The Development Manager Ltd.

Quality Assurance and Quality Improvement Policy

This policy sets out The Development Manager's (TDM's) approach to quality assurance and quality improvement across apprenticeship, skills, digital, higher education and work-based learning provision. It explains how TDM maintains academic and delivery standards, monitors learner and employer experience, uses evidence to identify strengths and areas for improvement, and takes action to improve outcomes.

The policy should be read alongside the Quality Improvement Strategy, Self-Assessment Report (SAR), Quality Improvement Plan (QIP), Vision Traction Organiser (VTO), departmental traction sheets, curriculum strategy, risk assessments, audit schedules and relevant operational procedures.

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

Contents

Scope

This policy applies to all TDM staff, associates, managers, governors and delivery partners involved in the design, recruitment, onboarding, teaching, coaching, assessment, support, compliance, review or improvement of TDM provision.

It covers the full learner and employer journey, from marketing, initial advice and guidance and enrolment through to delivery, assessment, gateway, completion, progression and post-programme evaluation.

Policy Statement

TDM is committed to a culture of continuous improvement. Quality assurance is used to check that provision is planned, delivered and evidenced effectively. Quality improvement is used to turn evidence into timely action that improves learner progress, employer impact, curriculum quality, staff practice, compliance and organisational effectiveness.

Quality is the responsibility of all staff. Leaders and managers are responsible for ensuring that quality activities are planned, evidence based, proportionate, inclusive and focused on impact.

Regulatory, Contractual and Strategic Framework

TDM's quality assurance and improvement arrangements are informed by the following external and internal reference points:

- Ofsted education inspection framework and further education and skills inspection guidance.
- Office for Students requirements relating to quality, standards and student outcomes where relevant to higher education provision and partner university arrangements.
- ISO 9001:2015 quality management principles, including customer focus, leadership, engagement of people, process approach, improvement, evidence-based decision making and relationship management.
- Department for Education, devolved authority and contractual funding rules, including apprenticeship, skills bootcamp and other funded provision requirements.
- University partner quality assurance requirements, including validation, annual monitoring, external examining and partnership review processes.
- Awarding organisation, end-point assessment organisation, professional body and certification requirements.
- TDM strategic documents, including the VTO, SAR, QIP, curriculum strategy, accountability chart and departmental traction sheets.

Quality System Aims

- Maintain, monitor and review the standards and quality of TDM programmes.
- Enhance the learner experience and improve learner progress, achievement, confidence and destination outcomes.
- Support employers to develop workforce capability through relevant, high-quality, work-based learning.
- Ensure curriculum design and delivery remain current, ambitious, inclusive and responsive to regional and national skills priorities.
- Use learner, employer, staff, partner and stakeholder feedback to inform improvement activity.
- Meet regulatory, statutory, contractual, university partner and awarding organisation requirements.
- Identify and share effective practice, while addressing underperformance, risk and inconsistency in a timely way.
- Use accurate management information to inform self-assessment, governance and continuous improvement.

Quality Assurance and Improvement Principles

Principle	What this means in practice
Learner and employer focus	Quality activity must improve the experience, progress, achievement and impact of learners and employers.
Evidence-based decision making	Judgements and improvement actions should be informed by reliable quantitative and qualitative evidence.
Clear accountability	Responsibilities for quality assurance, improvement actions and oversight

	must be clear, documented and monitored.
Inclusive practice	Quality processes should consider the needs of all learners, including those requiring additional learning support or reasonable adjustments.
Risk-based assurance	Sampling, auditing and review activity should be proportionate to risk, performance trends and regulatory or contractual priorities.
Timely intervention	Issues should be identified early, escalated appropriately and addressed through agreed actions.
Continuous improvement	Quality assurance should lead to improvement, not simply compliance. Effective practice should be shared and embedded.
External alignment	Quality arrangements should reflect relevant external expectations, including Ofsted, OfS, funding, awarding organisation and partner university requirements.

