

Version Control

Version: 6.0

Summary of Updates: British English compliance, QA improvements, designated person relocated to approval section, updated review dates.

Approval

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Quality, Monitoring and Evaluation Policy

Contents

Version Control

Approval

Policy Statement

Scope

Intent

Implementation

Quality Assurance Cycle

Tutor / Assessor Observations

Peer Observation

Standardisation

CPD Records

Self-Assessment

Quality Improvement Plan

Feedback

Monthly Data Review

Staff minimum levels of performance and training

Audits

Impact

Monitoring and Review

Associated Policies

Version Control

Title		Version
Quality, Monitoring and Evaluation Policy		4.0
Approval Body	Date	Review Date
Corporation	16/12/2024	16/12/2025
Policy Owner	Neville Algar	

Approval

Name	Neville Algar
Signature	<i>N.Algar</i>
Position	Head of Education

Policy Statement

Ignite Training is committed to a policy of continuous improvement of standards and performance. This will be achieved through a structured quality assurance, quality improvement and performance monitoring system which regularly reviews the effectiveness of all areas of work. In so doing, Ignite Training aims to:

- Improve the quality of the Learner experience by monitoring, reviewing and continuously improving the quality of our teaching
- Set, monitor and develop standards and targets for all areas of activity and all teams, benchmarked where possible
- Provide a variety of means for Learners, employers and other stakeholders to express their views on our services and have them taken into account
- Develop and maintain a culture which is self-critical, honest and transparent
- Establish and maintain quality assurance systems and procedures that enable us to evaluate our strengths and weaknesses and respond to improvement needs effectively

- Operate within a coherent quality assurance and improvement cycle
- Ensure that staff are able to respond effectively to the challenges of self-assessment, targets and continuous improvement by investing in developing the skills of staff through training programmes

Scope

Ignite Training is committed to a cycle of continuous improvement. Informed through feedback, evaluation and monitoring to implement improvements in provision to increase engagement, progress and satisfaction of learner and employers.

This policy will cover:

- Tutor/assessor observations
- Standardisation practice
- Peer observations
- Learner Sampling & Feedback
- Onfile management reporting

Intent

The following statements serve as statement of service objectives and approach.

Ignite Training has an ambitious and broad curriculum which is designed and developed to meet the needs of its learners and employer. With our support, we aim to provide you with training and qualifications which will offer top performing, motivated and enthusiastic staff who are an asset to any business, and will produce improved efficiencies, better customer service as well as increasing retention and reducing staff turnover. In turn, this will result in greater business success which ultimately improves business turnover and margins.

