



The GTA Quality Policy

This policy applies to all employees and stakeholders

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Introduction

The Doncaster, Rotherham & District Motor Trades GTA Ltd (GTA) is committed to providing high-quality education and services to all its learners, customers and employers as per the GTA company charter. A key and integral part of the quality process is ensuring that staff maintain and improve their skills and knowledge for the benefit of learners, employers and the organisation.

Employers, apprentices and customers are all important stakeholders in enabling the GTA to provide high-quality training and assessment services for apprenticeship training. The Quality of the organisation and governance is overseen by the Board of Directors, trustees and committee members and implemented by the Chief Executive Officer.

Policy Purpose

The GTA is committed to providing staff with development opportunities to ensure that individuals and departments can contribute fully to the achievement of the GTA's company objectives.

The GTA acknowledges that as an educational provider, it has a unique responsibility to support and encourage the development of its staff, and recognises that staff development plays a critical role in building the capability of its workforce to provide effective services as per the company charter.

Scope

This policy applies to all GTA employees, staff are expected to positively embrace all forms of development activities including personal study, e-learning, internal or external courses structured or non-structured, workshops, work shadowing, mentoring and occupational CPD.

Objectives

The main aim of the policy is to provide staff with a framework that supports and encourages the development of all staff in line with the GTA's mission statement and corporate goals.

- Staff development informed by the GTA's strategic aims, operational requirements, changes in the industry, the needs of the individuals and where possible the career aspirations of staff as well as the success of the organisation.
- To provide a strong framework of governance via the Board of Directors, trustees and committee members
- Departments work alongside the Learning and Development team to develop a coordinated approach to planning staff development, maximising the use of available resources.
- Leaders and Managers are provided with the skills, knowledge and competencies they need to work in partnership with their staff to support their continuous development.
- All staff are expected, encouraged and supported to develop their knowledge, skills and competencies to enhance their performance in their current role.

How the GTA will respond to feedback from employers and apprentices?

ESFA employer survey (annual)

ESFA learner survey (annual)

GTA learner induction surveys

GTA learner six-month surveys

GTA learner twelve-month surveys

GTA learner exit surveys

Random anonymous employer and learner surveys

Tri-party employer/learner/GTA Progression reviews

Analysing Feedback

The GTA strongly believe in continual improvement to enhance and improve the organisation's performance. Feedback from stakeholders including employers, learners and staff, is analysed by the Quality Team where the feedback is discussed and actions agreed upon. The actions are submitted to the Senior Management Team for review, amended if required and disseminated to the staff via Bi-monthly Quality Meetings. Targets for improvement are also featured in the GTA Self-Assessment Report (SAR) and associated Quality Improvement Plan (QIP).

Method for Continuous Improvement of Training

Organisation development and improvement needs can be identified in a number of ways:

- Individual staff development needs are discussed, on at least an annual basis, during the staff appraisal as part of the Performance Review Process or CPD Plan
- learner and employer feedback or surveys
- the training needs of potential new staff members are identified and agreed upon during the interview process, before being offered employment
- teaching observations
- Manager observations and requests
- teaching observations of delivery by peers
- actions arising from the staff opinion survey results
- changes in government funding and policy
- Quality standards, including the Matrix Standard, Investors in People Standard and Contractors Health and Safety Scheme (CHAS)
- Awarding body audits and action points
- ESFA audits and action points
- Ofsted inspections and guidance

The above methods provide essential information to inform targets for improvements which are used to develop the organisation's Self-Assessment Report (SAR) and associated Quality Improvement Plan (QIP). This provides the organisation with a clear review of the previous year's progress to improvement and a clear plan on how to improve further.

How the GTA Identifies and Address any Under-Performance of Training

GTA's Quality Assurance framework outlines the processes required to maintain, improve and capture high achievement and underperformance in all areas, including training. Part of the framework is the Annual Quality Calendar which sets out key dates for monitoring and measuring progress against quality improvement plans (QIP) and Key Performance Indicators (KPIs).

