

United Learning

Apprenticeship Provider Vision and Quality Assurance Policy

Our Vision and Purpose

Our vision is to become an apprenticeship main provider that delivers high quality expert content, bespoke to the educational context whilst providing a supportive learning community that meets the needs of schools. This is in line with our wider expectations for Professional Development set out in our Professional Development handbooks. Our purpose is to provide meaningful development experiences which increase the professional capacity & expertise in schools whilst enhancing the working lives & careers of our apprentices.

Our principles:

- Quality of learning for our apprentices is at the heart of what we do;
- Our apprenticeships are tailored to an educational context;
- Our course directors are industry experts with a minimum of 10 years' experience;
- Our delivery methods are based in research and years of experience;
- We have a strong understanding of school life, and this is reflected in the flexibility of our apprenticeship delivery;
- We are focussed on continuously improving our provision and are unapologetically eager for feedback; and
- Our apprentices feel part of a safe, supportive and ambitious learning community.

Provider targets:

- a. A 70% qualification achievement rate;
- b. A 70% retention rate;
- c. 85% of schools/employers agree their staff have demonstrated development in their Knowledge, Skills & Behaviour since being on the apprenticeship;
- d. 80% of apprentices agree they felt part of a supportive & flexible learning community;
- e. 70% of apprentices progress their careers in 3yrs (progression will be defined individually for each apprenticeship);
- f. Annual recruitment targets are met;
- g. Our apprenticeships are attractive and suitable for a diverse pool of participants;
- h. And within five years we are awarded an outstanding grade by Ofsted.

Quality Assurance and Review

Annual Self-Assessment Process

United Learning's Self-Assessment process is carried out annually and forms the foundation of how the quality of provision is evaluated. It involves staff at all levels in the organisation and ensures that a wide range of evidence types are used to inform judgements. The evidence types are detailed below.

The findings are written up in a Self-Assessment Form (SAF) which is disseminated to all provider staff and signed off by the Provider Governance Board each year in December/January.

The SAF informs the Quality Improvement Plan (QIP) which drives continuous improvement across the provider's programmes. It outlines how we aim to develop the provision over time and tracks how our provision is improving.

Quality Improvement Plan

The Quality Improvement Plan (QIP) drives our improvement journey. It incorporates all areas for development and is informed by the SAF. As well as the evidence listed below which informs the SAF, other aspects will feed into the QIP, including:

- Actions identified by External Quality Assurance partners such as awarding organisations;
- External and internal audit findings;
- Recommendations from the Provider Governance Board.

The QIP is circulated to all provider staff members and available on SharePoint. It is a working document and will be updated regularly. The document is owned by the Head of Development Projects (HDP).

Each year we set a range of Key Performance Indicators (KPIs) which are outlined in the QIP. For example, these will cover rates of apprenticeship progress, school engagement, impact seen in schools, how supported participants feel and achievement of the gateway. We also analyse these metrics at different levels and combinations to ensure that no apprentices are disadvantaged, and all apprentices are making good progress in line with their Individual Learner Plan (ILP).

Provider Governance Board

The Provider Governance Board meets termly. It forms part of the Group-wide Continuous Professional development (CPD) provision by having representation at the United Teaching Board and the CPD Board. The Board's role is to review the evidence and findings described in the SAF and offer advice and direction to inform the content of the QIP. The Board will also review progress against actions in the QIP each term.

The members are:

Sir Jon Coles	United Learning CEO
Matthew Wynne	Secondary Regional Director for Group CPD
Richard Tutt	Primary Regional Director for Group CPD
Darran Ellison-Lee	Director of Primary Education and Safeguarding Director

Dame Sally Coates	Director of Secondary Education
Vikki Russell-Robbins	Head of Development Projects
Suzanne Howard	Director of Group Professional Development
Louise Johnston/Sam Letman	Group Finance Representative
Katie Gillam	United Teaching Lead
Ella Howard	Project Manager – Apprenticeship Provider (H&S rep)
Alison Hussain	Company Secretary
Frazer Smith	Designated Safeguarding Lead

Provider Improvement group

The provider improvement group meets twice a term. They review the actions in the QIP, ensure they are on track and put in place any changes based on evidence gathered throughout the term. The Improvement team are responsible for the delivery of the actions in the QIP and for submitting analysis of the evidence to the board including recommendations to consider.