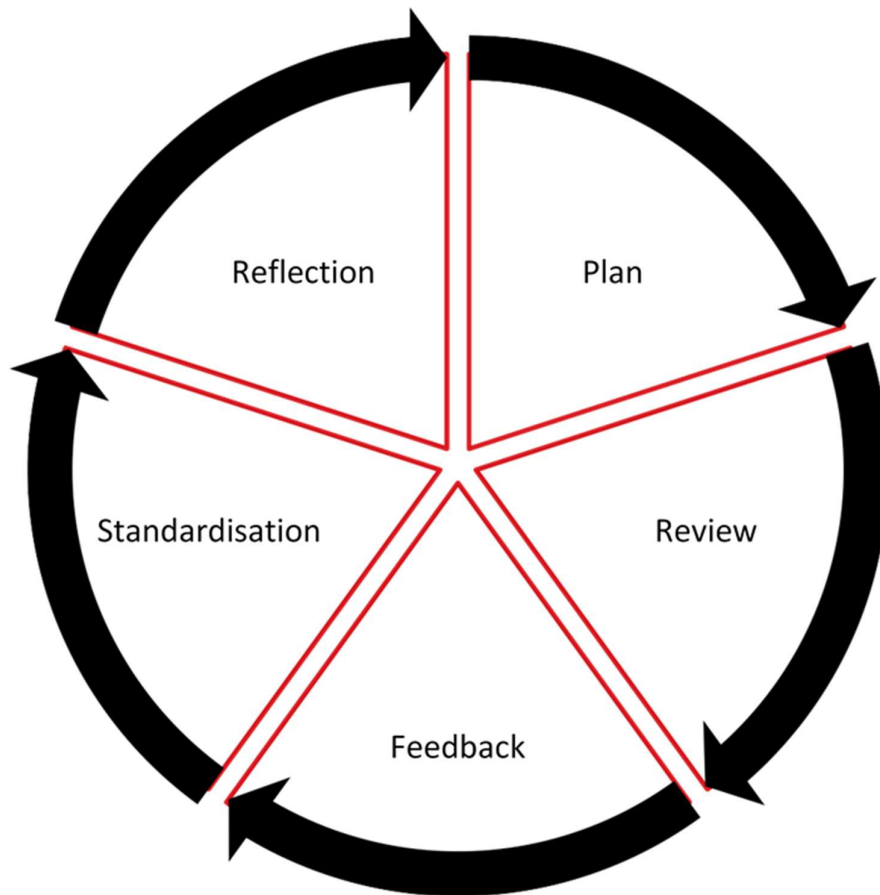
Our mission is

Inspiring training through quality education for forward thinking settings, businesses & coaches. We provide excellent tutoring to learners through our experienced, specialist staff and ensure our offering meets the needs of the learner, employer, and industry.

Implementation

The curriculum supports learners with acquiring new knowledge, skills, and behaviours, building upon what they already know and what they need to learn. The Tutor/Assessors effectively engage the learners in classroom, online and one to one support sessions. The quality assurance cycle evaluates and reviews and improves on the performance of all areas of delivery across the organisation

Quality Assurance Cycle



Tutor/assessor observations

Observations will be scheduled throughout the year;

- Experienced qualified tutors: a minimum of two observations will be performed on each tutor.
- Newly qualified tutor/assessors: a minimum of 4 observations will be performed on each tutor.
- Trainee Tutor/Assessors: a minimum of 6 observations will be performed on each tutor.

Observations for Ignite Training are not graded but use the Ofsted assessment instrument.

The observer must identify clear strengths and area for improvements.

Moderation of the observations will take place afterwards by the Teaching and Learning Team.

An appropriate action plan must be agreed during this time.

Any needed CPD will be identified during moderation.

The first observation of every year must be a live observation. Depending on the outcome, recording of the second or later observations are permitted. This must be decided during moderation.

Peer Observation

Every year each tutor must complete a minimum of one peer observation.

The observer will agree with a member of the Teaching and Learning team what the focus of the observation will be. The observer will make the necessary arrangements with the chosen tutor. The observer must complete an observation form, highlighting strengths and areas for improvement. After the observation is completed, the observer must submit their feedback to a member of the Teaching and Learning team.

Standardisation

Evidence required of a minimum of 2 standardisation event per year and 2 E-Clinics to be attended by each staff member.

CPD Records

All staff should also hold a Continuous Professional Development log, which clearly demonstrates competency and up to date skills levels for their subject specialism, teaching techniques and legislation or education reforms. This should include development of knowledge, skills and behaviours.

There are no minimum expected hours however a training plan should be created and linked to your annual performance review and outcomes and/or the outcomes and feedback from learners, employers, audits and lesson observations.

We would also encourage a peer mentoring scheme OR 'critical friend' shadowing as well as hours to support voluntary community work. CPD records need to be submitted every 12 months.

Self-Assessment

As part of the quality review process self-assessment will be completed annually on all the educational services undertaken within that academic year.

Formed using;

- Feedback from learners, employers and employees
- Reports ie. OFSTED, Matrix, EQA feedback
- Internal Quality Assurance feedback
- Previous SAR / QIP
- Stakeholder consultation groups
- Data – overall / timely achievement rates, progression and destination data, qualification achievement gaps – gender, disability and ethnicity.

Evaluated against the CIF to evaluate strengths and areas improvements in the following areas;

- Effectiveness of Leadership and Management
- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Learners

This is the responsibility of senior management and the areas for improvement are taken to form the Quality Improvement Plan, where SMART actions should be agreed to ensure improvements.

