



The
Development
Manager Ltd.

Quality Assurance and Quality Improvement Policy

The Development Manager's (TDM) quality system is driven by continuous quality assurance and quality improvement.

Our quality system aligns with the requirements of the Office for Standards in Education, Children's Services and Skills (Ofsted), who follow the education inspection framework (EIF) to drive the improvement of education in the country. We also work to align our professional practice with the requirements of Office for Students (OfS) for the delivery of our higher education programmes - degree apprenticeships.

TDM's quality system is also driven by:

The requirements of ISO 9001:2015 which ensures that the organisation's quality policy and resulting objectives are appropriate to the company's strategic and operational direction.

The requirements of our funding partners, such as the Department for Education (DfE), who fund the Apprenticeship programmes and the WMCA, WCC who fund the delivery of skills programmes through devolved funding.

TDM delivers tech and digital career entry level programmes through to the higher degree apprenticeship programmes, thus providing a clear career progression for our learners and for employers who want to develop their workforce.

TDM's educational programmes aim to:

1. Create a positive impact in the places of work where the learners operate or aim to operate.
2. Create a positive impact on the learners' career and social mobility.

Therefore, TDM has adopted the Skills Framework for the Information Age (SFIA) levels of responsibility framework as a key component of our programmes to showcase the pathway from starting point through to the higher levels.

SFIA is a practical resource for people who manage or work in or around information and communication technologies, digital transformation, and software engineering.

SFIA:

- Provides a framework consisting of professional skills on one axis and seven levels of responsibility on the other.
- Describes the professional skills at various levels of competence.
- Describes the levels of responsibility, in terms of generic attributes of Autonomy, Influence, Complexity, Knowledge and Business Skills.

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Quality System Aims

TDM's quality systems and processes aim to:

1. Maintain, monitor and review the academic standards of our programmes
2. Enhance the quality of learning opportunities and experience of learners at all delivery points
3. Enhance the quality of the impact of our programmes in the places of work, where learners work or aim to work at.
4. Keep in tune with existing research and national educational priorities to adapt our programmes to the emerging needs of our regional customers and our funding organisations.
5. Deliver on the contract aims of those who fund our programmes.

Quality Assurance and Quality Improvement: Key Principles

Our approach to quality assurance and quality improvement is underpinned by the following key principles:

Pre-Enrolment Integrity

The **Marketing and Engagement Team**, led by the **Marketing and Engagement Manager**, oversees the initial stages of all programmes (pre-enrolment). They ensure:

- Learners and employers are suitable for the programme.
- Recruitment practices follow principles of integrity, objectivity, transparency, confidentiality, and professionalism.
- Learners receive appropriate information, advice, and guidance (IAG) where applicable.

Academic Standards & Learner Progress

The **Academic Delivery Team**, led by the **Academic Delivery Manager**, manages academic standards throughout onboarding, delivery, threshold, and gateway stages. They ensure:

- Programme quality is maintained.
- Learners and employers can track progress ("distance travelled") at any time.

Curriculum Delivery & Teaching Practice

The **Academic Delivery Manager** oversees curriculum delivery across Tech and Digital Schools. Trainers and coaches are responsible for:

- Maintaining academic standards.
- Ensuring quality assurance and enhancement.
- Promoting best practices in learning and teaching through research and strategy.

Internal Auditing & Compliance

The **Customer Experience Team**, led by the **Business Operations Manager**, **Quality Manager**, and **Compliance Manager**, ensures:

- Internal processes and systems meet quality goals.
- Programmes comply with expectations from funding organisations.

SMART Goal Setting

The **Leadership and Management Team** drives quality improvement monthly, quarterly, and annually. They ensure all goals and objectives are:

- Specific, Measurable, Achievable, Realistic, and Time-bound (SMART).

Learner & Employer Engagement

The Leadership and Management Team collects and analyses data on:

- Learner and employer progress.
- Learner and employer feedback, ensuring meaningful engagement and consultation.

Use of External Standards

The team ensures alignment with external and internal reference points, including:

- Ofsted EIF, Tech Partnership, SFIA framework, Skills England.
- Professional, regulatory, and statutory bodies (e.g. Office for Students, University of Staffordshire, University of Worcester, City and Guilds, NCFE).

Evidence-Based Enhancement

The team uses both quantitative and qualitative data from various sources to:

- Support quality assurance and enhancement.
- Continuously improve programme delivery.

