



# Apprenticeship Quality Policy

## Table of Contents

1	Mission Vision Values and Behaviours.....	2
1.1	Mission .....	2
1.2	Vision.....	2
1.3	Core Values .....	2
1.4	Behaviours.....	2
1.4.1	Be inspirational .....	2
1.4.2	Add value.....	2
1.4.3	Be inclusive.....	2
1.4.4	Be a learner yourself .....	2
2	Policy Statement .....	3
3	Purpose .....	3
4	Scope.....	3
5	Responsibilities.....	3
6	Policy Implementation .....	4
6.1	Principles Underlying Quality Assurance .....	4
6.2	Aspire Procurement Training’s Aims.....	4
6.2.1	Planning:.....	5
6.2.2	Monitoring: .....	5
6.2.3	Teaching, Learning and Assessment .....	6
6.2.4	Observations of Teaching, Learning, Assessment and Review .....	7
6.2.5	Management and Compliance .....	7
7	Monitoring and Review .....	8
8	Signature .....	8

# 1 Mission Vision Values and Behaviours

## 1.1 Mission

Aspire Procurement Training exists to provide UK businesses with the next generation of aspiring supply chain professionals

## 1.2 Vision

To be the supply chain training provider of choice for apprenticeships and commercial courses, by putting the apprentice and the learner at the heart of everything we do

## 1.3 Core Values

- The passion and commitment to provide quality supply chain training
- The freedom from discrimination for all apprentices, learners, skills teachers, skills coaches and employees
- Continuous improvement through compliance to standards, adoption of best practice principles, and measurement against all performance targets

## 1.4 Behaviours

### 1.4.1 Be inspirational

- Our apprentices and learners perform best when they are inspired. Our whole team is passionate about the learning experience and committed to provide the best supply chain training

### 1.4.2 Add value

- We are focused on the value to the apprentice and the learner
- Both our study material and our teaching will bring to life the core academic content provided by our qualifying institutions
- Our skills trainers will be respected supply chain practitioners from a variety of industries and organisations and all will be MCIPS qualified
- Our teaching methods will be interactive and promote ethical best practice

### 1.4.3 Be inclusive

- We are advocates of inclusivity across all apprentices, learners, skills trainers, skills coaches and employees

### 1.4.4 Be a learner yourself

- Feedback and shared experiences will make us better. We are passionate about improvement
- We understand that learners have different learning styles. We will deliver our teaching in different formats and at a pace to suit the individual apprentice and learner

## 2 Policy Statement

Aspire Procurement Training will adopt Quality Assurance principles across all of its policies, procedures, teaching and coaching.

All learners will have the confidence of knowing that the output of their relationship with Aspire Procurement Training has been about maximising the opportunity for them to achieve outstanding results.

## 3 Purpose

The quality policy covers the apprenticeship provision delivered by Aspire Procurement Training. Everyone at Aspire Procurement Training 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.

Aspire Procurement Training quality assures and continuously improves the apprentice experience leading to 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 documentation 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. Aspire Procurement Training 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

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 Aspire Procurement Training.

## 4 Scope

This policy applies to everything that Aspire Procurement Training does and to all staff and external partners.

## 5 Responsibilities

Ultimate responsibility for quality is held by the **directors**. They must make sure that all staff are aware of, and involved in the company's Quality Assurance processes.

The **Senior Leadership Team** will continually monitor the quality performance of the learners, and continually improve the performance being generated by its policies and procedures, as well as from the performance being generated by all employees.

The **Quality Manager** is responsible for developing, monitoring and evaluating quality assurance strategies.

The **Operations Manager** and **Quality Manager** are responsible for developing, monitoring and evaluating quality control procedures.

**Skills trainers** and **skills coaches** are responsible for ensuring the quality of the apprentices' experience. This includes the utilisation of appropriate learning and teaching strategies and making sure that the apprentices are effectively motivated, engaged, stretched and challenges, developing new skills, coached and advised throughout their programme.