The Quality Team use the Quality Calendar to monitor key areas including, underperforming training. Feedback from stakeholders including employers, learners, Learner Voice Team, teaching observations, performance reviews etc. enables underperforming teaching to be addressed.

Monthly individual tutor performance meetings afford the tutor an opportunity to raise issues that specific learners may have with their learning, actions/interventions can be set and instigated quickly to assist learners stay engaged and on track.

Timely intervention and support are required to rectify any underperformance, areas identified as "at risk of underperformance" are discussed by the Quality Team; actions agreed, approved by the Senior Management Team and put in place. These actions may include additional help or teacher training.

GTA's Underperformance and Review Cycle (PDR reviews & KPIs) set and monitor aspirational and challenging targets for agreed KPIs for all departments. Timescales, intervention details, process owners and performance are identified in Annex 1 the Quality Calendar, Annex 2 and 3 of this strategy.

How the GTA Identifies Outcomes, Monitors Performance and Addresses any Concerns

Learner Progress

Learner progress is discussed on a monthly basis during PDR reviews between training staff and the departmental manager. Each learner's progress will be reviewed and benchmarked against the organisation's milestones for achievement. Learners can be awarded a green, amber or red, any underperforming learners can be then identified and addressed accordingly, dependent on the underperforming area.

Overall and Timely Achievement and other KPIs

Overall and timely achievement rates including wider KPIs are reported in every: Quality; Full staff; Directors and Executive Member meeting. The organisation benchmarks performance against a predetermined KPI figure to judge the overall effectiveness of the delivery identifying any underperforming areas. The Chief Executive will be ultimately accountable for the organisation's performance and progress towards actions as agreed by the Board members.

Review English and Maths Achievement

Learner's initial assessment and prior learning are used to assess their own learning needs and achievement timescales. The English and Maths department monitors learner progression against set timescales and reports monthly to departmental managers to discuss during the Quality Team meetings regarding the KPIs. Underperforming learners are given an action plan and offered additional support as required.

Adjusting the Delivery Model

The quality of delivery will be reviewed and assessed using the methods highlighted in this strategy, Depending on the underperforming process identified; the delivery model can be adjusted appropriately. The quality strategy provides the mechanism for intervening with a view to supporting individuals throughout the apprentice training programme.

GTA involve employers in the design of learning programmes in terms of the apprenticeship delivery model. Feedback from employers can shape the current delivery model, the GTA will continuously engage with the employer for the duration of the apprenticeship, including coaching and mentoring, which enables the GTA to record all training undertaken by the GTA and the employer.

The Visiting Assessor would be primarily responsible for providing feedback to and from the employer and escalation/resolution of any mismatch of expectations which ensures that the training meets the employer's needs.

Key Performance Indicator Overview

KPI Area	Green	Amber	Red
Apprentice success rates	>80%	72% - 79%	<71%
Apprentice timely achievement	>62%	55% - 61%	<55%
Learner 'off-the-job' training hours	>85%	70% - 84%	<69%
Learner milestone progression (of population)	>85%	70% - 84%	<69%
Functional skills first-time pass rate L1 & L2 Maths	>73%	62% - 72%	<59%
Functional skills first time pass rate L1 & L2 English reading	>70%	60% - 69%	<59%
Functional skills first time pass rate L1 & L2 English writing	>70%	60% - 69%	<59%
Functional skills first-time pass ICT	>75%	60% - 74%	<59%
Learner 'off-the-job' training hours	>90%	80% - 89%	<79%
Assessor portfolio referrals (submissions annually)	>95%	91%-94%	<90%
Teaching observations	Grade 1 or 2	Grade 3	Grade 4
Apprentice Recruitment	<0	0-10%	>11%
Early leavers (apprentices)	<10%	11%-14%	>15%

Underperforming Areas

The underperforming area will be highlighted in line with ANNEX 1 and 2, and areas identified as underperforming will be addressed and actioned in line with this strategy and the organisation's governance.

