The Education & Skills Partnership

**Position Statement – April 2025**

**Quality Cycle**

The Education and Skills Partnership implement strenuous measures to ensure each learner benefits from carefully considered planning and sequenced delivery to enable them to reach their full potential. All measures are regularly monitored to maintain the current high standards of provision and drive continuous improvement across the processes maintained by the ESP Quality Team in collaboration with other ESP teams.

**Overview**

The purpose of this Position Statement is to provide a brief overview of the current activities ESP use to monitor the quality of provision for learners as well as the continued development of all staff

**Supporting documents/policies**

* Teaching, Learning & Assessment Strategy
* Internal Quality Assurance Policy
* Observation of Teaching, Learning and Assessment 24-25 Handbook
* Learner Voice Impact Statement – March 25
* Process for planning & delivering new courses
* Staff Qualification Matrix & CPD Teams sites
* Up-to-date Safeguarding Policy/Records of monitoring/Audits
* CPD Activities

**Quality Cycle**

The ESP Quality cycle is driven by the ethos of current and continuous improvement through regularly reviewing the effectiveness of **Planning ->** **Delivery -> Review -> Evaluation:**

**Planning**

* Careful curriculum planning is implemented to ensure teaching sessions are delivered in the most effective way for both Apprentices and Adult learners and relevant to learner needs
* Programme resources are carefully developed to enhance the learner experience and ensure EPAO and Awarding Body criteria is met
* Quality work closely with AOs and regularly provide examples of planned delivery to gain feedback before delivery or formal EQA/SV visits take place
* Regular Audit compliance checks ensure delivery staff hold relevant qualifications, current occupational competence, Safeguarding, signed DPAs, DBS, etc.
* Delivery staff are fully appraised and supported when new to ESP, or new to the programme subject
* Assessment and IQA support is organised, timely and relevant to the needs of the delivery
* Annual OTLA observations are scheduled to coincide with delivery and are supplemented by learning walks throughout the delivery. These observations include the provision of an Action Plan and when needed, support provided to make improvements. Any Partner observation feedback is revisited on regular ESP observations at the next visit to close the loop on any recommendations
* Classroom compliance Checks by the Designated Safeguarding Lead, supplemented by the Quality Support IQA during classroom visits. In addition, during 24-25 Safeguarding Spot Checks have been carried out across all staff and delivery teams
* Organisation of adequate instruction in the use of the new OAKS e-portfolio platform to utilise easy access for IQAs, LSCs and Apprentices whilst on programme
* Instruction in the use of the Teams platform for Apprentices and Adult learners when online learning is provided through a robust induction process
* Provision of SOPs to support online delivery, or to support dissemination of new processes
* Meetings between the Quality Team members and the LSCs/Tutors in advance of delivery

**Delivery**

* Delivery against agreed plans and in accordance with individual training plans
* Courses are delivered to learners in a variety of ways either through face-to-face classroom delivery or over the Teams platform
* Additional support is made available when delivery is new from the Head of Apprenticeships/Head of Centre/Quality Team staff/peers

**Review**

* Feedback is sought from LSCs/Tutors to gain overview of best practice and suggestions around suitable interventions when needed – adjustment to processes are made regularly when required
* IQA reporting is reviewed by the Head of Centre and Sampling strategies designed to ensure a high quality of provision is upheld
* Feedback is also sought from Partners, employers, learners, OTLA/learning walk activity, and from End Point Assessment/Awarding Body reporting
* Attendance, attainment and progress to promotion, added responsibilities or new roles is explored
* Any drop-off numbers are analysed to discern if adjustments are needed early in the programme
* Processes are adjusted quickly when there are discernible gaps – inclusion of a new dashboard which identifies current Apprenticeship activity and progress allows Leaders and Managers to monitor progress and support with any concerns
* Review of the learner voice feedback is carried out and results sent quarterly to all relevant Heads of Department, as well as relevant LSC/Tutors. Quarterly rollout data is regularly provided to the delivery staff. This data is also discussed with the Board monthly as well as any actions implemented to support where necessary
* Where Awarding Organisation visits have taken place, the report is shared with the relevant academic staff after which the Head of Centre or Lead IQA will discuss and resolve any concerns based on comments from the EQA/SV for that subject. Subject-specific Standardisation meetings are arranged
* OTLAs are reviewed and Action plans revisited to assess progress. Pair and Share activities support tutors to share good practice. The Lead IQA/Quality support conducts regular meetings with tutors to provide support on any identified areas for improvement. New tutors are supported to adapt to ESP processes

**Evaluate**

* Success of the course is evaluated, and early intervention put in place where needed
* Feedback sought from all parties enables resolution of any reoccurring issues and process adjustments
* Learner voice is considered carefully against new delivery/new tutors, and fed back to the relevant Head of Department to communicate with relevant academic staff
* Learner Voice outcomes are reported at HoD and Feedback to Board meetings regularly. Special attention is given to any Strongly Disagree/Disagree comments by learners to assess if interventions are needed –these are rare with the majority of ESP learners reporting positively
* Adult learners End of Course evaluation is shared week weekly at the Quality Catchup meetings inclusive of Safeguarding comments to ensure there are no issues. Any concerns would be followed up by the DSL/Head of Quality as appropriate.
* Learner voice results are provided to Heads and individual tutors on a quarterly basis
* Additional bespoke Learner Voice received via Microsoft reporting such as for Aftercare/Progression or gained through IAG conversations with learners is shared with Leaders and Manager
* Viability of continued delivery against current learner needs is evaluated which will inform future planning and any changes needed
* Awarding Organisation reporting is evaluated carefully, and subject-specific Standardisation meetings are held to support effective delivery and drive continuous improvement.
* Evaluation of why Direct Claim Status has been awarded drives the maintenance of high quality systems and timely monitory so as not to delay learners receiving Certificates as soon as possible
* Regular deep dive activity across delivery, learner progress and compliance requirements is carried out and outcomes reported back to the Board, Head of Apprenticeships and Head of Employability

