

Apprenticeship Quality Assurance Policy

1. Context

The core value of Manor Green Apprenticeships is 'Excellence for All'.

As professional teaching staff, our leadership team wants every child to leave their place of education with the best possible life chances. We are in business to create a workforce of highly qualified, competent, committed staff who share this vision.

As an Apprenticeship Provider, we are committed to developing and delivering high-quality, compliant apprenticeship courses that address employers' staffing needs and skills shortages and enable apprentices to achieve their own personal and career goals whilst achieving the highest possible standards of service delivery.

The Apprenticeship Quality Assurance Policy is in place to ensure:

- Processes and procedures are valid, reliable, and equitable (i.e. neither advantage nor disadvantage any apprentice or group of apprentices)
- Consistent and competent systems are in place
- Stakeholders are involved at every stage of the process
- Records are secure, accurate and detailed
- Our quality assurance is measured against industry standards
- MGA meets all regulatory requirements

It should be read in conjunction with:

- MGA Sampling Strategy (IQA)
- MGS CPD Policy
- MGA Complaints Policy

Terms used in this policy:

Apprentice: An individual employed to do a job whilst in formal training to gain knowledge and skills to achieve a qualification related to their role.

Apprenticeship Standard: Details the type of role and expected duties that the apprentice will undertake whilst in apprenticeship training. Sets out knowledge, skills and behaviours that apprentices are required to develop through their apprenticeship training.

ASDM: Apprenticeship Skills and Development Mentor.

DfE – Department for Education is accountable for funding, education and skills for young people and adults.

EPA: End Point Assessment: Final stage of apprenticeship. An impartial assessment to decide if apprentice has developed knowledge, skills and behaviours outlined in apprenticeship standard to demonstrate occupational competence.

EPAO: Organisation providing End Point Assessment.

Functional Skills: Qualifications which teach post-16 and adult learners the practical application of maths, English and ICT skills within real-life and vocational contexts.

Gateway: Occurs before EPA. Apprentice, employer and training provider review the apprentice's knowledge, skills and behaviours to establish if they have met the minimum apprenticeship requirements, and that apprentice is ready for EPA.

ILR: Individualised Learner Record.

Moderation: the process of checking the consistency of completed marking.

Off-the-job training hours: Learning outside normal day-to-day duties which supports achievement of apprenticeship i.e. that provided by MGA.

Ofsted: Office for Standards in Education, Children's Services and Skills, a non-ministerial department of the UK government.

PMG: Performance Management Group consisting of Directors and an Independent Governance Advisor.

Stakeholder: Apprentice, apprentice employer, training provider, customer, supplier, user and those with whom we associate.

Standardisation: checking all assessors or those marking assignments have a clear understanding of the assessment/marketing criteria and/or rubric, how to apply them, clarify interpretation of terms and can work to a standard.

2. Governance

Checks are in place to ensure the Apprenticeship Manager is delivering an effective programme.

2.1. MGS Governors/ MGS Senior Leadership Team

- Policy approval
- Overview of student progression
- Attend termly reviews of apprenticeship provision; ensure these are minuted and fed back to the Governors.
- Ensure delivery of the apprenticeship training meets the quality standards and expectations of both MGA and the School.

2.2. MGS Headteacher

- Attend fortnightly meetings to review apprenticeships delivered, engagement, retention, progress etc in order to identify additional issues for action.

- Discuss and agree a course of action for any apprentices deemed to be at risk of not completing their apprenticeship.
- Monitor all functional skills teachers to understand their capacity and capability.

3. MGA Responsibilities

3.1. Apprenticeship Manager

- Overall management of the apprenticeship programme.
- Management and delivery of the procedures outlined in section 5.

3.2. Assessor

For level 3 qualifications and above, assessors should hold appropriate assessor qualifications as approved and specified by the regulatory authorities within the required timescale of commencing their role. Assessors not holding the appropriate qualifications must always have their assessment decisions checked and countersigned by a qualified assessor until such time as they achieve qualification.