Escalation

With reference to ANNEX 1 and 2 generally, underperforming areas will be action and a standard 2-week action for improvement will be issued by the associated auditor or quality person, some action plans maybe longer such as teaching observations as training or upskilling may require a greater length of time.

An action plan for improvement will be issued to the process owner/s and their line manager using form IQA 06.01. Actions will be reviewed in line with the agreed time scale; if they are found to be incomplete, partially complete, incorrect etc. a further week will be issued for any actions to be rectified.

If during a second review, the actions are again found to be insufficiently addressed; the audit report will be escalated to the Chief Executive Officer who will arrange a meeting with both the process owner and the direct line manager and auditor. Timescales will be agreed upon, and any miscommunication or understanding will be addressed.

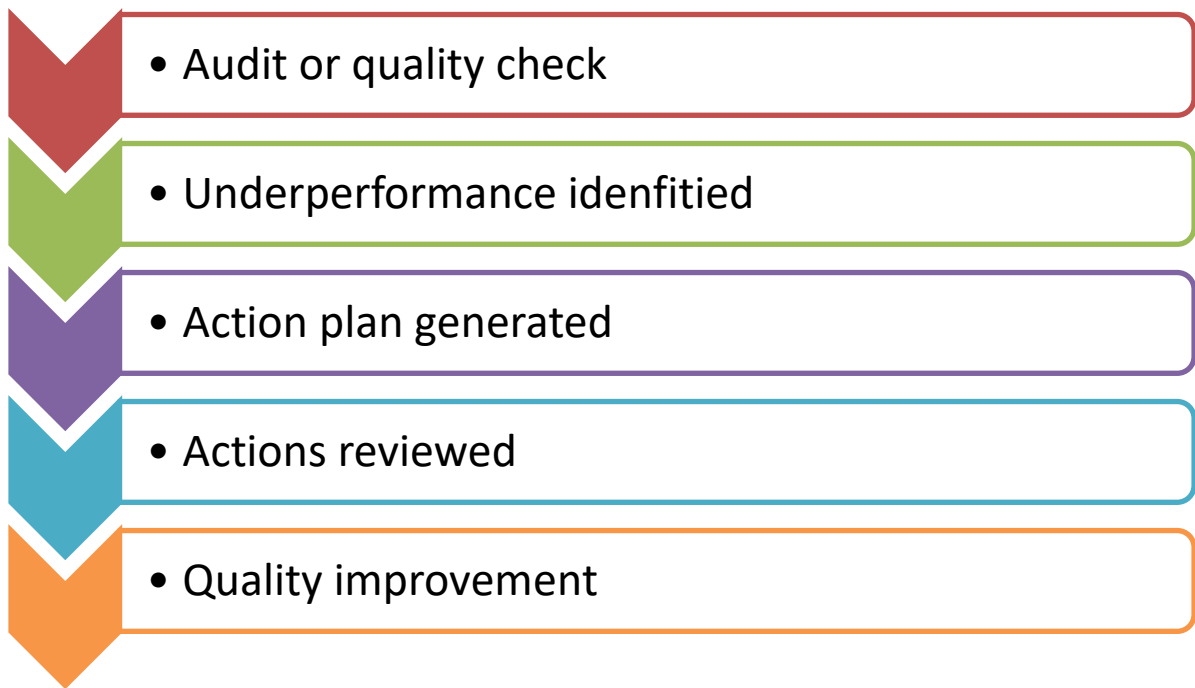
If during a third review, the Chief Executive Officer's actions are again found to be insufficiently addressed without any plausible explanation, the employee will be subject to the organisation's disciplinary procedure. The disciplinary procedure will also apply to employees who frequently default on agreed timescales.

Audit Report Template IQA 06.01

Audit report no.					
Date					
Review					
Audit activity					
Process Owners					
Audit Criteria					
Auditor/s					
Quality Calendar Item No.					
Audit Scope					
Outcome (Meets min standard)					
Overall Findings					
Report					
Auditor Comments					
Corrective action	Future Action Required	By Who	By When		
Staff comments: (if applicable)					
Auditor signature:		Name:		Date:	
Staff signature:		Name:		Date:	

All audit reports must be passed onto the relevant staff within 5 working days of the report being generated so that any action required can be taken in a timely manner.