Evidence

1) Sampling and Observations

The HDP will periodically sample various aspects of the apprentice's participant journey to ensure all aspects have taken place and are sufficiently documented.

a) Initial assessment sampling

HDP will check to ensure all initial assessments are in place. Initial assessments are taken by participants on the OneFile platform. The test scores cannot be amended by anyone other than the participant to ensure accurate and agreed results. To ensure participants have a full understanding of the questions and initial assessments are accurate, they will each have a 1:1 call with their course director who will delve further to clarify their baseline understanding, taking in to account their experience and any previous qualifications. If it is agreed by both parties that the scores will change, these will be amended by the participant.

b) Participant Journey sampling

Participant journey sampling will record details of the:

- Planning of the learning;
- Progression in line with the apprentice's targets;
- Completion of progress reviews which support the progression of learning;
- Useful and thorough information, advice and guidance offered;
- Feedback, contact and interventions offered;
- Development of maths, English and ICT skills;
- Delivery of safeguarding (inc PREVENT) and British values;
- Planning and delivery of additional support and qualifications;

- Accuracy of apprentices recording of their 20% off the job training and whether this is on target for achieving funding compliance.

The report will analyse the findings and suggest improvements for discussion with course directors.

c) Quality of Assessment sampling

We quality assure assessment activity to ensure our course directors effectively measure how well the participants are learning and when they are ready for their end-point assessment. We sample 10% of assessment submissions per programme and feedback once a term. Any findings are discussed with course directors and any improvement areas or actions are agreed.

d) On-programme teaching and learning observations

Observation of on-programme teaching and learning is a primary quality assurance activity. During observation we review the appropriateness of the learning resources being used, and the receptiveness of the participants within the sessions. We check that the teaching method utilised meets the participants' needs to ensure the knowledge is being understood and embedded throughout the participant journey.

We observe 1:1s, live webinars and group sessions at different stages across the duration of the programme. We do ensure geographical spread and school type where possible.

2) Feedback

a) Focus groups

Focus groups take place once a term on Microsoft Teams. They are a random selection of apprentices, line managers and mentors. We work with a sample size of 5 colleagues for each group and cohort. The agendas cover items such as participant experience, teaching and learning, support and impact in the workplace.

Other items may be covered if needed, i.e. items raised in surveys, observations, or advice from external bodies.

b) Surveys

United Learning carries out regular surveys of apprentices and their line managers. These are delivered using Microsoft Forms and is carried out at various points in the participant journey.

Apprentices, Line manager and Mentors surveys are routinely conducted:

- After induction
- Midway through the programme
- After achievement.

Summaries of the survey and focus group data are produced and fed into the SAF which is shared with the Provider Governance Board. The Provider team meets quarterly to review feedback and put action plans in place to ensure we respond to concerns raised and maximise the impact that stakeholder feedback has on our improvement journey.

3) Programme development and delivery

Our training programmes are designed by highly experienced sector experts. They went through a thorough recruitment and interview process to confirm suitability (sector expertise & training experience). All programmes were designed in consultation & quality assured by experts around the organisation (e.g. H&S, SEND lead, employment law). The final stage of QA was by the relevant Director (e.g. Education, HR).

To review their progress on-programme, all course directors meet with the HDP once a month to review their progress against their KPIs outlined in their annual objectives. Programme leads will have stretching objectives related to continuous engagement of participants, pass/progress and completion rates. Various forms of evidence will be reviewed in these meetings including progress reports for participants from OneFile, feedback from surveys and focus groups, feedback from observations and sampling. Course directors will also have CPD outlined in their Professional Development Plans (PDP). This may include attending external events with other training providers to share best practice, attending webinars with external organisations such as the EPAO/ESFA/OFSTED to ensure knowledge is up to date.

Course directors will also meet once a term to share lessons learned and improvements across programmes.

a) Annual Review of training content

We will hold an internal review of training content once a year. The review will be carried out by the course directors, HDP and other relevant experts across United Learning. Self-directed learning, live webinar content, assessment and observations topics will be reviewed.