- Assess learners' performance and/or related knowledge in a range of tasks against set criteria.
- Ensure that the competence/knowledge demonstrated meets the requirements of the standards/syllabus.
- Compile learners' portfolios and ensure use of agreed paperwork. Assessors are responsible for:
 - making themselves regularly available to learners;
 - ensuring each learner is aware of his/her responsibilities in the collection and presentation of evidence;
 - agreeing and recording assessment plans with each learner;
 - fully briefing learners on the assessment process;
 - following assessment guidance provided by the awarding body;
 - observing learners' performance in the workplace and/or in simulated situations, and/or conducting other forms of assessment in accordance with the qualification requirements;
 - the evidence and recording assessment decisions against the standards/syllabus whilst ensuring that assessment of performance by observation is unobtrusive;
 - providing learners with prompt, accurate and constructive feedback;
 - managing the system of assessment from assessment planning through to making and recording assessment decisions;
 - assessing evidence of learner competence against the national standards of occupational competence within the qualification;
 - ensuring validity, authenticity, reliability, currency and sufficiency of evidence produced by learners;
 - maintaining accurate and verifiable learner assessment and achievement records;

- confirming that learners have demonstrated competence/knowledge and, where further evidence is required, have completed the required documentation agreeing new assessment plans with learners;
- making themselves available for discussion with the Internal Quality Assurer and/or EQA;
- demonstrating commitment to anti-discriminatory practice and equal opportunities;
- ensuring that any member of the public (stakeholders/clients/service users) involved in assessment gives informed consent and that there is no risk of intrusion into areas of privacy and/or confidentiality;
- ensuring maintenance of confidentiality for sensitive information.
- Attend moderation meetings and prepare portfolios for sampling.
- Maintain their expertise by undertaking continuous professional development activities.
- Record CPD to ensure that they have occupational expertise in the competences and/or syllabus areas to be assessed.

3.3. Internal Quality Assurer (IQA)

- Plan and audit the quality of teaching and assessment;
- Plan and implement all IQA activities;
- Monitor implementation of the IQA strategy;
- Ensure MGA complies with the awarding bodies' requirements;
- Monitor and observe the assessment practice of assessors at a minimum annually;
- Sample portfolios three times a year and ensures the decisions against each qualifications assessment criteria are valid, authentic, reliable, current, and sufficient;
- Liaising and organising meetings with the External Quality Assurer.

4. Finance:

The Apprenticeship Manager will

- ensure ILR collection and submission data and evidence is accurate and meets DfE requirements.
- Provide forecasts to the Head of Finance of Manor Green School
- Have oversight for budgets related to Apprenticeship and create and monitor relevant purchase orders

5. Procedures

Internal quality assurance activities to ensure that the requirements of this policy are achieved take place throughout each apprenticeship programme. These fall broadly into three categories:

- Establishing education and training goals, making sure all parties understand the KPI;

- Providing systems for employers, apprentices and staff to feed information into the evaluation process;

Unless otherwise specified, these procedures to ensure quality are the responsibility of the Apprenticeship Manager.

5.1. Course preparation

- a) Checks are made to ensure staff competency in requirements of the apprenticeship standard.
- b) When developing programmes, feedback is sought from apprentices and stakeholders to ensure the programme meets their needs.
- c) Curriculums and materials are mapped against the knowledge, skills and behaviours and are developed to be inclusive, include goals and objectives, promote British Values and provide opportunities to stretch and challenge apprentices.
- d) Links are made with Endpoint assessment organisations and the course is designed to help meet criteria of the EPAO.
- e) All roles are defined, and the appropriate support put in place.