Quality Overview



Appendix 1
Quality Calendar

Quality Calendar 2017/18 Cont.	Auditor	August	Sept	October	Nov	Dec	January	February	March	April	May	June	July
Health & Safety													
Apprentice Placement H&S Assessments (PB 1)	QM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apprentice Placement H&S Assessments (PB 25%)FULL	QM						✓						✓
Meetings													
PDR Reviews	CM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learner Concern Meeting	CM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Quality Meeting	QM		✓		✓		✓		✓		✓		✓
Full Staff Meeting	CEO	✓		✓		✓		✓		✓		✓	
Health& Safety Meeting	HS LEAD		✓		✓		✓		✓		✓		✓
IQA Qualification standards meeting	IQA LEAD						✓						✓
Directors Meeting (Review KPI)	CEO		✓		✓		✓		✓		✓		✓
Funding													
ILR Completion Data Match	QM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

KEY:

PB: Paper-based assessment

IQA: Internal Quality Assurance

OTL: Observation of Teaching and Learning

Appendix 2
Quality Framework

Activity	Person(s) Responsible	Purpose
Self-Assessment Process (SAR)	Quality Manager All staff	<p>An annual process intended to assess strengths and areas for improvement across all areas in the Centre. The Self-Assessment Process is structured to reflect all key aspects of the Common Inspection Framework. The report is accompanied by a Quality Improvement Plan (QIP) which is monitored throughout the year at regular intervals to assess progress against Doncaster GTA's priorities contained in the strategic plan.</p> <p>Key judgements are:</p> <ul style="list-style-type: none"> • Effectiveness of Leadership and Management. • Quality of teaching learning and assessment. • Personal development, behaviour and welfare. • Outcomes for learners. <p>The Self-Assessment Report is submitted to Directors and made available to all company staff including ESFA and Ofsted.</p>
Teaching & Learning <i>Teaching Observations</i> <i>Learner Reviews</i> <i>Learner Action Planning</i>	Quality Manager	<p>Teaching Observations</p> <p>All training staff will be observed at least once during a 10-month period (this runs Sept to June) for Teaching and assessment by the Quality Manager. The observed lesson can be any session where learning takes place including tutorials, practical sessions, on-the-job or off-the-job assessment and can be at any level. The observed lesson may be announced or unannounced to ensure a true reflection of a 'typical' lesson. All staff who are to be observed will participate in a training session, induction or group workshop, to establish and help them understand the observation of the teaching and learning process, why it is necessary and what is expected of them during a lesson observation.</p> <p>Learner Reviews-Learner Action Planning</p> <p>Teaching staff complete learner action plans in the centre along with reviews in a triparty arrangement at the employer's premises every 10-12 weeks. This process is a crucial opportunity to provide feedback and a smart action setting. The completion of the Learner review will be observed by the quality manager and measured under several crucial areas. SMART actions, sandwich feedback, accurate information, equality and diversity subjects and discussions.</p> <p>See the Quality Calendar for audit frequency</p>