Used to;

- Monitor progress of the Quality Improvement Plan
- Discuss outcomes of observations
- Monitor feedback from IQA / EQA Sampling
- Plan continuous improvement
- Review feedback from stakeholders

It is the responsibility of all senior management to meet and evaluate self-assessment.

Self-Assessment is on-going and will be measured as follows;

- Annually resulting in the Self-Assessment report and Quality Improvement Plan
- monitoring to ensure successful implementation of the Quality Improvement plan
- Monthly data reviews to ensure successful monitoring

Quality Improvement Plan

The aim of a quality improvement plan is a live document to help providers self-assess their performance in delivering quality education, duty of care and plan for continuous improvements. This will be reviewed at organisational, and programme levels.

The Quality Manager will manage the outcomes of the SAR and annual quality improvement actions, the appropriate Programme Manager will own the QIP and will communicate all actions to staff and monitor outcomes during monthly team meetings and quarterly standardisation meetings for actions associated to their team. This document must be available at request and remain as live documents throughout the year.

Feedback

Informal feedback is captured and logged on the complaints and compliments log, immediate concerns are addressed through the complaints and appeals procedure but this is also evaluated in line with our quality improvement process to ensure that any trends are identified and incorporated into the improvement plans.

Learner and employer surveys are issued at the start, mid and end point of all training to capture any feedback which is also reviewed as part of the quality improvement plan.

Monthly Data Review

These take place to ensure that learners remain on track for each training programme and will review;

- Timely/ Overall / best possible achievement rates
- Retention rate
- % of learners past planned end date
- % actual vs planned progress
- Total learners on programme / per tutor
- Learners 'at risk'

The Monthly data review takes place between senior managers and the delivery team

Staff minimum levels of experience and training

Mandatory qualifications

- Child protection / Safeguarding / Prevent
- Equality and Diversity
- GDPR
- Managers – safer recruitment

A minimum of 3 years vocational experience in the required specialist subject area Or Relevant subject qualification.

All teaching, pastoral and assessing staff should be working towards or qualified in the most appropriate qualification for their job role, this may include one or more of the following:

- Teaching qualification
- Assessor qualification
- Internal Verifier qualification or EPA examiner
- Coaching and Mentoring
- IAG qualification
- Functional Skills Level 2 - 5

Audits

The Quality Manager supported by an Administrator will take responsibility for conducting internal paperwork audit. The above risk management approach will be applied and consider the financial risk, compliance, safety, and impact to learning and opportunity. The purpose is to provide an opportunity to review the compliance, risk, quality, and good practice of auditable paperwork associated with apprenticeships, including but not exclusive:

- Statutory learner information collection and reporting

- Registry, agreements, certification, and authenticity
- Off the job contact hours / Registers
- Learner diagnostic and course suitable
- Welfare, support and IAG
- OneFile evidence
- Reasonable adjustments or RPL
- Action planning, progression reviews, and destination
- Additional qualifications e.g., mandatory, or Functional skills
- Break in learning
- Survey

The Audit cycle will align to the academic year and sample paperwork associated with onboarding, on programme and completion and exit of a learner journey. The process will also be applied to sub-contractor's delivery apprenticeship programmes

Audit of other programme will be conducted in a similar way however short courses will only audit start and end or if a 1-day course a sample size of the programme and appropriate to the risk management approach.

Impact

We judge our success of our programmes by the outcome (achievement) and impact to lives. Enabling personal growth that impacts social mobility, social payback and job success, retention, and business improvement including positively impacting the local economy and levelling up.

Monitoring and Review

The SMT will monitor the effectiveness and review the implementation of this policy with regards to its suitability, adequacy and effectiveness. Any improvements identified will be made as soon as possible. Internal control systems and procedures will be subject to regular audits to provide assurance that they are effective in the implementation of this policy. This policy will be reviewed annually as a minimum and may be amended at any time.

Associated Policies

- IQA Policy
- Blended Learning and Assessment Policy
- End Point Assessment Policy
- Exams and Invigilation Policy
- Professional Development Policy