5.2. Recruitment

At the recruitment stage, MGA:

- a) Ensures apprentices understand what an apprenticeship is.
- b) Ensures apprentices meet apprenticeship funding criteria.
- c) Ensures that each apprentice's employer meets apprenticeship funding criteria.
- d) Ensures that each apprentice's job role supports completion of apprenticeship standard.
- e) Identifies and records each apprentice's line manager and workplace mentor.

5.3. Assigning roles

Before the apprenticeship signup process completes, MGA:

- a) Ensures those involved in quality assurance are briefed appropriately and competent.
- b) Ensures those involved in delivery are qualified to deliver apprenticeship standard and meet mandatory qualification requirements.
- c) Ensures that staff are able to maintain fortnightly 1:1 delivery.

5.4. Enrolment (Employer)

- a) With the employer, MGA:
 - a. Confirms the area of development from the employer's perspective.
 - b. Confirms the employer's understands the apprenticeship requirements regarding KSBs that will be covered and confirms that the apprenticeship suits the role.

- c. Identifies EPAO requirements.
 - d. Ensures the employer understands their responsibilities in the programme, including assigning a mentor and that facilitating off-the-job training time is ring-fenced.
 - e. Confirms the employer understands the safeguarding, wellbeing and additional support requirements of each apprentice.¹
- b) Obtain evidence of employer health and safety policy and procedures in place to:
 - a. Protect the apprentice.
 - b. Protect the assessors.
 - c) Engage with employer upon completion of Initial Assessment, Training Plan and Apprenticeship Agreement.

5.5. Enrolment (Apprentice)

- a) Identify support for apprentice through:
 - a. An initial assessment that identifies any additional needs, previous education and employment;
 - b. Identification and recording any RPL;
 - c. Completion of the Individual Training Plan (ILP) and Apprenticeship Agreement;
 - d. Assessment(s) to identify any functional skills requirements.
- b) Confirm their understanding and recording of off-the-job training hours requirement as 6 hours per week or a block release.

5.6. Induction

- a) Provide induction materials for all apprentices.
- b) Instruct on use of Quads Direct.
- c) Ensure apprentices understand what work will be assigned and when this will need to be completed by.

5.7. On programme – ensuring quality of delivery

- a) Ensure all team members are engaged and aware of any issues/action plans.
- b) Monitor teaching practices, materials and curriculum to ensure that they promote inclusivity and British values.
- c) Hold moderation meetings.
- d) Ensure standardisation of all assessors three times a year.
- e) Annual observations.
- f) Ensure that industry standards are monitored to keep practice and processes up to date.

¹ **Note:** Prior attainment, contact details, learning difficulties, health problems, learner funding, employment status

- g) Red – Amber - Green rating of assessors.

5.8. On programme - process

- a) Apprentices upload all work to QualsDirect.
- b) Apprentices receive feedback from assessors within two weeks of submitting work.
- c) Respond to and log any safeguarding and wellbeing concerns, including health and safety matters raised or accidents at work.
- d) Assessor conducts progress review meetings with apprentice and mentor, recording:
 - i) Progress to date including any breaks in learning and revision to ILP;
 - ii) Off-the-job training hours activities and records;
 - iii) Employer confirmation of performance and agreement of next steps.Employer and apprentice feedback and concerns are raised with assessor and then fed back/escalated to AM.

5.9. Programme monitoring and improvement:

The following are monitored and evaluated to match progress, results and feedback to KPI.

- a) Compliance requirements (reviews and records of time on the apprenticeship, including whether apprentices are meeting the 20% on the job training) .
- b) Meeting with assessors to create action plans when apprentices are not making expected progress.
- c) Where needed, e.g. for learners at risk of not completing their apprenticeship successfully, involve employers to create an agreed action plan.
- d) Apprentices are given a voice to review programme.
- e) Record and respond to feedback from employers.
- f) Action any shortfalls identified by the EPAO.
- g) Record grades for EPA.
- h) Record reasons for Breaks in Learning.
- i) Record retention, with any reasons for withdrawal.
- j) Log complaints and compliments.