Quality Assurance and Quality Improvement: Key Processes

TDM Quality Framework: Background Overview

Our Core Focus

- **Purpose:** *Doing Well by Doing Good*
- **Niche:** *Genuinely work-based learning underpinned by academic rigour*, specialising in **Tech and Digital**.

We align our programmes with the skills development priorities identified by **West Midlands Employers and Local Enterprise Partnerships (LEPs)**, particularly in **Tech, Digital, and Cyber**.

Programme Design

All programmes are:

- **Work-based learning** models
- Supported by **academic rigour** to ensure depth and credibility

Quality Assurance & Improvement Drivers

Our quality processes are guided by:

- **Observation of Teaching, Learning, Assessment and Compliance Policy**
- **Internal quality checks** on:
 - TDM team member activities
 - Learner and employer records
- **Customer feedback**
- **External and internal audit reports**

Focus of Observations & Quality Checks

Each observation or audit aims to confirm that the activity:

- Supports the learner in achieving programme objectives
- Is appropriate to the learner's stage in the programme

Sampling Approach: PRESEL

Sampling plans must include all types of:

- **Processes**
- **Records**
- **Employees**
- **Systems**
- **Employers**
- **Learners**

Key Activities Observed & Audited

We regularly review and audit the following:

- Marketing and engagement process
- Commitment and sign-up process
- Onboarding process
- Training and coaching processes
- Feedback approach
- Information, Advice and Guidance (IAG)
- Internal assessment process
- Invigilation process
- External assessment preparation
- Learner and employer voice
- Compliance and funding assurance
- Any other process requiring improvement

Observation & Quality Check Feedback

After an observation or quality check, feedback is given directly to the team member. If needed, an improvement plan is created. This process is led by the team member's line manager in collaboration with the Quality Manager. The outcomes are then fed into the HR process.

Identifying Improvement Themes

Key themes for improvement are discussed during leadership and management meetings. Messages are then cascaded to the relevant teams to support quality improvements. Leaders and managers meet weekly at the L10 meeting to identify, discuss, and resolve issues.

Weekly Team Meetings

Weekly team meetings are used to drive programme quality. Managers take turns leading these sessions, sharing improvement messages and checking team understanding—either with the whole team or in individual team meetings.

Standardisation & Training

Standardisation meetings are held within individual teams. In addition, quarterly and annual training sessions are organised—either for all teams or specific ones—to clarify goals and support quality improvement.

Self-Assessment & Quality Planning

TDM uses its annual self-assessment report to identify strengths and areas for improvement. Good and innovative practices in learning, teaching, coaching, and assessment are highlighted and shared across the team. The report informs the Quality Improvement Plan (QIP), a live document reviewed monthly by leaders and managers. The QIP aligns with the business vision, annual goals, quarterly objectives (rocks), and ongoing improvement activities.

Customer Experience & Feedback

The Customer Experience Team collects feedback data from various systems. Quarterly reports are shared with leadership, management, and the board of governors to celebrate successes and highlight areas for improvement. These insights are consolidated annually in the self-assessment report.

External Audits

External auditors may be invited to conduct mock reviews of our processes or provision. Their findings and feedback are shared with the team, and necessary improvements are implemented.

HR Conversations & Development

HR ensures quarterly one-to-one meetings between staff and line managers to review progress, strengths, and areas for improvement. Managers can then offer tailored support through performance improvement plans or the CPD policy to aid professional and career development.

Enterprise Operating System (EOS)

TDM follows a robust EOS framework that supports annual and quarterly reviews. These reviews help set yearly goals, resolve issues, and maintain quality across all timeframes. The EOS is closely linked to both the self-assessment report and the QIP.

Training Programmes Continuous Quality Improvement

TDM programmes divide into these broad categories that form part of the Tech and Digital Schools at TDM:

- Digital and Data
- Software Development
- Infrastructure, Networking and Cybersecurity
- Personal and Professional Development
- Functional Skills

The academic team has responsibility for ensuring the continuous improvement of the training and coaching programmes.

The quality assurance and quality improvement system is a robust system that identifies good practice and areas for improvement.

Team members are advised of audit findings and asked to make a plan of improvement of training programmes if this is deemed necessary.

The Academic Delivery Manager oversees ensuring the improvement plans are enacted and in line with quality improvement plans and quarterly and annual rocks.

External Auditing

The external auditing system enables TDM to ensure that the academic standard for each programme is set and maintained at the appropriate level, and that learner achievement in assessed work is comparable with the standards achieved by learners at other UK education institutions. It also ensures that there is robust evidence to prove funding is benefitting the learners and employers as it is intended by the funding authorities.

