

Primary Goal

Quality and Continuous Improvement Strategy

Introduction and Purpose

Primary Goal has high expectations of its staff and learners and strives for the highest quality possible. To achieve this, Primary Goal understands that every aspect of the learner journey must be of the highest standard and that achieving this will require ongoing and daily assessment.

Primary Goal has a range of internal processes, systems, checks and governance in place to constantly monitor, manage and improve performance across all levels of the organisation. Quality is driven from the Board, through management, through to the delivery teams supporting our learners.

This policy outlines how Primary Goal assesses the quality of our provision, how the organisation responds to the feedback received from a range of stakeholders, how the management team manage and address identified areas for improvement, and how continuous improvement is incorporated into every element of the organisation through our quality cycle.

Our Vision:

- An award-winning provider of digital apprenticeships recognised for championing emerging technologies and digital transformation.

Our Mission Statement:

At Primary Goal our mission is to positively impact the lives of millions of young people through workforce upskilling, with a specific focus on education and accessibility for all.

We also have a mission to give particular focus on those on the fringes of society or otherwise disadvantaged, by providing equitable access to learning and employment opportunities.

Our aims are

- To train and support staff to confidently embed and utilise technology in the classroom and in business.
- To provide increased access to new and emerging technologies for learners in the classroom and staff in their workplace, thus focusing on the future of possibilities for education.
- To promote equity and diversity in digital and technology careers, as well as in teaching and leadership positions across all education sectors, with a focus on increasing representation of underrepresented groups.

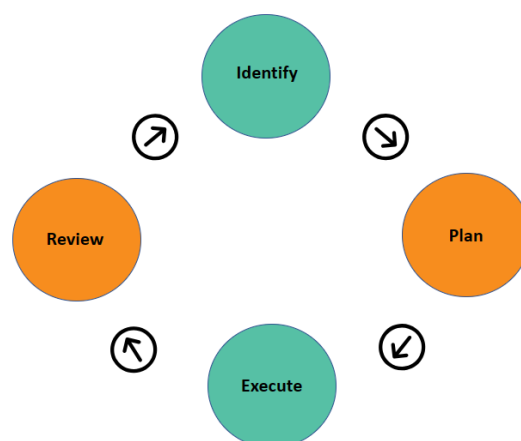
- To deliver the highest quality learning experience for every learner, enabling personal growth and further opportunities for career progression.
- To identify and recruit talent based not just on their qualifications but who they are.
- To support, trust and develop our teams and encourage a culture of courageous curiosity, passion and love for learning.

Principles

- To ensure validity of assessment, authenticity, consistency, and sufficiency, in a transparent, reliable, and fair system (VACSR) by ensuring the internal quality and moderation process is rigorously applied and regularly monitored and reviewed.
- To identify workforce development requirements concerned with teaching, assessment, assurance, and moderation processes via completion of an action plan, and provision of a programme of support to match those needs.
- To ensure appropriate assessments are used for each qualification that have been internally verified prior to learner distribution. The assessment should be accurate and consistent and enable good opportunities for the learner to produce evidence which meets the grading criteria and learning outcomes.
- To ensure Coaches and Trainers are familiar with the awarding body specifications and national occupational standards and that these are checked for currency.
- To ensure Primary Goal's relevant quality policies are adhered to where learners are deemed to have plagiarised work or 'sought an unfair advantage' on assessment.

Quality Cycle

Primary Goal is heavily committed towards the continuous improvement of their provisions which is underpinned by our Observation of Teaching, Learning and Assessment (OTLA) framework. By following a quality cycle, we can foster continuous improvement, adaptability, and responsiveness to the evolving needs of apprentices, employers, and the industry as a whole. Our quality cycle contains the following steps:



Identify

- ✓ Gather feedback from apprentices, employers, and trainers to identify areas for improvement.
- ✓ Regularly identify and assess industry trends, technological advancements, and skill requirements to inform training programs.
- ✓ Identify areas to improve teaching, learning and assessment through quality assurance activities.

Plan

- ✓ Develop training plans with clear objectives, curriculum outlines, and assessment strategies.
- ✓ Develop action plans with specific goals, strategies, and timelines for implementation.

Execute

- ✓ Implement changes and enhancements to the training program based on the action plans.
- ✓ Provide necessary training and support to staff members to ensure successful implementation.
- ✓ Communicate changes to apprentices and employers, explaining the rationale and expected benefits.
- ✓ Foster a positive and inclusive learning environment that encourages engagement and participation.

Review

- ✓ Evaluate the effectiveness of training delivery methods and materials.
- ✓ Reflect on successes, challenges, and lessons learned throughout.
- ✓ Analyse data and feedback to identify trends, patterns, and areas of concern.
- ✓ Monitor the impact of implemented changes on apprentice outcomes, employer satisfaction, and program effectiveness.
- ✓ Adjust strategies and plans as needed based on ongoing evaluation and feedback loops.
- ✓ Prioritise improvement opportunities based on their potential impact and feasibility.

Measuring Performance

Self-Assessment

- Primary Goal's Self-Assessment Review (SAR) process is the core of its improvement journey and forms the foundation of how the quality of provision is evaluated.
- Carried out at the end of each academic year, the Self-Assessment Process forms the basis of our Quality Improvement Plan (QIP), and it involves staff at all levels in the organisation and external stakeholders to ensure that a wide range of evidence types are used to inform judgements.
- Both the SAR and QIP are approved and signed off at Board level.
- The SAR forms the basis of the QIP which drives continuous improvement, supports the monitoring of how provisions are developing over time and improvements in outcomes for learners.
- Quarterly QIP meetings are held with appropriate stakeholders to review progress.
- Apprenticeship Self-Assessment Reviews (ASARs) are completed at course-level.