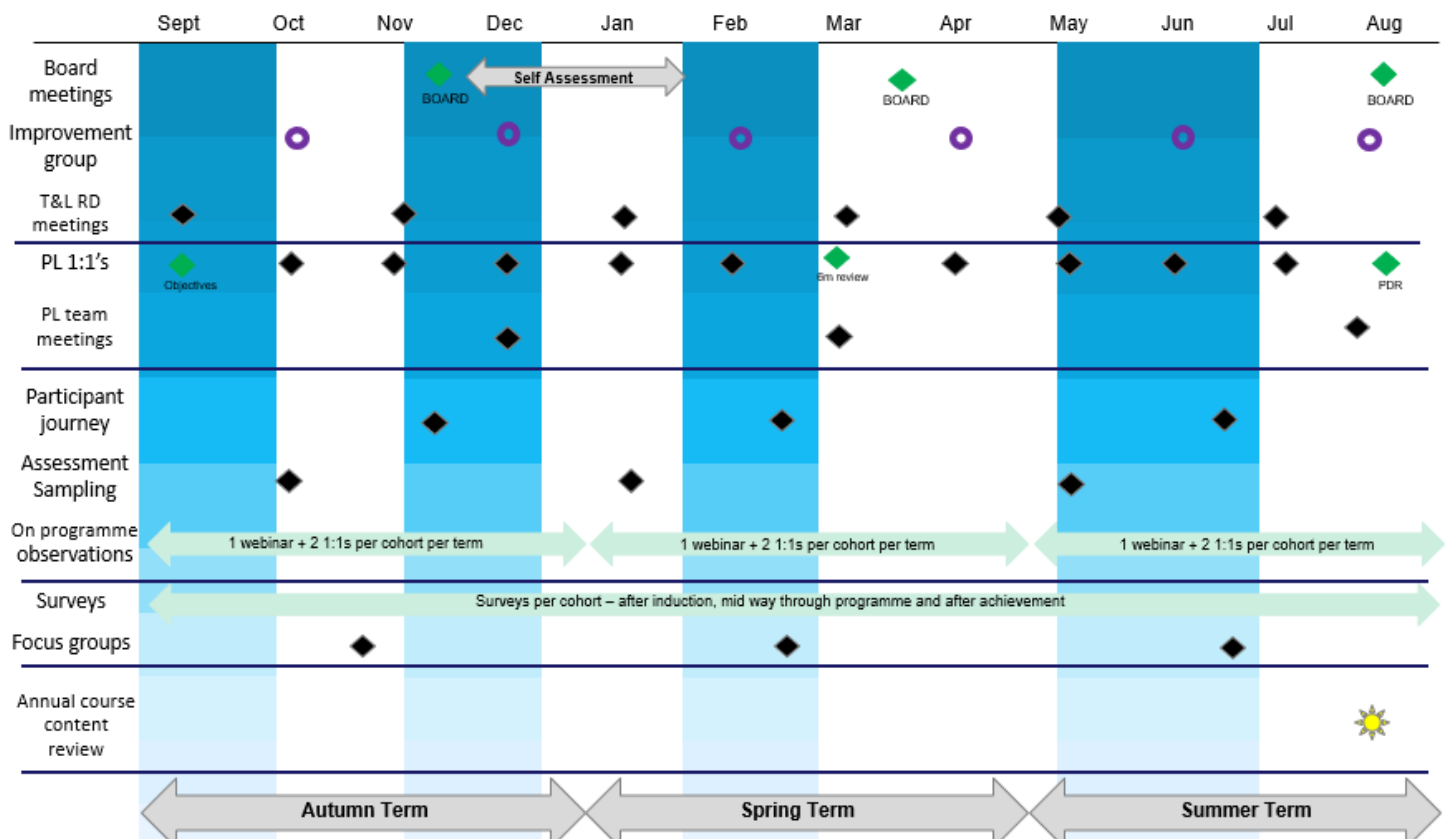
b) Standardisation

Owing to the smaller size of our course director team, we procure support from external bodies to support with assessment standardisation once a term.

4) External review

We aim to routinely work with external partners to carry out peer reviews on various aspects of our delivery using their insights and experience to refer refine our model.

Provider Quality Assurance Yearly Calendar



Last reviewed and agreed: Feb 2022 by the Provider Governance Board.

Next review: Jan 2023 by the Provider Governance Board.