



# Skills and Training Services (STS)

## Local Operating Procedure

### Quality Strategy

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#### Approval

Name	Job Role	Date	Signature
Mike Hampton	Quality Improvement and Audit Manager	17/10/2023	<i>M. Hampton</i>
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#### Change Control

Any requested changes to this document should be emailed to: [mike.hampton@serco.com](mailto:mike.hampton@serco.com)

**Contents**

Introduction Statement ..... 3

Quality Strategy Objectives..... 4

Strategy Overview..... 4

    Curriculum Development..... 4

    Recruitment of Staff & Supply Chain Partners..... 5

    Implementation/Interventions ..... 5

    Measuring and Monitoring Impact ..... 6

    Underperformance, Quality Improvement and Preventative Action Plans ..... 7

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### Introduction Statement

The purpose of the Quality Strategy is to support learners/apprentices to maximise their potential through high quality teaching, learning and assessment. STS is committed to raising standards and improving the quality of education. STS will achieve this by establishing standards and monitoring performance so that there are continuous improvements in all aspects of the quality of education and learner experience. Collectively all staff (including supply chain partners/subcontractors) are responsible for maintaining and continuously improving the quality of the provision and ensuring learners/apprentices achieve and develop.

The Quality Strategy is supported by the Serco values and STS's mission statement:

- **Trust** – We deliver on our promises; are open, straightforward, and honest; do the right thing; and take personal responsibility for getting things done.
- **Innovation** - We continuously improve our ways of working and try new ideas, big and small. We share our knowledge and experience and embrace change, knowing that if we do not provide innovation and value for money to our customers, our competitors will.
- **Care** - We work together to deliver high-quality public services, often of great importance to the nation and the communities we serve. We take care of each other, and those we serve, and we aim to make a positive difference to people's lives.
- **Pride** - We know that the work we do is important, and we take pride in doing it well. We value energy and enthusiasm, skill and experience, and an ability to make hard work fun. We contribute both as individuals and as part of a team.
- **STS's mission statement** - Driven by place, need and ambition we will deliver innovative, responsive, and trusted skills, training and services that positively impact government, business, communities, and citizens.

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## Quality Strategy Objectives

- To provide an outstanding experience to learners/apprentices and employers.
  - To be proactive in the continuous improvement of the provision.
  - To put a significant emphasis on teaching, learning and assessment, including a priority focus on the support and development of delivery staff.
  - To ensure continuous improvement in all aspects to improve STS's current Ofsted grade in line with the Ofsted Education Inspection Framework (EIF).
  - To ensure all activities are completed in a timely manner, as outlined in this strategy.
  - Work collaboratively with all stakeholders, including learners/apprentices, employers, funding agencies, awarding bodies etc to continually improve the provision.
  - To ensure every member of staff (and supply chain partners/subcontractors) are:
    - Responsible for maintaining high quality teaching, learning and assessment.
    - Committed to following the policies and processes outlined in the strategy.
    - Working in line with Serco Values, by ensuring that any events that occur that are in conflict of the Values are reported to managers/leaders or via the Whistleblowing Policy/Serco Speak Up. [Speak Up](#)
    - Fully transparent and co-operative to any reasonable requests, to ensure learners/apprentices/employers and the business are not negatively impacted in any way.
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## Strategy Overview

### Curriculum Development

- Course content is designed to build the confidence and resilience of learners to develop skills in lifelong learning and provide them with future opportunities and economic stability.
- At STS we expect high quality delivery and to ensure that our learners receive the best experience. Therefore, we will quality assure all course content and materials to ensure integrity in the knowledge, skills, and behaviours our learners acquire. A content review checklist is in place, including sign off.
- **When creating course content, the following principles will be followed:**
  - The course will be created by a subject matter expert (SME).
  - The course creator must ensure that content and creation:
    - is aligned with awarding organisation criteria.
    - any content created by the SME is valid and reliable (checked for plagiarism and validity).
    - any content creation has sourced appropriately with Harvard referencing.
    - links to external sites are all reliable, valid, and up to date.
    - any content can be easily adaptable in sessions to meet the learner/apprentice needs and goals.
    - any content is appropriate for the level of qualification.
    - the content enables the learners/apprentices' opportunities to apply their learning in relevant scenarios/in the real world.
    - where appropriate, the content supports further self-directed study.
    - any topics/scenarios used in the content is appropriate for the level and age of the learner/apprentices and is also easily adaptable to be relevant to their career/aspirations.
    - the content created is done so in a professional format and is uncluttered and not intimidating to learners/apprentices.

- where images/diagrams are used, they are used in context and provide value to the learning of the topic.
- all content must have been reviewed in terms of accessibility for all learners/apprentices with disabilities/needs.

#### **Course Content QA:**

1. Each course must be signed off by the SME to confirm the above steps have taken place (Content Review Checklist).
2. The course content will be quality assured by the quality team, following the flow chart as within the Content Review Checklist document, with final sign off by the content manager.

#### **Recruitment of Staff & Supply Chain Partners**

- Supply Chain Partners/Subcontractors are chosen based on their proven track record and reputation. Thorough due diligence is carried out, which includes financial checks to minimise risk to learners/apprentices and employers.
- Recruitment of new delivery staff – in line with the Safeguarding Policy (Safer Recruitment) and the Talent Acquisition Screening and Vetting policy, all new staff will complete an in-depth induction and receive mentoring for them to fulfil their role successfully.