Roles and Responsibilities

TDM's quality assurance and improvement activity is delivered through the organisation's accountability structure. Each accountability seat has a defined role in monitoring performance, identifying risks, supporting improvement and evidencing impact. The responsibilities below should be read alongside the current TDM Accountability Chart, which sets out the lead accountability areas for governance, strategy, growth, employer impact and business performance improvement.

Role	Responsibility
Board of Governors	Provides independent oversight, support and challenge in relation to quality, governance, learner and employer impact, strategic improvement priorities and organisational accountability.
Governance over Doing Well	Provides governance oversight of effective governance, strategy, leadership and management, corporate structures, accountability, roles, financial strategy and audit.
Governance over Doing Good	Provides governance oversight of safeguarding, stakeholder responsiveness, quality of education, personal and professional development, learner behaviour and attitudes.
Visionary	Provides strategic direction for curriculum intent, creativity and problem solving, key relationships, organisational culture and research and development.
Integrator	Acts as the senior operational lead for implementation of the business plan, removal of obstacles and delivery of special projects. The Integrator also supports alignment across the accountability structure so that quality assurance and quality improvement priorities are implemented effectively.
Senior Management Team	Reviews organisational performance, risk, quality intelligence, SAR judgements, QIP progress and strategic priorities. The team ensures that improvement actions are implemented through the relevant accountability seats and monitored through TDM's quality improvement cycle.
Employer Impact Team	Leads quality improvement and quality assurance activity relating to learner and employer impact. This includes QI/QA, performance competence, performance improvement and oversight of curriculum team activity across Tech and Cyber, Data, AI and Systems, and Marketing and Business.
Growth Team	Oversees activity relating to regional growth, stakeholder relationships, partnerships, applicant engagement, tenders and quotes. This includes ensuring that recruitment, initial engagement and pre-enrolment activity are aligned to programme suitability, learner needs and employer requirements.
Business Performance Improvement Team	Supports the systems, controls and operational infrastructure that enable quality assurance and improvement. This includes compliance, safeguarding, customer success, finance, HRM/HRD, data, forward development engineering, systems and infrastructure.
All staff	Engage with quality assurance activity, act on feedback, contribute to improvement, record evidence accurately and uphold TDM standards. All staff are expected to support a culture of continuous improvement and take responsibility for the quality of their own practice.

Quality Assurance and Improvement Cycle

TDM uses a planned cycle of self-assessment, assurance, review, action and impact evaluation.

Stage	TDM approach

Plan	Set strategic priorities through the VTO, curriculum strategy, SAR, QIP, departmental traction sheets and annual quality planning.
Do	Deliver teaching, coaching, assessment, learner support, employer engagement, compliance activity and operational processes.
Check	Evaluate quality through observations, audits, PMRs, feedback, learner voice, employer voice, data reviews, standardisation, external reviews and governance reporting.
Act	Implement improvement actions through QIP actions, departmental Rocks, learner action plans, CPD, standardisation, process changes and targeted support.
Review impact	Assess whether actions have improved outcomes, reduced risk, strengthened practice or improved learner and employer experience.

Key Quality Assurance and Improvement Processes

Programme design and curriculum review
Programmes are designed and reviewed to ensure they are work based, ambitious, current, relevant to employers and aligned to apprenticeship standards, skills priorities, degree apprenticeship requirements, awarding organisation expectations and TDM curriculum principles.

Curriculum review considers learner starting points, sequencing, assessment, knowledge and skills development, employer relevance, support needs and opportunities for progression.

Observations, audits and quality checks
TDM undertakes observations, audits and quality checks across teaching, coaching, assessment, compliance, learner records, employer records, onboarding, IAG, feedback, invigilation, preparation for external assessment and other areas requiring assurance.

Sampling is risk based and should include consideration of processes, records, employees, systems, employers and learners. Feedback is shared with relevant staff and managers, and improvement actions are recorded and monitored where required.