Activity	Person(s) Responsible	Purpose
<p>Apprentice Recruitment, Assessment & Induction <i>Learner Interview</i> <i>Learner IAG</i> <i>Learner Induction/Enrolment</i> <i>Learner Initial Assessment</i></p>	<p>Quality Manager</p>	<p>Marketing staff will be observed at least once during a 10-month period (this runs Sept to June) for Teaching and assessment by the Quality Manager.</p> <p>The observed lesson can be any session where learning takes place including tutorials, practical sessions, on-the-job or off-the-job assessment and can be at any level. The observed lesson may be announced or unannounced to ensure a true reflection of a 'typical' lesson.</p> <p>All staff who are to be observed will participate in a training session, induction or group workshop, to establish and help them understand the observation of the teaching and learning process, why it is necessary and what is expected of them during a lesson observation.</p>
<p>Company Policy <i>Company Policies</i></p>	<p>Quality Manager</p>	<p>Company policies and strategies are essential to the company's operation; all policies are reviewed annually, although changes can be made during this period if required. Any staff member can have an input into shaping policies or strategies and amendments will be made if the feedback is considered beneficial. Feedback from quality meetings is used to guide the review process.</p>
<p>Health & Safety <i>Apprentice Health & Safety Assessments</i></p>	<p>Quality Manager</p>	<p>Health and Safety audits are completed for every learner on an apprenticeship on an initial basis then a 6-month update and then an annual review. The audits are learner-focused and on occasion due to the change in employer one learner may have several audits in a short period of time.</p> <p>Health and safety audits will identify the content, risk management and reporting of employers. Quality audits will focus on ensuring that audits have been completed, in the agreed frequency and that all learners are working in a safe environment.</p> <p>The quality manager will take direct action on any highlighted concerns, which may include a full audit if there are failings to be found. See the Quality Calendar for audit frequency</p>

Activity	Person(s) Responsible	Purpose
<p>Meetings <i>Personal Development Reviews (Tutors)</i> <i>Learner Concern Meeting</i> <i>Full Staff Meeting</i> <i>Quality Meeting</i> <i>Health & Safety Meeting</i> <i>IQA Meeting</i> <i>Directors Meeting (Contract KPI review)</i></p>	<p>Health & Safety Officer Quality Manager Centre Manager Deputy CEO</p>	<p>Personal Development Reviews (PDR) The Centre Manager is responsible for conducting PDRs every month with ESFA-funded teaching staff. The PDR review focuses on learner progression, attendance and achievement; immediate action can be taken and agreed upon.</p> <p>Learner Concern Meeting Every week key members of staff meet to discuss any placement, attendance, or employer issues which are reoccurring or new.</p> <p>Full Staff Meeting All staff are expected to attend the staff meeting, Sheffield currently does this via a Skype link to the Doncaster Centre. Important information is disseminated about the companies' compliance with the local and national authorities including performance against KPIs.</p> <p>Quality Meeting The Quality manager and departmental managers meet to discuss a pre-planned agenda, which mainly focuses on the SAR & QIP.</p> <p>Health & Safety As the lead health & safety officer, all matters relating to the safety and welfare of learners and employees are important.</p> <p>Directors Meeting Targets include success, retention, achievement, attendance rates, progression rates, Value added, including contract KPIs and financial health assessment of the organisation.</p> <p>All meetings have a fixed agenda to focus each meeting on key areas of quality and control. Actions can be agreed upon in all meetings and are subsequently reviewed</p> <p>See the Quality Calendar for audit frequency</p>

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Company Policy	Quality Manager	Company policies and strategies are essential to the company's operation; all policies are reviewed annually, although changes can be made during this period if required. Any staff member can have input into shaping policies or strategies, and amendments will be made if the feedback is considered beneficial. Feedback from quality meetings is used to guide the review process.
Health & Safety <i>Apprentice Health & Safety Assessments</i>	Quality Manager	<p>Health and Safety audits are completed for every learner on an apprenticeship on an initial basis then a 6-month update and then an annual review. The audits are learner-focused and on occasion due to the change in employer one learner may have several audits in a short period of time.</p> <p>Health and safety audits will identify the content, risk management and reporting of employers. Quality audits will focus on ensuring that audits have been completed, in the agreed frequency and that all learners are working in a safe environment.</p> <p>The quality manager will take direct action on any highlighted concerns, which may include a full audit if there are failings to be found.</p> <p>See the Quality Calendar for audit frequency</p>
Funding <i>ILR Completion data</i>	Quality Manager	Audits against learner management system data for funding, completer, and leaver purposes. Records are checked for accuracy to ensure that start and end date errors in data are under 2% of any cohort audited.