

Quality & High Standards in Apprenticeship Delivery and Training Policy and Procedure - 2021/2022

Policy Title:	Quality & High Standards in Apprenticeship Delivery and Training Policy and Procedure – 2021/2022
Version:	1
Responsibility:	Dan Gagg – Quality Manager and Deputy Safeguarding Lead 07951111778 dgagg@pareto.co.uk
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Authority:	Benjamin Drain



Pareto will promote this policy and procedure and ensure commitment towards it is secured through the staff induction programme and through continuous training of our employees in implementing the policy and procedure.

This policy and procedure will be reviewed at least annually.

Scope and Purpose

This policy applies to all Pareto Law employees located in the United Kingdom involved in the delivery of apprenticeship programmes. Agency workers, consultants or self-employed contractors who are engaged to support or deliver any elements of the apprenticeship programmes will also be required to adhere to these guidelines and procedures unless otherwise stated

Pareto Law Apprenticeships has a commitment to excellence and quality in relation to its apprenticeship provision. We have thorough and robust coaching (assessment where applicable) and internal quality assurance practices in place to ensure continuity and consistency with our standards of delivery and sampling. We aim to be consistent, fair and robust in all our organisational practices.

This policy is in place to ensure that all personnel who have an involvement in delivery, teaching, learning, assessment and internal quality assurance are aware of and work within such policy, to ensure fair, reliable and consistent working practices at all times.

The quality of our standards are central to our core values. We are committed to providing the highest quality of standards in apprenticeship training to all our apprentices and aspiring to our goal of becoming the provider of choice for quality training and professional development in their chosen sector.

1.0 Key Elements of Pareto Law Apprenticeships continuous Quality & High Standards in Apprenticeship Training Process

The Key elements of the policy link together to form a single approach to support high quality standards in apprenticeship delivery, consistency and continuous Improvement within the business. These key elements are included as:

- Observations of Teaching, Learning and Assessment
- Learning Walks
- Deep Dive activity
- Internal Quality Assurer activity with Skills Coaches/Trainer's
- Standardisation
- Sampling strategies
- External Assurance audit procedures (EQA and EPAO)

2.0 Policy Statement

Through an approach of continuous improvement, we aim to ensure that we achieve the highest standards in the delivery of our learning provisions. We aim to equip our apprentices with the skills, experience and knowledge to meet their personal and regulatory needs within the ever changing environments of their applicable sector.

It is intended that the expectations of all our apprentices and their employers be met or exceeded through the application of best practice operations and practices.



We will adopt a commitment to continuous improvement, ensuring that we continuously develop our process and practices to enhance our delivery. We will monitor our work and outcomes to support our continuous improvement process.

We aim to deliver services to meet all the knowledge, skills, behaviours, competencies, specifications, regulations and codes of practice of the end point assessment organisations, governing organisations, funding bodies and awarding bodies that we work with.

3.0 Purpose

Continuous quality assurance and improvement forms an essential element of our delivery processes. The process aims to ensure that the Pareto Law Apprenticeships maintains high quality, and effective teaching, learning and assessment across all programmes.

4.0 Coaching

Skills Coaches will coach and support apprentices throughout their learning journey through the provision of feedback and developmental targets from reviewing the content of apprentice evidence and work-product. Skills coaches will ensure identified areas for skills and knowledge development are met through bespoke teaching and learning content that is relevant to the individual apprentice alongside collaboration and effective communication with apprenticeship trainers who deliver group training sessions to cohorts of apprentices. Skills Coaches are inducted through a robust induction process to support occupational competence and experience. Skills Coaches will hold a minimum of Level 3 Award in Education & Training or will be working towards the qualification if it is identified as that they do not hold it when recruited.

5.0 Assessment

Skills Coaches who are involved in the assessment process (where an apprentice is enhancing their apprenticeship with a Diploma qualification) shall judge an Apprentice's competence against set awarding organisation standards and criteria. These Skills Coaches that make assessment decisions are inducted through a robust induction process to support occupational competence and experience and they hold relevant certification.

The IQA team will allocate and oversee verification and Trainer and Skills Coach practices and regular reviews that take place. Skills Coaches will undertake an induction where full, current information will be issued, including this policy. Copies of all awarding organisation criteria (when applicable) will be given to Skills Coaches to ensure they carry out their role effectively, therefore meeting awarding organisation standards and criteria.