Performance Management Reviews
Monthly Performance Management Reviews monitor learner progress, engagement, risk, employer context and programme performance. Learners requiring additional support or intervention are identified and supported through appropriate action planning.

Themes arising from PMRs feed into departmental traction sheets, learner support arrangements, programme review and the QIP where appropriate.

Standardisation and staff development
Standardisation activity is used to support consistency in teaching, coaching, assessment, feedback, review practice and learner support. Themes from audits, observations, feedback and external reviews inform CPD priorities.

Managers are responsible for ensuring that staff understand quality expectations and have access to appropriate support, coaching, training or performance improvement processes where needed.

Learner voice and employer voice
Learner and employer feedback is collected at relevant points in the learner journey and used to identify strengths, concerns, emerging trends and improvement priorities.

Feedback themes are reviewed by managers and leaders, reported through relevant quality and governance mechanisms, and used to inform SAR judgements and QIP actions.

Self-assessment and QIP
The SAR provides TDM's annual evaluation of the quality and effectiveness of its provision. It draws on performance data, feedback, quality assurance activity, external review outcomes, risk, compliance monitoring and stakeholder insight.

The QIP records improvement priorities, actions, owners, timescales, evidence and impact. It is reviewed regularly by managers and leaders, with significant priorities linked to departmental Rocks or strategic improvement activity where required.

Governance and strategic oversight
The Board of Governors receives quality, performance and improvement information and provides independent

support and challenge. Governance activity focuses on whether quality systems improve learner and employer outcomes and whether leaders are taking effective action where improvements are required.

External assurance
TDM uses external assurance to strengthen confidence in the quality system. This may include Ofsted inspection activity, university quality assurance visits, external examiner reports, funding audits, ISO audits, Matrix reviews, awarding organisation reviews, EPAO quality checks and external consultancy reviews.

Management Information and Evidence Base

TDM uses quantitative and qualitative information to monitor quality, identify risk, prioritise improvement and evaluate impact.

Evidence type	Examples and use
Quantitative evidence	Achievement, progress, retention, attendance, engagement, assessment, destination, learner support, feedback scores, audit outcomes, complaints, compliance checks and programme performance data.
Qualitative evidence	Learner comments, employer comments, staff feedback, observation records, case studies, quality review notes, external examiner reports, external audit feedback, university partner feedback and governance challenge.
Use of information	Evidence informs SAR judgements, QIP actions, departmental traction sheets, CPD planning, curriculum improvement, learner support, employer engagement and governance reporting.

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
- 1st for Awarding quality assurance processes
- NCFE Quality Handbook

Interested Parties Needs and Expectations

TDM identifies interested parties whose needs and expectations may affect the quality, compliance, sustainability or impact of its provision. Their expectations are considered through quality planning, risk management, communication, feedback, governance and continuous improvement.

Interested party	Needs and expectations

Learners	High-quality learning, support, communication, inclusion, progression and fair assessment.
Employers and mentors	Relevant learning, clear communication, workforce impact, progress visibility and responsive support.
Funding bodies and contracting authorities	Compliance with funding rules, accurate evidence, value for money and positive outcomes.
University partners	Compliance with partnership, academic quality, standards, external examining and validation requirements.
Awarding organisations and EPAOs	Compliance with assessment, invigilation, certification and quality assurance requirements.
Staff and associates	Clear expectations, safe working environment, development opportunities and meaningful feedback.
Governors and directors	Effective oversight, reliable reporting, risk management and evidence of impact.
Regulators and auditors	Accessible evidence, transparent systems, compliance and sustained improvement.
Suppliers and contractors	Clear requirements, effective communication and responsible partnership working.
Local and regional communities	Skills development, widening participation, social mobility and responsible operation, including consideration of environmental impact where relevant.

Document Management

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TDM policy and procedure approval	Elizabeth Hoyos-Operations Director
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