



Estu Global Ltd

Quality Assurance Policy

V4.0



Policy version control

Issue	Date	Approved By	Position	Revision Notes
V1				New policy
V2	Feb 24	Bruce Storey	COO	Update and revision
V3	Aug 24	Bruce Storey	COO	Additional content and updated structure
V4	Aug 25	Bruce Storey	COO	Clarification of language and external process updates
Next Review Date: August 26			Policy Owner: Head of Quality	

Quality Assurance

Introduction

Quality assurance is embedded throughout Estu's operations. From continuous curriculum development processes to regular reviews and updates based on industry, learner and employer feedback, our model is one of continuous improvement, committed to delivering consistently high standards. The focus on total quality management extends to all aspects of our training, ensuring learners receive an unparalleled educational experience.

It is the responsibility of all Estu staff to ensure that quality assurance processes are meticulously followed and that all work is completed to the best of their ability.

This policy sets out our approach to ensuring that all Estu learners receive high-quality teaching and defines the measure to be put in place to achieve that.

Additionally, Estu will define, in the form of written procedures, the key training processes; including the provision of flexible recruitment, initial assessment, information, advice and guidance (IAG), induction, individual learning plans, customised skills and apprenticeship training, timely learner progress reviews, target setting and action planning with additional support where required, and making reasonable adjustments for learners with disabilities/learning difficulties, to ensure that the needs of all learners are met.

Our operations model embraces an agile approach to course development, allowing for quick adaptation to industry changes. Continuous feedback loops with industry professionals, combined with regular reviews of systems and processes, ensure that Estu is consistently improving and evolving to meet emerging needs.

Reference to learners includes all learners, including apprentices and adult learners.

Scope

This policy covers the working practices of all staff involved in the training, teaching, assessment and quality assurance of learners' work. It includes the completion of documents and observation of practice that impact on the delivery, examination and assessment of qualifications and training supplied by Estu. This policy should be applied to every programme of work that is internally assessed and quality assured, and contributes to the final assessment outcomes of our learners.

Policy objectives

The purpose of this policy is to achieve the following:

- Meet and exceed the requirements placed upon us by:
 - our awarding organisations
 - our assessment organisations
 - our learners
 - our employers
 - the Department for Education (DfE) and other funding bodies
 - any other stakeholders including Ofsted
- Support all staff to have excellent working practices, through the provision of formative training, supervision, observation and sampling processes
- Support and develop assessors, tutors and skills coaches in their working practices by ensuring they have the opportunity to receive critically supportive comment on
 - the assessment decisions reached on portfolio-based evidence
 - training and teaching techniques applied.
- The provision of secure, hospitable, inspiring and engaging environments for learners and learning
- Provide a continuous check on the consistency and quality of delivery and the consistency, quality and fairness of marking, grading and overall assessment of learner evidence including the quality and usefulness of feedback
- Ensure that valid, consistent assessment decisions are reached and internal and external requirements are fully met.

Roles and responsibilities

Head of Quality

Estu will identify the Head of Quality within its organisational chart.

The key roles of the Head of Quality are to:

- ensure the highest quality of teaching, learning and assessment for all learners including subcontracted delivery (if relevant)
- hold responsibility for the collation of the annual self-assessment report and quality improvement plan
- audit the quality of assessment/verification activities and monitor implementation of the strategy
- ensure Estu complies with all regulatory requirements for the delivery of all its programmes
- maintain and monitor arrangements for the awarding and assessment organisations, to demonstrate that assessment and verification practice meets the national occupational standards, including preparation and readiness for end-point assessment
- ensure the collection and review of copies of CVs, appropriate certificates and continuous professional development (CPD) records of tutors, assessors, skills coaches and internal quality assurers (IQAs)
- ensure tutors, assessors, skills coaches and IQAs are trained, competent and qualified, and implementing a programme of CPD activities to maintain this
- regularly review and update curricula to keep programmes relevant, innovative, and aligned with industry standards.

Internal Quality Assurers (IQAs)

The key roles of the IQA are to:

- support the delivery team to ensure high quality delivery
- verify portfolios, using formative and summative verification
- monitor assessment practice; this will be achieved primarily through observing how tutors plan the assessment, judge the evidence, question the learners and give clear and constructive feedback, both oral and written
- sample the work of learners and tutors across all programmes, according to an agreed sampling strategy; sampling plans are to be produced by IQAs and retained for external audit for a period of three years
- provide robust academic support with a focus on improving retention and achievement rates
- tailor the sampling strategy within apprenticeship provision to mirror the requirements of the apprenticeship standard, ensuring readiness for Gateway and final assessment.

Quality Assurance activities

Estu makes use of a wide range of quality assurance activities, across all its programmes. These include, but are not limited to:

- Sampling strategies
- Observation of teaching, learning and assessment
- Learner and employer surveys
- Standardisation and moderation activities
- Programme reviews.