All **employees** are responsible for ensuring quality and fully implementing and managing the appropriate quality assurance procedures, and for ensuring the quality of the apprenticeship experience within their area of work.

## 6 Policy Implementation

### 6.1 Principles Underlying Quality Assurance

The following principles apply in ensuring that quality is planned into all aspects of teaching, coaching, curriculum and the learner experience:

- All staff are accountable and responsible for ensuring that the very best quality of service is provided to all our apprentices, learners and customers.
- We will all seek to achieve continuous improvement of quality in all areas of our work to provide a better and improving quality of service.
- We will work to a clearly defined planning and review cycle which is used to link strategic and operational planning, and which provides for clear and regular processes of monitoring, evaluation and review.
- The policy is actively led and is supported by all staff. It will be promoted in a climate where staff are supported and trained to provide a higher quality service and where good practice and innovation is celebrated and shared.
- In all aspects of implementation, the view of our apprentices, learners, customers and other stakeholders will shape, inform and direct our activities

### 6.2 Aspire Procurement Training's Aims

Aspire Procurement Training aims to:

- provide an excellent apprenticeship and learning experience, with high standards ensuring adequate controls for quality assurance and continuous improvement, which impacts effectively on the apprentice's and learner's progression and destination.
- Provide a range of curriculum provision which meets the needs of the local community and national sector skills agenda.
- Achieve at least minimum standards of performance, but consistently overachieve.
- Meet all regulatory requirements

Our goal in 2022/23 is to achieve a positive result at the Ofsted early monitoring visit with the majority of teaching, learning and assessment judged at least reasonable, along with highly positive apprentice and learner feedback.

To achieve this, we must:

- Provide opportunities for all staff to develop outstanding practice. Analyse the skills, knowledge and effectiveness of our staff through observations and apprentice, learner and employer voice feedback and other ways and provide the appropriate professional development to ensure they have the skills necessary to deliver outstanding practice. For skills trainers and skills coaches, this will focus on the skills to deliver inspirational teaching and learning.
- Analyse all staff appraisals and observations and identify staff development needs in order to inform training and development approaches.
- Ensure the observation cycle is accurate and is used to improve teaching and learning through action points, targeted staff development, coaching and support.
- Share good practice across all areas of our provision through a variety of mechanisms.
- Establish the aspiration for outstanding teaching and learning.
- Challenge performance that is less than good through quality review meetings, appraisals and performance management processes.
- Recognise, celebrate and share outstanding performance of all employees
- Analyse the outcomes of programmes, courses and qualifications by monitoring success, timely achievement and progression rates, as well as apprentice, learner and employer feedback a minimum one formal observation every year

The culture is of accurate self-assessment, a passion for continuous improvement and a series of practical census point throughout the apprenticeship journey, and business planning and performance cycle, as follows:

### 6.2.1 Planning:

Aspire Procurement Training has business plans on both an annual and three-year horizon. These develop provision in response to economic and community needs with the emphasis on quality delivery.

Key performance indicators (KPIs) are agreed and monitored by the directors and the Governance Board.

### 6.2.2 Monitoring:

The directors and Governance Board will review progress of the organisational success measures and KPIs.

Progress against all KPIs is analysed at all Senior Leadership Team Meetings.

Individual performance is reviewed monthly, and all employees have performance reviews with their line manager at least every 90-days.

Every six months, the Senior Leadership Team review course feedback reviews / Quality Improvement Plans in order to reflect on strengths and areas for improvement of the provision of the courses and the standards of delivery.

The monthly Senior Leadership Team Meeting includes a review of internal quality assurance including a review of standardisation of best practice. (This is also a key focus of reviews with skills trainers and skills coaches held every two months).

All learners have their progress monitored. This data analysis (monthly, termly and annual data reports) includes attendance, retention, achievement and success rates for all types of provision.