Ofsted

- Ofsted auditors will visit to learn about our provision and compare it with the standards set.
- Ofsted follow the education inspection framework (EIF).
- Inspectors judge the overall effectiveness of a provider against the EIF and make judgements on:
 - the quality of education
 - behaviour and attitudes
 - personal development
 - leadership and management.
- These are judged using the following grading scale:
 - Grade 1: outstanding
 - Grade 2: good
 - Grade 3: requires improvement
 - Grade 4: inadequate.

More information on their approach can be found at: [Further Education and Skills Inspection Handbook](#)

University Quality Assurance Visits

The Universities we partner with will conduct regular quality assurance checks to ensure our provision meets the requirements of "Office for Students" (OfS) and quality requirements such as QAA. This is in accordance with the partnership agreement.

The Quality and the Delivery Manager are in charge of ensuring the programme's provision is driven by the expected requirements of the Universities we partner.

Funding Authorities Audits

The Funding authority will inspect the provision to check that public funds are being spent in accordance with the funding rules and contractual arrangements.

TDM's Quality Manager and Compliance Manager are in charge of ensuring the programme's provision is driven by the expected requirements of the funding organisations.

Other External Audits

On an annual basis TDM undergoes other types of audits such as:

- City and Guilds for Functional Skills Delivery and Certification
- ISO 9001:2015
- Matrix Standard
- British Computer Society quality assurance meeting
- Accelerate People quality assurance meeting
- University of Staffordshire and University of Worcester quality assurance meetings and validation review meetings.
- External consultants that are brought in to support the quality improvement of specific areas, for example safeguarding audits.

Opportunities for Enhancement within the External Examining Processes

Engagement with external examiners at a formal and informal level provide an external view and context of the programmes we deliver.

Each external examiner submits a formal written report annually and the leadership and management team have processes in place for reading the external examiner's reports and feeding it into the self-assessment report and the quality improvement plan.

All findings are also shared with the whole team.

External examiners' reports also generate the opportunity for reflection by teams, leading to the enhancement of future engagement and delivery through the identification of good practice which is disseminated throughout the business and reported within the self-assessment report.

Learner Voice

Learners' representation is valued as an effective means of ensuring that learners' feedback on the quality of provision is heard.

TDM requires the learner voice in the quality assurance processes and in the use of learner feedback and survey outcomes.

Opportunities for Enhancement within the Learner Voice

Learners are involved in assuring the quality of their learning experience through the scheme of feedback and participation.

Learner participation in monthly coaching sessions and review provides opportunities for the learner experience to be accounted for.

All teams must make provision for learners to comment on their learning experience through questionnaires, forms, case studies, etc. These in turn feed into the annual monitoring and review.

Learners and mentors are invited to complete a satisfaction survey at different points and also at exit points. For example after a particular training course or after a coaching session, also at the end of the programme as the learner and mentor are at Gateway point.

Quality Improvement Approach

In the ongoing development of quality assurance and quality improvement processes TDM seeks to achieve a systematic approach. We have endeavoured to set out processes designed to create and maintain an ethos which expects and encourages the enhancement of learning opportunities and better work practice. Please refer to the Quality Improvement Strategy-TDMPP063

Management Information

TDM's approach to quality improvement involves the systematic collation, analysis and use of management information (quantitative and qualitative) from a variety of externally (E) and internally (I) generated sources to support a range of activities:

Quantitative	Qualitative
<ul style="list-style-type: none"> • Annual National Learners Survey - DfE (I) • Learner Satisfaction Survey (I) • Courses evaluations (I) • Statistics for annual monitoring of curriculum delivery (e.g. module level performance, student continuation and completion rates, awards classifications) (I) • Statistics including data on gender, ethnicity (I) • Employer/mentor survey (I) 	<ul style="list-style-type: none"> • External Auditors reports (E) • Outcome reports on periodic review (I) • Learner module evaluations (I) • Employer engagement mechanisms (I) • Outcome reports on Quality Audit (I) • Learner first destination data (I) • Learner retention data (I) • Learner achievement data (I) • Employer Exit/progression review (I) • Learner Exit/progression review (I)

E = externally generated I = internally generated

Reference points

In developing an integrated and systematic approach to quality assurance and enhancement the following policy documents are available in electronic format and have been widely disseminated throughout TDM

