

1 STATEMENT

Avant Partnership Limited (trading as Avant Skills Academy) takes responsibility to ensure that an effective quality policy is implemented. We strive towards quality improvement across all of our activities. This policy confirms our involvement in setting and maintaining high standards and adopting formal arrangements for the quality assurance, control and improvement of our provision.

Apprentices, learners and employers are at the heart of our commitment and we aim to respond to their needs by providing high-quality learning and development. We work with a single sub-contracted delivery partner Orchard Training and Education (trading as Orchard Construction Training), for the provision of apprenticeship and traineeship provision in the construction industry, which complements our offer to local people and employers.

This policy aims to ensure we continue to achieve our visions for the organisation, our apprenticeship and traineeship programmes, which are:

"To provide a dynamic approach to the delivery of high-quality learner and employer centred learning and development"

"Our apprentices learn and develop the knowledge and skills required to become competent and valued employees, enabling them to progress in their career"

"Our pre-apprenticeship learners gain real work experience and develop the skills to become work-ready, enabling their progression to apprenticeship or employment"

This Policy ensures we operate in such a manner as to enable our team, apprentices, learners and employers to fulfil their potential and enable them to access and enjoy a high-quality experience.

All team members are required to work with the organisation to ensure this policy is implemented. The team have a personal responsibility to ensure that the policy is known, understood and implemented, and that activity not in accordance with the quality policy is challenged. The responsibility for ensuring that this Quality Policy is a workable and working document will lie with the *Chief Executive*. This policy will be reviewed at least annually when necessary adjustments, additions or amendments will be made.



Signed:
Steve Roe – Chief Executive

Date:
03 June 2025

2 PRINCIPLES

2.1 Avant is committed to providing a quality experience for all by:

- Identifying key processes and systems;
- Developing effective organisational arrangements;
- Focusing on internal processes which have clear aims and objectives;
- Fostering ownership and commitment among team members;

2.2 We seek to provide the best quality experience for all by continuously improving the quality of our provision and resources, whether delivered directly by our team or subcontracted through our delivery partner Orchard Education & Training.

2.3 Our commitment to quality requires us to regularly evaluate all aspects of apprenticeship and Skills Experience provision by systematically:

- Analysing data;
- Collecting and responding to feedback from team members, our delivery partner, apprentices, learners and employers;
- Monitoring, reviewing and observing all aspects of learning and training across the learner journey;
- Observing teaching, learning and assessment;
- Reporting performance against targets in apprenticeship and traineeship programmes;
- Self-assessment and development planning;
- Sharing best practice;

3 IMPLEMENTATION

3.1 To implement this policy, we will:

- Actively work towards involving all team members and our delivery partner in the sharing of ownership of quality services and provision;
- Require all team members and our delivery partner to be involved in our self-assessment process and the production of our annual ***Self Assessment Report*** (SAR). This is produced in line with our annual Business Plan and corresponding Development Plan, which takes forward the quality improvement identified through the SAR and areas for development from the business plan. These link both our own internal SAR with our delivery partner's self- assessment and development plans;
- The Quality Improvement Plan (QIP) is updated with the team members throughout the bi-monthly team meeting and submitted within the monthly report for discussion at the SMT meeting. The *Quality and Compliance Manager* obtains feedback from our subcontractor and merges all feedback into the master QIP.
- Compare performance indicators with benchmarks in order to review provision and set annual targets;
- Carry out observations of teaching, learning and assessment of our directly delivered provision and our delivery partner, incorporating their findings and provide standardisation;

- Monitor training and development of the team through individual monthly one to ones directly delivered provision and through quarterly update of delivery partner staff;
- Carry out team member, delivery partner, apprentice, learner and employer surveys, benchmarked externally where possible;
- Analyse MIS data to measure performance towards achievement rates and targets, explore patterns and trends, inform future target setting, benchmark, agree corrective action and ensure achievement of quality requirements;
- Undertake internal and external audits to ensure that delivery meets the quality requirements of awarding bodies, funding bodies, Ofsted Education Inspection Framework and our own high-quality standards.

- 3.2 All team members are involved in the development of the annual business plan, SAR and corresponding development plan at all stages of development, through Team Away Days. These full days away from the centre, enable all team members to understand and have input into the strategic direction and expectations of the organisation, our priorities and plans for development.
- 3.3 Team exercises break down these expectations and help identify areas for improvement, enabling team commitment through involvement in their identification and implementation.
- 3.4 Progress towards the annual Development Plan, together with the resources (both financial and physical) is reviewed through the monthly management meetings, bi-monthly Team Meetings and Team Away Days.
- 3.5 All team members participate in individual monthly meetings (one to ones) with their line manager, verifying progress and areas for improvement in the delivery of the business plan and their individual areas of responsibility.
- 3.6 Monthly progress reports are produced, which are structured to conform to the strategic priorities of the business plan, reporting activities undertaken in their progression. These are presented at the monthly SMT Meeting by the *Designated Safeguarding Lead, Head of Marketing, Head of Curriculum and Delivery and Quality and Compliance Manager*.
- 3.7 These monthly progress reports are informed by the one to ones with all members of the team, together with associated reports and data analysis.