Apprentice and learner progress reviews are to take place at least every 12 weeks with the apprentice or learner. The objective of a learner progress review is to see what progress the apprentice or learner has made, and what are the next targets being set. A record of apprentice or learner progress will include the following:

- Progress made towards end point assessment (EPA)
- What knowledge have they obtained during that period
- What new skills have they developed during that period
- What behavioural changes have they made in the workplace
- Safeguarding, Prevent, EDI, Health and Safety and Wellbeing
- Attitudes and Behaviours
- Personal Development
- Career guidance
- New targets to work towards
- Learner feedback
- Employer feedback

It is fundamental that reviews take place as this forms part of the apprentice and learner progress monitoring. An apprentice review should include the employer as this forms the partnership with the apprentice, employer and Aspire Procurement Training. It gives everyone the opportunity to feed back on how they feel, what the next steps are, and plan any changes that need to be made to support the apprentice or learner journey.

- Data monitoring through learner tracker, PICs, observation results and an apprentice, learner and employer voice from surveys.
- Trainer profiles are developed with the skills trainers and apprentices or learners in mind. The profiles contain elements from which each skills trainer is measured against elements of their job role. By having these measurements in place it ensures the apprentices and learners continually progress, identifies any issues the skills trainer or skills coach may be experiencing with the employer, apprentice or learner and if they require additional support within delivery and quality.

Formal 1:1 meetings are conducted on a quarterly basis with the apprentice's line manager. The theme of each meeting is apprentice or learner progress, data, exams, issues arising discussed and apprentice or learner outcomes and apprentice or learner feedback. Targets are set by their line manager to enable achievement of objectives.

### 6.2.3 Teaching, Learning and Assessment

Staff will be supported throughout their employment to develop professionally. Continued Professional development will take place throughout the year, both internally and externally as required depending on priorities.

Where 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, Fundamental British Values, Preventing Radicalisation, EDI, English and/or Maths are embedded.

By ensuring the curriculums plans include the above strengthens the programme and gives the apprentice or learner a clear view of what they will be working towards throughout the programme.

#### 6.2.4 Observations of Teaching, Learning, Assessment and Review

All skills trainers and skills coaches will be involved in the observation process which will cover all modes of apprentice or learner attendance, sessions and coaching intervention. All types of learning activity including workshops, 1-1 coaching, reviewing, teaching, support and on-site visits will be in the scope for observation

At least one formal observation every year will take place for skills trainers and skills coaches.

Learner Walks – short drop in, unannounced or arranged, ungraded observations of delivery – will be carried out by managers and peers.

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

#### 6.2.5 Management and Compliance

The following meetings all have key agenda items focussing on quality assurance and continuous improvement. All meetings have key minutes taken and a list of actions assigned to staff members.

- Senior Leadership Team Meetings
- Quarterly directors meetings to discuss strategic plans, outcomes for apprentices and learners, and annual performance outcomes against minimum standards. The feedback informs CPD, with actions cascaded as appropriate.
- Bi-monthly meetings with skills trainers and skills coaches. This includes planning and evaluation of curriculum lead support.
- Weekly operations and quality meetings

The Quality Manager also chairs quarterly meetings to review:

- Progress in coordinating, supporting and monitoring external quality assurance with awarding organisations.
- Audit of local quality compliance.
- Facilitation and monitoring of apprentice, learner and employer feedback, including complaints and compliments.

Twice a year employers, apprentices and learners will receive the opportunity to complete a feedback questionnaire. The Quality Manager will collate the data and produce a report and feed this back to



staff, learners, apprentices and employers. This can and will be fed back via the learner platforms, any newsletters and meetings.

## 7 Monitoring and Review

This policy will be reviewed annually to ensure that it is up to date and compliant with the latest legislation.

The policy was last updated in September 2021 and is due for renewal in September 2022.

This policy may also be updated before the renewal date if legislation changes or if monitoring and review of performance suggests that practices should be altered.

## 8 Signature

A handwritten signature in black ink that reads "M. A. Parker". The signature is written in a cursive style with a large, stylized initial 'M'.

Mark Parker  
Director