

Apprenticeship Policy

Quality Assurance Policy

MTD Training



mtd

PURPOSE

The quality policy covers the apprenticeship provision delivered by Management Training and Development Limited (MTD). Everyone at MTD is responsible for quality. The policy identifies where we want to be and how we plan to get there. The purpose of this policy is to clarify the processes that contribute to a continuous process of quality improvement.

MTD quality assures and continuously improves the learner/apprentice experience leading high satisfaction and high achievement in qualification, skills and jobs. We deliver the right skills for individuals and employers – enabling strong and sustainable economic growth in the regions we operate in.

The organisation has developed policies, processes and forms in order to ensure the good performance results, a good learning experience and a successful business. All staff understands the quality policy and use in their daily operation. Self-assessment is at the heart of the process of improvement. We at MTD will carry out self-assessment and plan to achieve improvement.

The heart of self-assessment for curriculum teams will be:

- Quality of education (intent, implementation, impact)
- Behaviours and welfare
- Personal development
- Leadership and management

QUALITY POLICY

The quality policy consists of quality assurance and continuous improvement arrangements; it sets standards and how they will be measured but also draws on critical self-assessment, external good practice and supporting staff to improve delivery and service across MTD.

MTD aims to:

- Provide a good learner's experience to high standards ensuring adequate controls for quality assurance and continuous improvement, which impacts effectively on the learner's progression and destination.
- Provide a range of curriculum provision which meets the needs of the local community and national skills agenda.
- Achieve at least minimum standards of performance
- Meet regulatory requirements

Our goal in 2020/2021 is to achieve a positive result at the Ofsted early monitoring visit with the majority of teaching, learning and assessment judged at least reasonable and highly positive learner feedback.

The organisation will provide the delivery team with high levels of support in terms of quality assurance and continuous improvement. The culture is of accurate self-assessment, a passion for continuous improvement and a series of practical census point throughout the learner journey, and business planning and performance cycle, as follows:

PLANNING:

- MTD business plans – annual and three-year plans which develop provision in response to economic and community needs with the emphasis on quality delivery.
- Key performance indicators – targets agreed and monitored by the Directors.

MONITORING:

- Senior management meeting will review progress of delivery team targets.
- Performance management reviews – monthly and 90 day reviews between individual staff and line managers.
- Course reviews/QIP to reflect on strengths and areas for improvement of the provision.
- Internal quality assurance including standardisation meetings.
- Data analysis (monthly, termly and annual data reports) of attendance, retention, achievement, success rates for all types of provision.
- Learner progress reviews are to take place at least every 12 weeks with the learner/apprentice. The objective of a learner progress review is to see what progress the learner/apprentice has made, and what are the next targets being set.

It is fundamental that reviews take place as this forms part of the learner progress monitoring, a learner review should include the employer as this forms the partnership with the learner, employer and MTD it gives everyone the opportunity to feedback on how they feel, what the next steps are, do any changes need to be made to support the learner/apprentices journey etc.

- Data monitoring through learner tracker, PICs, observation results and learner and employer voice from survey monkey.
- **Trainer profiles** are developed with the trainers and learners in mind, the profiles contain elements from which each assessor is measured against elements of their job role, by having these measurements in place it ensures the learners continually progress, identifies any issues the trainer/skills coach maybe experiencing with the employer or learner and if they require additional support within delivery and quality.
- Formal 1:1 meetings are conducted on a monthly basis with their line manager. The theme of each meeting is Learner progress, data, exams, issues arising discussed and learner outcomes and learner feedback. Targets are set by their line manager to enable achievement of objectives.

TEACHING, LEARNING AND ASSESSMENT:

- **CPD** Staff will be supported throughout their employment to develop professionally. Professional development will take place throughout the year, internal and external as required depending on priorities
 - **Curriculum plans** when curriculum plans are developed, they must include the following:
 - Intent/Implementation/Impact
 - Purpose of curriculum
 - Content
 - Goals and objectives
 - Sequence (order of learning experience)
 - Instructional Methods
 - Resources
 - Evaluation approaches
 - Outcomes and competencies (Knowledge, skills and behaviours)
 - Benchmarking
 - Off the job training (20%)
 - Progress towards end point assessment
 - Where relevant embed, Fundamental British Values, Preventing Radicalisation, EDI, English and/or Maths.
- By ensuring the curriculums plans include the above this strengthens the programme and gives the Learner a clear view of what they will be working towards throughout the programme.

OBSERVATIONS OF TEACHING, LEARNING, ASSESSMENT AND REVIEW

- All trainer/skills coaches will be involved in the observation process which will cover all modes of learner attendance and classes taught. All types of learning activity including workshops, 1-1 coaching, reviewing, teaching, support and on-site visits will be in the scope for observation.
- Formal observations for tutors and skills coaches – a minimum one formal observation every year.
- Learner Walks – short drop in, unannounced or arranged, ungraded observations of delivery carried out by managers and peers.

The Head of Quality will support the development needs of trainers to meet the required standards as determined in the Ofsted Education Inspection Framework (from September 2019).

MANAGEMENT AND COMPLIANCE:

- SLT Meetings, Directors meet to discuss strategic plans, outcomes for learners, annual performance outcomes against minimum standards. Agenda and minutes to be available. Feedback to inform CPD, with actions shared at monthly staff meetings as appropriate.
- Coordinate, support and monitor external quality assurance with awarding organisations.
- Plan and evaluate curriculum lead support.
- Audit local quality compliance.
- Facilitate and monitor learner and employer feedback, including complaints and compliments, twice a year employers and learners will receive the opportunity to complete the your voice feedback questionnaire, we at Leaders in Business will collate the data and will produce a report YOU SAID, WE DID and feedback this back to staff, learner/apprentices and employers. This can and will be fed back via the learner platform, newsletters and meetings.
- Facilitate and monitor course validation delivery team.
- Lead the staff development policy and monitor its impact.
- Lead preparation for Ofsted inspection.

SAFEGUARDING AND EQUALITY AND DIVERSITY

The quality team and the designated safeguarding lead ensures that Leaders in Business is committed to safeguarding, prevent, equality and diversity and fundamental British values is understood and adhered to by all staff and learners. Swift action is taken to resolve any non-conformity, irregularity or complaint.

FOR ALL APPRENTICES AND STAFF, MTD IS COMMITTED TO:

- Providing a democratic environment free from discrimination, harassment or victimisation.
- Promoting welfare, respect, tolerance and dignity.
- Safeguarding, including from radicalisation and violent extremism.
Promoting equality of opportunity, and an inclusive learning and working environment