5.10. Pre-Gateway: 6 months

- a) Confirm selection of EPAO with employer.
- b) Engage with EPAO.
- c) Complete contractual arrangements with EPAO.

5.11. Gateway

- a) Evidence of completion and certification of mandatory qualification/s.
- b) Evidence of completion and certification of English and maths requirements of apprenticeship standard.
- c) Gateway confirmation by employer, apprentice and ASDM (mentor).
- d) Monitoring of gateway confirmation and evidence checked.
- e) Confirm gateway with EPAO.

5.12. Post qualification

- a) Final questionnaire to apprentice for feedback on the apprenticeship programme.
- b) Act on any reports from external organisations involved in monitoring and quality assurance of any aspect of apprenticeship programme.
- c) Record apprenticeship destination and outcomes.

6. Key Performance Indicators

The KPIs for the MGS Apprenticeship Programme are:

- 95% student satisfaction rating;
- 95% employer satisfaction rating;
- 80% completion level;
- a 2 week (maximum) timespan for feedback on students' work;
- a 2 week (maximum) turnaround for putting a system into place to resolve issues likely to affect other KPIs where the issue cannot be dealt with by an existing system (e.g. Complaints, Safeguarding, Continuity etc).

7. Internal Quality Assurance (IQA)

Assessors are checked by an IQA to verify the following aspects of their work.

- a) **Validity:** the assessment methods used should be capable of assessing the knowledge or skills in question. For example, written evidence is not a suitable assessment method to measure practical skills or their ability to work well with others. Validity will also be compromised if the assessment method of questioning or the way questions are phrased are such that the learner cannot understand what is required of them.
- b) **Authenticity:** the IQA must assess whether or not the evidence is the learner's own work.
- c) **Reliability:** a reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Evidence may be considered consistent where:

- it is demonstrated more than once in the learner's portfolio;
 - the IQA is satisfied that the assessor has correctly judged that the learner is able to repeat a particular skill or performance level;
 - the IQA is satisfied that judgements made by the assessor are consistent across learners.
- d) **Currency:** the IQA must assess whether the evidence is up to date and demonstrates the learner's current practice and level of knowledge. IQAs should ensure they sample recent assessment judgements; this is particularly important for courses that are two or more years in duration.
- e) **Sufficiency:** the IQA must be satisfied that the assessor's decision is based on sufficient evidence. This may be obtained through one method of assessment or several, but there must be enough evidence to fully meet the assessment criteria.
- f) **Referencing:** evidence must be cross-referenced showing the evidence method and page number or title of evidence indicating where the evidence can be found on the tracking sheet. Each criterion must be signed by the assessor when the criterion has been met and, where appropriate, verified by the IQA. All units must be signed by the learner to show that the work is their own. The unit must also be signed by the assessor upon completion.

8. SARS

The above processes and information gathered are used to inform the annual SARS and QIP.

9. Promoting awareness of this policy

We will raise awareness of this policy via:

- Staff and apprentice induction
- Publication on the school website (MGA staff and internal apprentices)
- Publication on Qalsdirect (external apprentices)
- Employer sign up process

10. Public Sector Equality Duty (Equality Act 2010)

MGA believes this policy does not prioritise or disadvantage any apprentice, member of MGA staff or partnering employer.

11. Monitoring and review

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes-

This procedure will be reviewed annually, taking into account any changes to legislation, guidance or operational procedures.

The Governing Board approved this policy on 22nd May 2025

Signed: Colin Hayfield, Chair of Governors

Signed: Helen Hannam, Headteacher & Principal

Date of review or revision	Description	Author or reviewing officer
2021	New document	Kate Hartup, Jackie Evans
May 2022	Compliance with new requirements	Kate Hartup, Jackie Evans
May 2024	Reviewed and renamed (was Expectations for High Standards)	Kate Hartup, Jackie Evans
March 2025	Annual Review	Kate Hartup

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