Trainers and Skills Coaches will attend and review minutes of regular standardisation meetings as identified within the Quality Cycle.

Trainers and Skills Coaches are responsible for:

- The Induction of new apprentices
- The provision of Information ongoing Advice and Guidance
- Use of apprentice Initial Diagnostic and Initial Assessments to plan and inform learning
 - Explanation of coaching (and assessment where applicable) methods used to develop and evidence consistent demonstration of apprentice competence against the apprenticeship knowledge skills and behaviours and technical competencies, taking into account reasonable adjustments and any special requirements or considerations based on learning needs



- Identification and consideration of any accredited or recognised prior learning and the mapping of this to the current course of study after checking validity

6.0 Observations of Teaching, Learning and Assessment

Observations of teaching and learning (and assessment where applicable) will support the Skill Coaches and Trainers to rapidly improve all areas of Teaching and Learning (Inc. coaching and training) in Pareto Law by:

1. Enhancing the apprentice experience and improving outcomes
2. Reviewing the teaching and learning strengths and areas for improvement in order to inform appropriate training Continuous Professional Development (CPD) and sharing of good practice
3. Providing clarity to the standards and expectations regarding teaching and learning.
4. Providing consistency to formal observations and progress checks
5. Enabling accurate judgements regarding the quality of teaching and learning
6. Informing CPD and support requirements to develop teaching and learning practices
7. Enabling performance reports for Pareto Law on teaching and learning

6.1 Formal observation of Coaching/Reviews (graded)

In order to provide a formal and evaluative measure of Pareto Law's annual teaching and learning grades in line with the agreed key performance indicators (KPI) and the Skills Coach KSBs, formal observations will be graded and accompanied by work scrutiny, review of apprentice progress on programme, Information advice and guidance and a apprentice interview. All Skills Coaches will be expected to receive a minimum of one Formal (graded) Observation each year. All Skills Coaches will be formally observed to gain full assurance around teaching and learning and understand the importance to establish a baseline of expected high standards in apprenticeship delivery.

6.2 Formal observation of Training (graded)

In order to provide a formal and evaluative measure of Pareto Law's annual teaching and learning grades in line with the agreed key performance indicators (KPI) and the Trainer KSBs, formal observations will be graded will include the review of information advice and guidance and an apprentice interview.

All Trainers will be expected to receive a minimum of one Formal Observation of classroom delivery (Including online) each year. All Trainers will be formally observed to gain full assurance around teaching and learning and understand the importance to establish a baseline expected high standards in apprenticeship training

Formal Observations of classroom delivery (including online) will generally be between 45- 60 minutes in duration and not necessarily continuous. The observation may require more than one visit to the learning session.

6.3 Supportive observation of an apprentice Review (ungraded)

New Skills Coaches will have a developmental starting point check in the first two weeks of full delivering following successful completion of their induction programme. This will be followed by a formal observation in the following 6-8 weeks.

6.4 Supportive observation of Training (ungraded)



New Trainers will have a developmental starting point check in the first two weeks of full delivering following successful completion of their induction programme. This will be followed by a formal observation in the following 6-8 weeks.

6.5 Observation of Functional Skills/math & English content/delivery (Ungraded)

Supportive (ungraded) observations that focus primarily on the embedding and delivery of English maths (and ICT where applicable) take place in line with the Observation schedule (see appendix). These observations follow the same process of the formal observations but with the absence of a grade.

6.6 Learning Walks

Learning walks will occur periodically in accordance with observation schedule and the outcome of the Skills Coach/Trainer previous observation. They will be conducted by a member of Pareto's Observation Team. Learning walks are intended to inform the actions required to ensure that apprentices are supported, making good progress and participating in good quality teaching and learning. Observers will also check how Skills Coaches/Trainers are progressing against their identified teaching and learning key performance targets and how apprentices are progressing. Apprentices will be expected to be at least on target.

The learning walks details are to be recorded on the learning walks document. Following the learning walk the Skills Coaches/Trainers will receive feedback. Learning walks will be a minimum of 15 minutes and will generally be between 15 – 20 minutes.

