a more consistent basis. All lesson observation documentation will be treated as confidential and personal to the tutor.

The observer will share good practice points with the Director of Tolley Learning who will incorporate these into strategic plans.

Under the requirements of the Apprenticeship Standards, we are also required to demonstrate that our observation of teaching leads to improvement and professional development so results will also feed into our Quality Improvement Planning (QIP) and Self-Assessment Reporting (SAR) documents.

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 within 12 months.

In addition, the tutor will be subject to classroom observations by our Main Providers or Employer Providers, Ofsted, and external consultants. These may take place at any time and with little or no notice.



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