



NTIA

Quality Assurance Policy

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1.0 Introduction

NTIA quality assurance strategy is driven by an embedded culture which is focused on providing high quality learning opportunities in a supportive learning environment that responds flexibly to the training and development needs of each learner and employer that we serve.

2.0 Scope

The Quality Strategy is supported by a Quality Assurance and Improvement Framework and both are applicable to all business activities and services, wherever and by whoever they are delivered within the company, as we believe that quality and continuous improvement is the foundation of our core business. It starts with the generation of strategic objectives that reflect the group's mission statement. These objectives take into account the external environment in which we function and define the processes that we need for the day-to-day operations.

3.0 Strategic aims

NTIA aims to deliver excellent standards of service with high quality outcomes for all of our learners, customers and key stakeholders.

4.0 Strategic Objectives

The objectives are to embed effective quality processes that are rigorously implemented to foster a culture of continuous improvement in all facets of Job in Foods work. This is reflected in the systems and processes that have been put in place to ensure that high standards are achieved and embedded.

Standards are set to measure these processes and procedures designed to help them operate consistently. These procedures are regularly monitored and evaluated to identify problems, for which corrective actions are implemented and they themselves are monitored and reviewed. Continual improvement is achieved by raising standards as performance targets are reached and reviewing objectives accordingly.

This is evident in the following strands of our business: -

- Benchmarking and target setting processes,
- Quality management and monitoring cycle,
- Key learner and employer processes and systems,
- People management systems,
- Performance management processes,
- Customer feedback including learners, employers and key stakeholders.

5.0 Strategic priorities

Our priorities are: -

- To improve the quality of teaching, learning and assessment.
- To grow, consolidate or reduce the training offer in line with skill priorities.
- To improve student progression, employability and wider student outcomes.
- To increase the involvement of employers in the design and delivery of our provision.
- To enhance the learning experience with a range of online blended learning opportunities.
- To support students in reaching their career aims.
- To improve the student voice and employer voice.

- To develop and foster effective partnerships and networks with a wide range of stakeholders.

6.0 The quality framework

The quality framework involves a cycle of activities of which are considered to be central in driving and improving standards. We are committed to improving the quality of our provision by:

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- Implementing rigorous self-assessment processes.
- Observing teaching, learning and assessment practices.
- Embedding effective policies and procedures.
- Analysing performance against internal and external targets.
- Identifying and action planning priorities at different levels within the business.
- Establishing performance dashboard indicator reports against targets which the provision will be judged on.
- Implementing and monitoring quality improvement plans through rigorous and systematic scrutiny checks and monitoring.

7.0 Implementation and Review

The responsibility and accountability for delivering the quality strategy lies with all staff.

All Staff

- All staff will take part in training and CPD activities in order to drive up standards and will be expected to follow policies and procedures relating to their work.

Senior Managers

- Directors will identify the strategic priorities of the business, especially in relation to internal and external drivers and initiatives.
- To develop and review key policies and associated procedures, guidelines and strategies.

Directors, Commercial and Training Managers

- Self-assess their area of provision and contribute to the Self-Assessment Report and quality improvement plan.
- Conduct appraisals of all their staff.
- Establish induction and mentoring arrangements for all new staff or for staff with new responsibilities.
- Devise and co-ordinate an area training and development plan.
- Agree and communicate targets to all staff
- Develop and review policies and associated procedures, guidelines and strategies
- Ensure that course teams including IQA's, trainers and assessors keep electronic records of meetings, maintain electronic course files, and complete the annual area self-assessment cycle, including the administration of the induction and student surveys.
- Carry out a programme of lesson observations supported by the Quality team.

Delivery Staff

- Reviewing student retention, achievement, success and destinations.
- Reviewing induction processes and systems.
- Reviewing teaching, learning and assessment and resourcing.
- Developing quality improvement plans for all areas of the business including support services.
- Maintaining electronic files, including e-portfolios, electronic minutes of meetings, SOW, lesson plans, assessment plans and /learner/group profiles (if appropriate).

- Undertake appropriate development and training.
- Offer flexibility within schemes of work to always include all students and to ensure courses fulfil individual needs.

Service Support Teams

- Ensure that the quality of service to both external and internal customers comply with the company's standards.
- Ensuring that staff are well supported and assisted in the achievement of their quality objectives.
- Ensuring that monitoring and evaluation of these services takes place at regular team meetings and that action planning is used to effect quality improvements.
- Ensuring that the equality and diversity policies are adhered to and embedded across the service
- Ensuring that safeguarding policy measures are in place, followed and embedded across the service.

The Quality Assurance Team

- Manage the annual quality cycle.
- Review quality improvement plans (QIP) for impact amending as appropriate.
- Monitor Awarding Organisation reports and action plans where necessary.
- Monitor and report on the complaints procedure to ensure response targets are met.
- Manage and report on student/employer survey processes and action plan accordingly.
- Manage and report on the observation programme, putting into place recommended improvements.
- Manage and report on internal inspection processes, ensuring recommendations are implemented by the Operations Team.
- Ensure, through audit, that all staff comply with quality policies and procedures.

8.0 Quality Assurance and Reporting

Regular reports are produced covering all aspects of quality assurance and quality improvement during the year. We will monitor the progress and impact of our work and will use a range of methods to evaluate these, which will include: -

- Monitoring and measuring the quality of teaching, learning and assessment.
- Timely data analysis of all aspects of provision and impact for learners progress and progression e.g. attendance, destinations, transfers, withdrawals, outcomes forecasting/predictions.
- Self-assessment reporting.
- Qualitative and quantitative scrutiny processes and checks at all levels within the business.
- Evaluation and impact of staff CPD activities across all areas including supportive coaching and mentoring interventions.
- Feedback from learners, employers, parents and other stakeholders.
- Independent quality audit and compliance checks and inspections.

9.0 Evaluation and Maintenance

The Head of Quality & Compliance will review this policy annually.