However, this is not prescriptive and is dependent on the nature of the session.

Learning walk details are to be recorded on the Learning walks report and added as an attachment to the central observation folder.

Outcomes of observations and Learning walks will be used as part of the individual's personal development plan (PDP) process in order to celebrate success and to indicate where future development and where Continuous Professional Development related opportunities may be required.

6.7 Re-observations

Following the allocated support the Trainer or Skills Coaches will be available for a re- observation.

The trainer or skills coaches will receive 48 hrs notice of a re- observation window.

The re-observation will be conducted using the same process as a Formal Observation.

If the Trainer or Skills Coaches elects to have an earlier re-observation then they are to send the request to the quality department via email, stating why they do not require the initially planned duration of support. Where possible, the same observer will be allocated

If more than 2 re-observations are required and no improvements made then we reserve the right to invoke a formal performance management procedure as set out in the Performance Management Policy. This procedure only applies to employees of Pareto Law. For those not directly engaged on a contract of employment with Pareto Law, we may choose to continue to support your performance informally or end your contract or assignment with us.

6.8 Appeals



If a Trainer or Skills Coach's wishes to appeal the outcome of the observation on the basis of the way in which the process was managed, they should notify the quality manager by email within 5 working days of receiving written feedback, detailing reasons for the appeal and providing factual evidence to support their reasons. All this should be evidence based.

The Quality Manager or designated member of Apprenticeship Leadership Team will investigate the appeal and provide an outcome within 5 working days. This may result in another observation by the same or an alternative observer.

The process following a Formal Observation will continue whilst the appeal is in progress.

7.0 Deep Dive activity

As well as the formal observation of Coaching/Reviews (6.1), Deep Dive activities will include the addition of work scrutiny that will be undertaken as part of the formal observation (Deep Dive) process.

We will monitor progress over time using measures such as Skills Scan, e-Track information, attendance, improvement in the session/overtime, feedback so that apprentices know how to improve and demonstrable progress in skills, knowledge and behaviours development. The Deep Dive activity will provide a full picture of the apprentice's whole learning journey from enrolment to present day.

8.0 Sampling & Planning

Formal reviews and contact log (interim) meetings (including any applicable assessments) will be planned by the Skills Coach and will take into account individual learning needs. The apprentice areas for development will be indicated on the apprentice learning plan.

Contact (formal or interim reviews) will take place at specific intervals, usually every four weeks. Apprentice voice and employer voice surveys will be carried out at specific intervals to ensure the apprentice and employer are satisfied with the level of support and guidance given and to ensure the apprenticeship service provided by Pareto Law Apprenticeships is continuing to meet their needs and the needs of their employer. A 'Completion' interview will be conducted after apprenticeship full achievement (following confirmation of achievement by the End Point Assessment Organisation).

Planned sampling of Skills Coach/Trainer's work is a key element within the quality processes and is undertaken by the Internal Quality Assurers (IQAs). All Internal Quality Insurers must record sampling carried out using the company standardised documentation.

Individual Skills Coach/Trainer Sampling Strategy/Rationale will be established for each Skills Coach/Trainer. The strategy will be developed based on the skills, experience and length of time as a Skills Coach/Trainer on the specific qualification, quality and historic performance of each Skills Coach/Trainer. This strategy/rationale will be reviewed annually as a minimum, but may be reviewed at any time based on findings generated by ongoing sampling. All sampling rates will be determined by the Internal Quality Assurer responsible for the management of the Skills Coach/Trainer's quality of delivery but will always follow, High Support, Medium Support, Low Support risk tiers. Risk ratings will be reviewed periodically by the Quality Team and Delivery Team, in collaboration with the Lead IQA to ensure standardisation across the provision.

Internal Quality Assures will produce a sampling plan for each Skills Coach/Trainer. IQA's will aim to sample all apprenticeships standards delivered by Pareto Law Apprenticeships including any additional qualifications, competencies and assessment methods indicated on the sampling



plan/rationale. The plan will include Interim, Summative and observation of teaching, learning and assessment sampling.

Any Apprentice who is identified at any stage as requiring additional learning support will receive such support.