4 QUALITY MANAGEMENT

- 4.1 We recognise the importance of robust quality management to ensure the future of the organisation and have in place the necessary arrangements, through technology and internal processes to enable this.
- 4.2 Further specific arrangements for the use of the technology to undertake quality management, are outlined in the relevant *PICS User Guide* and *Management Information System Procedure*.
- 4.3 The *Quality and Compliance Manager*, reporting to the *Director of Operations* and supported by the *Quality Consultant* will monitor quality management and present this monthly to the management team, for discussion and agreement of actions to improve the quality of our delivery.

- 4.4 The *Chief Executive* will be provided with monthly quality information in an open and transparent manner to enable discussions and decisions to be taken that could impact the future of the organisation.
- 4.5 Quality information will be provided to our delivery partner in an open and transparent manner to enable discussions or decisions to be taken that could impact the future of their provision.
- 4.6 Specific arrangements for Quality Management are outlined in the ***Quality Management and Administration Procedure***.

5 QUALITY IMPROVEMENT

- 5.1 As a result of our long standing working relationship, robust due diligence arrangements and the experience of our delivery partner, we are able to place a degree of trust in their delivery and adherence to the requirements of the funding body, awarding bodies and inspectorate. This is formally supported by their ***Contract for Services***. Notwithstanding, their provision will be continually tested to ensure that the quality of delivery is appropriate and effective.
- 5.2 Our quality improvement arrangements include an audit of direct delivery and that of our delivery Partner, which focusses on both compliance with funding rules and contractual requirements and quality of provision in line with our quality expectations and Ofsted's Education Inspection Framework. These specific arrangements are outlined in the ***Audit Procedure***.
- 5.3 Our quality improvement arrangements include observations of teaching, learning and assessment (OTLA), which are undertaken, submitted and moderated across our directly delivered provision and that of our delivery partner. These arrangements aim to ensure that the results of OTLA continue to be at least good, aiming to be outstanding. These specific arrangements are outlined in the ***Observation Procedure***.
- 5.4 We have incorporated a structured observation and review process, in which all team members involved in the delivery of teaching and training to apprentices and learners, evaluate their practice with others and assess its impact on learning.
- 5.5 This approach was based on the Education and Training Foundation (ETF) 'Professional Standards for Teachers and Trainers in Education and Training', within which the standard encourages the development of professional values and attributes, professional knowledge and understanding and professional skills. This enables the team to develop their judgement of what works and does not work in their teaching and training; develop deep and critically informed knowledge and understanding in theory and practice; and develop their expertise and skills to ensure the best outcomes for apprentices and learners.
- 5.6 We have a rigorous annual ***Quality Cycle***, which is documented and incorporates all stages of the learner journey. All team members and our delivery partner are involved in the development of this cycle to ensure their continued commitment to its implementation.

- 5.7 We undertake an annual self-assessment process, involving all team members and our delivery partner, which is integral to the **Quality Cycle**. Feedback from team members, delivery partner, apprentices, learners and employers are evaluated and informs the production of the SAR and resulting areas for improvement outlined in the annual development plan.
- 5.8 All delivery takes account of developing teaching and learning methodologies, including information learning technologies. Effective utilisation of information and learning technologies are outlined in the **ICT and Data Security Policy**.

6. EVALUATION

- 6.1 We embrace apprentice, learner and employer views, offering opportunities for apprentices, learners and employers to shape their own learning experience improving quality and increasing success. We believe that apprentices, learners and employers play a key role in developing self-assessment, self-improvement and policy-making procedures.
- 6.2 We use a range of methods for learner voice; ensuring that the learner voice is listened to and acted on; gather the views of apprentices and learners on a wide range of issues such as teaching and learning, assessment methods, resources, environment, support and guidance, being healthy, staying safe, being safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing, training and overall effectiveness;
- 6.3 We undertake surveys with team members, delivery partner, apprentices, learners and employers to determine satisfaction with our services and identify areas for continual quality improvement. Further specific arrangements are outlined within **Learner, Employer and Partner Survey Procedure**.
- 6.4 We utilise apprentice, learner and employer feedback as a key element to support reflective practice, incorporating apprentice and learner involvement and feedback into regular management and delivery partner meetings.
- 6.5 In assessing impact, we take account of outcome measures including apprentice, learner satisfaction, retention, achievement and achievement rates. Apprentice, learner and employer feedback plays an integral role within our self-assessment process and quality improvement plan. The Outcome measures to be used as an assessment include, but are not limited to:
- High levels of apprentice and learner engagement across all groups, and evidence that their views are taken seriously, and have triggered improvement;
 - Self assessment content and performance improvement actions linked directly to documented apprentice and learner views;
 - Apprentice and learner involvement activities lead to clear and well publicised actions that are then implemented;
 - Apprentice, learner and employer surveys consistently give high levels of overall satisfaction.
- 6.6 We have adopted a 'you said, we did' process to respond to apprentice and learner feedback, which is displayed on monitors throughout the training centres and included in our newsletters.