Identification of risk is critical to the quality which enshrines the Estu approach to delivery. All tutors are to be risk rated in accordance with the specifications of the qualifications to be delivered. Risk ratings should fluctuate and reflect tutor performance on a particular element of a programme. To achieve this, Estu will implement programme specific sampling strategies. Such sampling strategies will include the monitoring of tutor performance by observation and work sampling. Sampling will follow the CAMERA principles of sampling by:

- C – Candidate (learner)
- A – Assessor (including all tutors and skills coaches)
- M – Methods of assessment (such as assignment, project, case study, prior learning)
- E – Evidence types
- R – Records (such as assessment plans, assessment decisions, learner records, CPD)
- A – Assessment locations (including online activity)

Monitoring tutor performance

IQAs will assess tutors' performance directly through observation, or through evidence gathered and risk assess each tutor's performance as guidance for drawing up the next period's sampling strategy. A period (changed at any time) is determined by tutor performance across the specific programme.

Performance will be monitored in the following way:

- **Red** (*any of the following*)
 - trainee tutor working towards a relevant qualification
 - tutor on company probation, new or newly qualified tutor
 - new qualification for tutor
 - frequent actions identified on sampling
 - unsafe decisions identified by internal or external quality assurance.
- **Amber** (*any of the following*)
 - qualified tutor new to centre
 - low case load
 - few actions identified on sampling
 - not meeting assessment targets.

- **Green** (*any of the following*)
 - experienced, qualified tutor
 - rare actions identified on sampling.

Additional factors the Head of Quality or IQAs may wish to consider which could affect risk include:

- **Monitoring** – for example, success rates both overall and timely, number of missed visits and number of early leavers
- **Compliance** – for example, on-programme reviews completed where required, learner start rejections and quality of learner paperwork
- **Quality** – for example, number of deferred qualifications, quality of IQA observations in the workplace and employer and learner feedback.

Where possible, quality assurance activities will include interviews with learners and employers (as appropriate) carried out after each IQA observation of practice, and further telephone interviews will be conducted if there are issues raised that give cause for concern.

Each tutor will be given copies of observation report and the opportunity to respond. Action plans will be agreed as appropriate.

Sampling strategy

The frequency and breadth of internal quality assurance activity will be decided following the risk assessment outlined above, which takes account of the experience and competence of tutors. IQAs will in any event:

- Sample at least one piece of evidence for each component of the learning programme; both formative and summative assessment should take place
- For each piece of evidence sampled the IQA must
 - update the sampling plan
 - complete and signed the relevant paperwork
 - keep the tutor written formative feedback
 - produce an action plan where appropriate
 - if actions required resampled the evidence to ensure actions are completed within the agreed timescale.

The IQA must sign and date any paperwork sampled.

Conducting sampling

Sampling will be conducted under the following risk ratings (except functional skills). It is important to note this can be raised if any of the additional factors highlighted above are to be considered; but cannot be lowered without the express permission of the Head of Quality, unless the criteria for each risk band has been met. The sampling plan is to be amended when a risk rating changes.

Sampling should be conducted as shown:

Tutor risk rating – Red

- Tutor observation conducted twice per programme for bootcamp activity or once per term for apprenticeship programmes, with one peer observation.
- For externally accredited assessments, all assessment decisions should be sampled
- For internal assessments, 100% of a tutor's first cohort until the IQA is happy with progress, then a minimum of 30% of each learner portfolios at interim and summative stages.

Tutor risk rating – Amber

- Tutor observation conducted once per programme for bootcamp activity or twice per year for apprenticeship programmes, with a peer observation if requested.
- For externally accredited assessments, 50% of assessment decisions should be sampled
- For internal assessments, a minimum of 30% of each learner portfolios at interim and summative stages.

Tutor risk rating – Green

- Tutor observation conducted once per programme for bootcamp activity or twice per year for apprenticeship programmes.
- For externally accredited assessments, 25% of assessment decisions should be sampled
- For internal assessments, a minimum of 10% of each learner portfolios at interim and summative stages.
- Although the above cohort ratios are to be adhered to, IQAs must ensure all units in the qualification are covered by each tutor over the length of the programme.

Observation of teaching, learning and assessment (OTLA)

The purpose of the OTLA procedure is to ensure that all learners benefit from a high standard of teaching. It is intended to be developmental rather than punitive and therefore will not be graded, focusing instead on areas for improvement. Any areas of development will then be integrated into the staff performance management system and may be used as a basis for future staff development activities. OTLA evidence therefore can be used by staff and managers for the purpose of staff self-assessment, appraisals and performance management.