Internal

- Observation of Teaching, Learning, Assessment and Compliance Policy
- Continuous Professional Development
- Quality Improvement Plan
- The Vision Traction Organiser
- Self-Assessment Report
- TDM Core processes
- Complaints Policy and Procedure
- ISO 9001:2015 Manual
- Matrix Continuous Improvement Checks

- Funding Assurance Checks

External

- Ofsted - Further Education Inspection Framework
- Apprenticeship Funding Performance and Management Rules
- Skills England
- The Tech Partnership Industry Gold Degree Apprenticeships
- SFIA (skills framework for the Information Age)
- University of Worcester and University of Staffordshire quality assurance policies
- British Computer Society EPAO quality assurance processes
- Accelerate People quality assurance processes
- City and Guilds Quality Handbook

Interested Parties Needs and Expectations

We have identified interested parties and need and expectations that can have an effect or potential effect on our ability to consistently provide products and services that meet customer, environmental, health & safety and applicable statutory and regulatory requirements.

“Interested parties” are those stakeholders who interact either directly or indirectly with the Company or our products and services and who may be impacted by them, or those parties who may otherwise have a significant interest in our company.

Interested Parties	Needs Interest (Descriptive)	Expectations How this is reflected in the Systems, Objectives/Performance Indicators/Metrics
Customers	Effective and reliable service, good communication, good lead times and delivery times with clear T&Cs in place.	Lead times achieved and resolving quality issues and maximising opportunity. Climate change (Sustainable resources used).
Suppliers & Contractors	Payments should be on time and negotiation prices to ensure regular business.	On-going supplier performance and competitive prices.
Competitors	Is there a significant threat to the business.	Competitors make us more competitive and drives us to improve.
Companies house and HMRC	Correct detail and timely reporting of VAT.	Monitor the financial accounts with the appointed accountant.
Certification Bodies	Accredited UKAS certification body for ISO.	Good communication and access to systems.
HSE, Environmental Agency and Department for Works and Pensions	Compliance to relevant legislation.	Considerations regarding Climate Change and the impacts to the Environment.
Neighbours	Considerate to neighbours regarding noise, pollution, waste, appearance.	Investigate complaints identifying root cause a corrective action plan.
Insurers	Control of risk and reduction and improvement suggestions.	Employers, public, product liability and Professional Indemnity Insurance policy issued.
Emergency Services	Event preferred not to happen and controls and access to be in place.	Controls in place for emergency and fire arrangement and evacuation and testing in line with arrangements.
Directors Shareholders	Efficient operation of the business, security, financial reward & dividends.	An over-arching goal of objectives and KPI's with regular board and management meetings.
Employees	Safe and responsible place to work. That has security, financial reward, training and development and career progression.	Development opportunities. Climate change consideration for any future requirements.

Document Management

Document Name and Reference	Quality Assurance and Improvement Policy -TDMPP007
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Classification	External
Policy Ownership	This policy is owned by all relevant staff at TDM
Policy lead originator and point of contact in relation to its content:	Elizabeth Hoyos Operations Director
TDM policy and procedure approval	Elizabeth Hoyos-Operations Director
Signature	
Date	31/05/2023

Version Control					
Issue Date	Revision Number*	Revision Date*	Revision Changes*	Initials	Next revision Date
25/06/19	001	-	<ul style="list-style-type: none"> Issued 	DK	
25/06/19	002	-	<ul style="list-style-type: none"> Reviewed 	EH	
25/06/19	003	31/01/20	<ul style="list-style-type: none"> Learner voice. Added Ofsted 	EH	
25/06/19	004	26/03/21	<ul style="list-style-type: none"> Changed name from QI and QA system to Policy 	EH	
25/06/19	005	20/01/22	<ul style="list-style-type: none"> Reviewed-added invigilation process to list 	JJ	
25/06/19	006	26/02/22	<ul style="list-style-type: none"> Added link to the QI strategy document. Reviewed for currency 	EH	
25/06/19	007	24/05/23	<ul style="list-style-type: none"> Updated to include Staffordshire University Added document control table Updated job titles 	CB	May 2024
25/06/19	008	01/04/25	<ul style="list-style-type: none"> Updated links Updated terminology of Support Team to Customer Experience Team Added in section on Interested Parties 	CB	April 2026
25/06/19	008	19/06/25	<ul style="list-style-type: none"> Updated references to IFATE with 'Skills England' Updated references to ESFA with 'DfE' 	AR	April 2026
25/06/19	009	13/08/25	<ul style="list-style-type: none"> Added in University of Worcester and removed University of Wolverhampton Reformatted to improve clarity 	CB	August 2026