Learner Voice Surveys

- Learner satisfaction is currently collected by surveys at 3 points of the learner journey. Feedback is also provided using Hub Spot for all virtual classroom delivery at the end of each session.
- Routine surveys collected are first impressions, mid-point, and destination.
- The Quality Manager alongside other Senior Leaders, reviews and evaluates the learner and employer recommendations and trends in responses and identifies improvements to be implemented. This is a key feature in management meetings up to Board level.

Observation of Teaching, Learning and Assessment (OTLA)

Primary Goal follows a robust Observation of Teaching, Learning and Assessment (OTLA) strategy. Please see Primary Goals OTLA Policy which is supported by our CPD Policy and extends across the entire learner journey.

The purpose of having observations of teaching, learning and assessment, is to reflect on the teaching, learning and assessment practice being delivered and to strive for continuous improvement and innovation. To enable teaching, learning and assessment at Primary Goal to be truly outstanding on a day-to-day basis, we need to adjust our approach to the process of observation of practice. By doing so, we can ensure we have the correct methods in place to help staff progress and be supported to improve what they do on a continuous basis.

As part of our wider OTLA policy, internal or external invigilators that invigilate exams for our Awarding Organisations are also expected to be observed to ensure the integrity of our centre is maintained. This includes new and current invigilators and observations may be unannounced.

E-Portfolio Sampling

Sampling of e-portfolios is in place to enable the Quality team to identify and rectify any issues as early as possible, to ensure we are giving learners the best possible experience at Primary Goal. Sampling can be done at any point throughout the learner journey, however, in accordance with the sampling plan, sampling will be scheduled as follows:

- Initial
- Interim
- Additional interim(s)
- Final/Portfolio checks
- Gateway

Coaches will be measured on completing any actions set in a timely manner, and applying the recommendations to their practice, as well as ensuring there are no reoccurring themes. Coaches will be categorised on risk based on these outcomes.

Where a learner may be at risk of non-completion, additional sampling may be required to pinpoint support needed from the Quality team.

Sampling of the learner journey will focus on, but is not limited to, the quality of:

- Progress Reviews and timeliness
- Coaching sessions, planning and timeliness
- Maths, English (or Functional Skills) and digital skills development
- Overall progress v expected progress
- Off the Job hours (OTJ)
- Embedding of wider topics (safeguarding, British Values, Prevent, CIAG, wellbeing)
- Robust and varied assessments (regulated and non-regulated)
- Personal development and careers guidance
- Target setting and feedback
- Submissions outstanding/awaiting marking and feedback
- Additional Learning Support (ALS)

All sampling reports will be uploaded to our learner management system, BUD, with a usual deadline of 1 calendar month to complete any actions given. Where actions coincide with compliance, shorter deadlines may be issued.

Additional Sampling

Alongside the above, where live sessions/virtual classrooms are held, they will also be subject to quality assurance, sampling the quality of, but not limited to:

- Session planning
- Sequence of Learning
- Accurately updated and timely registers
- Actual v. expected class numbers
- Resources
- Learner feedback

Quality Calendar

Primary Goal has a Quality calendar to inform staff of processes to be conducted to continually improve learners' experience. This is communicated regularly through team meetings and includes:

- Standardisations
- Curriculum reviews
- Peer to peer activities
- Deep dives/audits
- CPD and CV analysis
- Planned staff training
- QIP reviews
- CIAG forums

- ASARs

Dates are for guidance and may vary from time to time, depending on business need. The quality calendar runs throughout the academic year and beyond.

Managing Performance

Company Strategy

Primary Goal's commitment is to secure an ability-based workforce where the decision to employ is based upon the philosophy of 'the best person for the job,' underpinned by our Safer Recruitment and Selection policy and on individuals meeting the requirements of the job criteria. Progression is based on merit, with individuals given the help needed to attain their full potential to the benefit of the company and themselves.

CPD

Induction CPD is given to all new employees to familiarise them with the policies, procedures, practices and to illustrate their role, responsibilities and accountabilities within the company. This process is also used to identify any early CPD required to support individuals' development. Individual CPD logs are maintained for all CPD and personal development activities to record the achievement of progress, objectives and to assist in the identification of further CPD needs.

Performance Reviews

All staff are measured against their KPI targets and Job Descriptions during performance reviews. Coaches and Trainers' performance reviews should cover review of caseload (including learners on programme and learners past planned end dates), review of performance against KPI targets including learner progress, achievement rates, and setting SMART targets for the coming month as well as reviewing performance against previous set targets, quality targets, and behaviours.

Continuous underperformance will be addressed in accordance with the capability policy.

Key Performance Indicators (KPIs)

Key Performance Indicators (KPIs) have been identified that allow Primary Goal to effectively monitor performance on all provisions. These are reported to the Board monthly. The current KPIs can be found within the strategic plan and include:

- Qualification achievement rates
- Retention rates
- Learner satisfaction
- Learner progress
- Trainer and Coach performance
- Out of funding learners

Review

Primary Goal will continue to review the contents of this document and review annually.