9.0 The IQA Role

Reporting to the Head of Curriculum and Quality, the role of the Internal Quality Assurer is to ensure that the support of apprentices is of a consistently high quality. The role is one of a responsibility which contributes not only to the assurance and quality requirements but also as a benchmark within the business, responsible for the quality of delivery.

The role is predominantly a remote based role to support Skills Coaches/Trainers effectively, with appropriate administration time applied.

The IQA will liaise with the Trainer or Skills Coach to ensure quality is maintained and to receive any support where necessary.

The following items form key elements within the Internal Quality Assurers role:

- Quality Assurance and Internal Assurance
- High Level Support and Guidance
- Communication

Internal Quality Assurers contribute to the assurance, quality and validity of the apprentices learning journey through the EPAO/Skills Coach/apprentices portfolio process. To continually improve the quality of the learning experience and ensure the validity of the achieved qualification.

Internal Quality Assures are responsible for coordinating the quality of delivery within a team of Skills Coaches/Trainers to ensure that company performance, activity and quality requirements are met and that the assessments/learning conforms to the Awarding Organisations Standards, ESFA requirements, EPAO and the company's internal standards.

10.0 Induction of Skills Coaches

The IQA will be responsible for:

- Contributing to the induction of new Trainers or Skills Coaches
- Ensuring that all Trainers and Skills Coaches are aware of the current Policies, Procedures, Documents and reporting systems
- Supporting and mentoring Trainers and Skills Coaches and relaying updated information

11.0 Standardisation practice

Standardisation ensures that constant, reliable and valid coaching and assessment practices are maintained. This will take into account the various needs of Trainers, Skills Coaches and the Apprentices (and their employers where applicable).



Standardisation will be addressed in all key/applicable meetings to look at coaching and assessment activities of all the delivery staff to ensure that each individual is adhering to standard best practices. Support and further training will be given as required to maintain this requirement.

Standardisation will address various elements of each apprenticeship standard (and qualification where applicable) and will be used for development activities to ensure consistency in our high standards of quality. This will ensure that any queries or problems are addressed.

12.0 Internal Quality Assurer meetings

Internal quality assurer meetings will be held monthly. The meetings are chaired by the Lead internal quality assurer and will include opportunities for training, review and sharing good practice, standardisation of internal quality assurance practice, standardisation of internal quality assurance approaches to reviewing apprentice portfolios and discussing individual decisions and trends. Notes of meetings held are taken and action points documented for follow up.

13.0 Delivery Team Meetings

Delivery team meetings are held monthly. All members of the delivery team are required to attend. The meetings are chaired by the Delivery Team Leaders and include opportunities for training, review and sharing good practice. Meeting notes and actions are made and circulated along with copies of key documents made available for the meeting. Topics will be covered by the Internal Quality Assurance team within the meetings and may include (but are not limited to) the following:

- Training
- Continuous Professional Development
- Business updates
- Workshops
- Documentation updates
- Assessment and learning practices
- Sharing best practice
- End Point Assessment Organisation updates
- External Quality Assurance feedback (where applicable)

14.0 Sampling and Tracking

Trainers and Skills Coaches will ensure that they make apprentices assignments/portfolios readily available for the internal quality assurance team to sample at differing stages and these will be uploaded to the e-portfolio platform.

Internal quality assurance practice will involve reviews with apprentices and observations of the apprentice experience at a review.

Regular checks will be made to clarify that validity, reliability, authenticity, currency and sufficiency of assignments and portfolios, as stated in the Malpractice and Maladministration Policy.

All internal quality assurance activities will be aligned to the regulatory body and awarding organisations (where applicable) specific requirements. Sampling and tracking records will be maintained and readily available for regulatory audits and reviews.

Pareto Law Apprenticeships

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Responsibility Signature			
Name:	Dan Gagg	Position	Quality Manager and Deputy Safeguarding Lead
Signature:		Date:	31 Jan 2022

Dan Gagg (Jan 31, 2022, 4:12pm)

Authority Signature			
Name:	Benjamin Drain	Position	Apprenticeship Operations and Quality Director
Signature:		Date:	28 Jan 2022

Ben Drain (Jan 31, 2022, 4:07pm)

This process will be reviewed annually (or when relevant changes to the provision require an immediate update).

Pareto Law Apprenticeships

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