Observations of teaching, learning and assessment will initially be conducted by the Head of Quality and IQAs. All tutors will be observed at least annually, twice per year where possible, and new tutors will be observed during their first two months of employment. Staff can expect to be observed for a minimum of 45 minutes.

The below outlines the procedure to be followed:

Before the observation

Observer:

- Suitable notice of observation given to the observee, though Estu reserves the right to carry out unannounced observations.
- Provide the observee with a copy of the observation report form
- Agree feedback arrangements with the observee.

During the observation

Observer:

- Take notes throughout the observed activity.
- Review learner portfolio (if available).
- Complete learner and employer interviews if appropriate
- View any available documents associated with the activity.

Observee:

- Inform learners and employers of the observation and its purpose as appropriate
- Review information provided by observer.
- Provide observer with copies of any planning documents and resources.

Following the observation

Observer:

- Give verbal feedback to the observee as agreed and agree actions (within 24 hours)
- Complete observation report form and review with observee within five working days
- Upload completed observation form to the Quality area of SharePoint and send a copy to the relevant programme manager.

Observee:

- Receive verbal feedback from observer and agree actions
- Complete actions within agreed timescale.

Any resulting action plan from the observation will be monitored by the appropriate line manager.

Use of data

Data will be analysed by the Head of Quality at the end of each half-year with comparison between previous observations. Best practice from each period will be identified by the Head of Quality and shared with all observers.

Areas for development from each period will be identified by the Head of Quality who will produce a central development plan to ensure all development areas are addressed. Where development areas are specific to an individual, this will be addressed through an individual action plan.

Arrangements for trainee assessors, new tutors, and skills coaches

Any qualification-based assessment decisions made by a trainee assessor, or a new member of staff must be checked by a qualified or experienced colleague. To comply with this requirement, Estu trainee assessors will request a 'counter signature' from a qualified assessor after assessment of evidence. The qualified assessor will check, and sign all assessed evidence to confirm the validity, authenticity, reliability, currency and sufficiency (VARCS). The qualified tutor will be responsible for the accuracy and uploading of the assessment decision.

New tutors and skills coaches will be allocated a buddy or mentor (as appropriate) by the manager responsible for the programme.

In all the above cases, a higher level of risk rating will be applied.

A list of tutor competencies for delivery can be obtained from the Head of Quality.

Stakeholder views

Leaders and managers within Estu will seek to collect the view of learners, employers and staff in a number of different ways depending on the programme type:

Learners

- Skills Bootcamp learners - learner surveys issued at the end of each course
- Apprentices - learner surveys issued twice per year in January and July and learner review at the end of the course

Every opportunity will be taken to interview a selection of learners present as part of any IQA activity. This should be at least an annual occurrence for each tutor.

Learner views will be collated and analysed by the Head of Quality on a biannual basis and used to contribute to the annual self-assessment report and quality improvement plan.

Employers

- Skills Bootcamps – as not all Bootcamp learners will be employed, we will not conduct formal employer surveys but will collect employer views and part of other stakeholder engagement activities.
- Apprentices - employer surveys will be issued on an annual basis in the autumn of each year. Additionally, views will be collected as part of other stakeholder engagement activities.

Staff

- Estu staff and associate surveys will be carried out twice a year in December and June.
- Other means such as 'All Hand Call' or weekly catch-up meetings will be used to capture additional views between formal survey activities.

Survey questions will be reviewed every two years or updated as required.

Standardisation and moderation activities

The Head of Quality will carry out two moderation activities per year in line with Estu's self-assessment planning process.

The Head of Quality will carry out at least two development meetings per year to maintain and improve teaching practice.

The Lead IQA will host at least two standardisation meetings per year to review and implement any awarding organisation update to improve the quality and consistency of delivery.

Programme reviews

- Skills Bootcamps – tutors complete a review at the mid-point of each programme and then at the end of each programme. These are used to identify potential improvements during the programme, or for subsequent cohorts.
- Apprenticeships – the programme manager will carry out a curriculum review every six months, using data and feedback collected from sessions. Additionally, tutors will review each session to determine whether any minor adaptations need to be made.

Continuous professional development

The outcomes from all quality assurance activities will be used to identify any professional development needs with recommendations made to the Chief Operating Officer and Director of Client Services. These may include external activities, accredited programme of internal development.

Related policies and documents

This policy is to be read in conjunction with other policies and procedures, including those listed below.

Policy Name	Policy Number
Safeguarding and Prevent Policy	302
Remote teaching policy	205
Data protection policy	401
Equality, diversity and inclusion (EDI) policy	301

In addition, the following forms relate to this document.

- Observation report form
- IQA sampling form

Reviewed and signed on behalf of the Board:

Bruce Storey

By: Bruce Storey, COO

Signing date: 08/08/2025

Date of next review: 31/08/2026