#### **Implementation/Interventions**

The Quality Strategy interventions in place will enable STS to effectively evaluate against progress and proactively put steps in place to continuously improve. Routine in month and monthly reporting to managers and leaders will ensure:

- Evidence of progress and impact against the Quality Improvement Plan (QIP).
- Evidence of continuous improvement in achievement and retention rates of learners/apprentices.
- Evidence of wider skills and behaviours being achieved by learners/apprentices.
- Evidence of learners/apprentices reaching their potential in their careers and next steps in education.
- Evidence of good quality of teaching and learning is taking place consistently.

The interventions STS will use are:

- Setting high expectations of learners/apprentice's behaviour and conduct, always, which includes a high level of attendance and punctuality. Routine monitoring and audits will be carried out in line with the Attendance and Punctuality policy.
- Ensuring a positive and respectful culture amongst staff and learners/apprentices. Bullying, abuse, and discrimination is not tolerated.
- Learner/Apprentice forums will be carried out to gauge a further insight into the experience being received and identify strengths and areas for improvement.
- Routine quality action plans will be reviewed with programme leads and supply chain partners/subcontractors.
- Conducting an accurate and data informed Self-assessment Report (SAR) annually involving all staff and supply chain/subcontractors. A Quality Improvement Plan (QIP) will be produced and updated routinely. Updates to the SAR and QIP will be cascaded throughout STS.
- A robust observation schedule will be in place and monitored routinely, ensuring effective learning is taking place throughout the learner journey and staff/supply chain/subcontractors are supported. Observation standardisation/moderation will be routinely carried out with a focus on continuous improvement in line with the OTLA policy including observations of invigilation.
- In line with the OTLA policy, professional discussions with tutors will take place to gather their thoughts and feedback on what is going well and what needs to be improved.

- Ensuring learners with Additional Learning Needs are fully supported to achieve their programme/studies in line with the Learner Support Policy.
- All staff (delivery and non-delivery) will be required to carry out relevant Continuous Professional Development (CPD) in line with the CPD Policy. All staff will be encouraged to share CPD activity opportunities with the quality team for further dissemination. Line managers are responsible for their teams CPD schedule and ensuring it is up to date.
- Executing a schedule of 'deep dives' of each area of the provision, with the focus of auditing compliance against policies and processes and identifying strengths and areas for improvement, which are reported to managers and leaders.
- Ensuring Key Performance Indicators (KPIs) are set to drive quality and performance. Progress and achievement against these KPIs will be routinely monitored and action plans will be put in place where shortfalls are identified.
- Routine Compliance Audits of learner/apprentice funding paperwork will be carried out to ensure all claims made are compliant and valid, in line with the sampling schedule.
- Working with Awarding bodies & EPAOs to ensure STS remain compliant with requirements and direct claim status is gained/maintained for all courses on offer.
- Providing impartial Careers Education, Information, Advice and Guidance to all learners/apprentices routinely throughout the learner journey to aid preparation for the next steps in their careers and achieve Matrix Accreditation.
- Ensuring that all learners/apprentices have a clear understanding of Safeguarding, Prevent, British Values, E-Safety throughout curriculum/delivery and understand how to raise concerns.
- Ensuring the Health, Safety and Wellbeing of all staff (including supply chain partners/subcontractors) and learners/apprentices is a key focus and priority above anything else in line with Safeguarding Policy, Prevent Policy and Health and Safety Policy.
- Producing a sampling strategy that is maintained by the Internal Quality Assurers (IQAs).

### **Measuring and Monitoring Impact**

- Learner/apprentice and employer feedback is gathered routinely on their experience via surveys. This is carried out throughout the learner journey including induction, teaching, and learning and progress reviews. Exit reviews are also carried out with all learners/apprentices. There is routine analysis of all responses that feeds into the continuous improvement of the provision.
- Monitoring of first-time pass rates of exams and end point assessments, with action planning being implemented in the scenario first time pass rates fall below set STS expectations.
- Monitoring of learner/apprentice progression and destination data to measure the impact the programme.
- Monitoring of achievement rates for each qualification, to identify trends. This also includes comparisons to national averages and STS own 'previous year' data to monitor progress and action plan for areas for improvement.
- Monitoring of early leavers and the reasons, implementing action plans, where trends are identified, to minimise risk of early leavers going forward.
- Review and evaluation, on a routine basis, of the MIS data to identify gaps and successes, which are reported to managers and leaders. This will also ensure there are no gaps in relation to equality, where there are gaps action plans are put in place.

### **Underperformance, Quality Improvement and Preventative Action Plans**

For STS to continually raise standards, a clear process is required to manage occasions when standards drop below expectations. STS will do the following:

- Ensure timely intervention.
- Set challenging but achievable targets, which are timebound.
- Put in place Support Action Plans with regular update meetings in place to ensure progress is being made.
- Promote the sharing of good practice between all staff and supply chain partners/subcontractors.
- Ensure that all staff and supply chain/subcontractors are co-operative with the action plan process in place.
- Report all concerns with underperformance and quality to managers and leaders on a routine basis.