- 6.7 Similarly, our responses to employer feedback are communicated via our newsletters.

7 TEAM LEARNING AND DEVELOPMENT

- 7.1 All team members are required to work with the organisation to ensure this policy is implemented. Team members have a personal responsibility for their Continuing Professional Development (CPD) and the organisation is committed to the learning and development of its team, linking to business objectives, organisational and customer expectations and recognises the vital importance of team members to its success.
- 7.2 Each year the organisation agrees learning and development based on the business objectives and learning and development needs of all team members, for the current and future priorities of the organisation. The decision to fund any formal, structured training and development activity will be based on the business objectives and agreed with the *Chief Executive*.
- 7.3 Each team member has a responsibility to identify and maximise opportunities for their own development in line with business objectives and current and future benefits to the organisation and our customers. This includes informal development opportunities that can occur as part of day to day activity, structured on-the-job shadowing, coaching and mentoring as well as off-the-job structured training and development.
- 7.4 The organisation provides ongoing learning and development opportunities for its team, to enable them to maximise their potential and achieve the business objectives and expectations. Each Team Meeting incorporates a learning opportunity and the Team Away Days provide further opportunities for team learning and development. There are also opportunities for sharing good practice, within and across team and subject areas.
- 7.5 The organisation recognises the requirements of professional membership and encourages and supports team members in their continuous professional development, where this meets the business objectives and the requirements for the job.
- 7.6 Team members delivering teaching and training to apprentices and learners will be required and supported to develop their teaching, training and assessment knowledge and skills, ensuring these are current and promote a high-quality apprentice, learner and employer experience. This will be achieved by internal regular team training events, including external expertise as appropriate, together with AELP, ETF and SDN conferences, webinars and workshops.
- 7.7 Team members delivering occupational competence-based training programmes, including apprenticeships, will be required and supported to continually develop their sector knowledge and skills, ensuring their skills remain current in line with industry standards, to meet the needs of employers and learners. This will be achieved by a range of methods, including AELP sector groups, continuing work in the relevant sector, liaison with employers and trade shows and exhibitions.
- 7.8 We set the expectations for the CPD of Delivery Partner staff, through the *Contract for Services*.
- 7.9 Further specific arrangements are outlined in the *Team Learning and Development Procedure*.

8 COMMENTS, COMPLIMENTS AND COMPLAINTS

- 8.1 We aim to provide a high-quality service to all apprentices, learners, employers and other customers and welcome any comments about our services as they enable us to make continuous improvements.
- 8.2 We welcome feedback in writing, via email, by telephone, in person or via our website.
- 8.3 We encourage apprentices, learners, employers and other customers who have had a positive experience to share this with us and we will pass this on to the team member that provided the service.
- 8.4 We encourage apprentices, learners, employers and other customers who have a concern about any of our services to discuss it with a team member, in the first instance. It is our aim to resolve all concerns as quickly as possible.

If the person is not satisfied with the outcome at this stage, then a formal complaint can be submitted.

- 8.5 Complaints are defined as when any of our apprentices, learners, employers and other customers feel that we have not acted properly and fairly whilst dealing with them and want to tell us.

- 8.6 The types of formal complaint we will investigate include:

- The quality or management of learning provision;
- Poor administration;
- Learner Support Assessment;
- Qualification assessment decisions;
- Unsatisfactory, incompetent or unfair treatment;
- Non-compliance with the requirements of the Data Protection Act;
- Equality and diversity issues (except where there is a more appropriate mechanism for dealing with this matter through the courts, tribunals and other organisations);
- Health and safety (unless these are matters for the Health and Safety Executive);

- 8.7 The types of complaint that we will **not** usually investigate include:

- Examination results, as this should be addressed by the awarding organisation or the regulator of qualifications, examinations and assessments (Ofqual);
- Individual employment issues, which are a matter for the employer and employee, where employment law provides appropriate remedies;
- Contractual disputes;
- Matters that are subject of legal action, or where legal proceedings are the most appropriate method of resolving the dispute;
- Complaints that are more than 12 months old;
- Where the complainant has not exhausted other available appeals procedures;
- We reserve the right not to investigate complaints considered to be malicious or vexatious;

- 8.8 We are receptive to genuine expressions of dissatisfaction. We offer the opportunity for apprentices, learners, employers and other customers to access a fair investigation of their formal complaint.
- 8.9 Further specific arrangements for complaints are outlined in our *Comments, Compliments and Complaints Procedure*. A full copy of this procedure is published on our website.
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The organisational policies that relate to this Policy include:

- *ICT and Data Security Policy;*

The organisational procedures that relate to this Policy include:

- *Audit Procedure;*
- *Comments, Compliments and Complaints Procedure;*
- *Learner, Employer and Partner Survey Procedure;*
- *Management Information System Procedure;*
- *Observation Procedure;*
- *Quality Management and Administration Procedure;*
- *Team Learning and Development Procedure;*