**Impact of Quality Processes on ESP learners**

ESP highly value the progress of each learner and take responsibility for their programme from enrolment through the learning journey and beyond completion. Performance is monitored carefully, including data related to the small numbers who do not complete to enable ESP to analyse and benefit future learners through lessons learned

Each learner benefits form the following to provide the best possible opportunity for the learner to have sufficient information and resources to be successful:

* Robust enrolment which determines suitability of chosen course and competence to complete – processes are updated in accordance with any new guidelines eg. adjustments to funding rules, compliance requirements.
* Detailed Induction which explains the programme expectations and builds confidence in provision
* To have access to a programme where detailed Assignment Briefs/Training Plans provide an accurate outline of courses material along with a curriculum plan
* The delivery process is supported by the observation of tutors, where there is also an opportunity to share feedback with the Observer
* The opportunity to provide regular feedback to the LSC/Tutor during scheduled reviews or during programme discussions
* The opportunity to receive regular 1:1 developmental feedback to enable them to improve their work and keep on track, and to reach their aspirations for progression and employment
* All delivery staff receive regular feedback through Standardsation activity and IQA processes, supporting the delivery and accurate assessment of work
* Regular deep dive/audit activity as well as the dissemination of learner voice outcomes enables LSCs/Tutors to make continuous improvement and be more equipped to maintain a high standard of delivery for learners

**Methods of Monitoring**

Excellent quality assurance improvement relies heavily on collaborative working between Quality and other teams to ensure that all work towards the common goal of achieving a culture of high-quality processes which drive continuous improvement. To achieve this, the Education & Skills Partnership supports the following:

* Oversight of Quality systems by the Head of Quality and in conjunction with the Head of Centre, reporting directly to the Managing Director and Board
* Yearly SAR reporting – from which quality enhancement planning (QEP) is regularly monitored by the Ofsted Team set up to drive audit and Ofsted readiness at all times
* As often as possible, feedback is formally recorded, minuted and actions produced with feedback being regularly shared with all relevant parties
* Available data, whether relating to an individual learner, cohorts or programmes is used to interpret outcomes and future interventions and measurable outcomes
* All HoDs provide a detailed monthly report to the Board outlining what has been accomplished during the previous month, as well as future planning and any support needs
* Detailed Learner Voice reports, including details of any learners’ Strongly Disagree-Disagree entries and how these have been resolved, or lessons learned and shared – regularly reported to Board
* Detailed deep dive/audit outcomes, conducted by the Quality Compliance Lead are shared with Heads and Board – actions are supported by IQA meetings and activities.
* Opportunity to have discussion with the Board takes place prior to the monthly HoD meeting. This allows HoDs to ask advice, raise any challenges and seek assistance to resolve these when needed.
* Detailed Safeguarding reports are supplied to the Board each month. These include an up-to-date report concerning all Safeguarding monitoring, current mandatory training data, as well as any health and well-being concerns.
* Quarterly Learner Review meetings with the Ofsted team are designed to review KPI targets, discuss learners in scope, any PEDs
* Analysis of Partnership feedback is shared – good practice is shared and celebrated as well as any needed adjustments actioned
* Regular Ofsted meetings designed to drive Ofsted Readiness every day – Action Plans are maintained by the Nominee to ensure monitoring of robust processes
* Careful preparation of due diligence agreements with external Partners, with regular updates when there are team changes or adjustments to delivery planning
* Annual Appraisals supplemented by regular 1:1 meetings with employees informing CPD
* Implementation of CPD to support staff to develop, including shared Partnership opportunities
* Robust IQA activities against a bespoke sampling plan dependent on current RAG rating considering delivery of new subjects or new tutors to ESP. IQA resubmissions and Pass-Merit-Distinction grades achieved are recorded and reviewed by the Lead IQA/Quality support staff and shared with the Board through Board reporting
* Robust PDR activity, as well six-weekly 1:1s enables to Quality team to feel confident about their roles and responsibilities and current business focus. Staff have the opportunity to discuss aspirations and the Head of Quality can discuss appropriate CPD with the Board. During 24-25 – two members of staff updated their CIAG qualifications
* Weekly Quality team meetings each Tuesday set up the tasks for the week and enable staff to support each other with workload priorities

**Safeguarding**

* Safeguarding is robust across ESP (please see Safeguarding Position statement for more detail)
* Head of Quality and Head of Centre/Designated Safeguarding Lead meet with all new employees individually to welcome them and to talk through the Quality and Safeguarding processes.
* The following processes are in place:
* Immediate support for any Safeguarding concerns raised – (three trained ESP DSLs)
* ESP Portal information available to all staff
* Maintenance of identified Mandatory CPD compliance
* Monthly meetings with DSL/HR/IT/DPO to discuss any concerns
* DSL daily monitoring of DNA Net Support outcomes
* Analysis of recurring themes results in tailored support for staff
* Quality/Safeguarding meetings with all individual new starters
* Deep dive follow up review of understanding of Safeguarding information before probation
* Monthly reporting to HODs/Board on outcomes
* Links to national contacts ensure DSL skills are current and cognisant of current topics
* Quality/Safeguarding welcome to new staff with revisit before 3-month probationary period
* Yearly Safeguarding spot checks on existing staff