



CAPTIVA
LEARNING

QUALITY ASSURANCE FRAMEWORK AND POLICY

Captiva Learning Limited

Sept 2020

Date of Approval:	11 th Sept 2020
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Date of Review:	11 th Sept 2021

Contents

Contents	1
Purpose & Principles	1
Measuring Performance	2
Self-Assessment Process	2
Surveys	3
Observations of Teaching, Learning & Assessment	3
Internal Quality Assurance	4
Portfolio Sampling	6
Improving Performance	7
Quality Improvement Plan	7
Quality Improvement Group	8
Standardisation	9

Purpose & Principles

Captiva Learning Limited (Captiva) aspires to be an outstanding provider of apprenticeships. In order to achieve this, Captiva understands that every aspect of the learner journey must be of the highest standard and that achieving this will be an ongoing and daily challenge.

Captiva has a range of processes, systems, checks and balances in place to constantly monitor, manage and improve performance across all levels of our organisation. Quality is driven from the Apprenticeships Governance Board right through to the delivery teams on the ground supporting our apprentices.

This document outlines how Captiva assesses the quality of our provision, how the business responds to the feedback received from stakeholders, how leaders manage, and address identified areas for improvement and how continuous improvement is incorporated into every element of the business.

Our principles are:

- Quality is at the heart of everything Captiva does. Captiva will not just deliver apprenticeships; we are committed to delivering the **best** apprenticeship programmes.
- Captiva measures quality by quantifying the positive impact on the learner, whether by acquiring substantive new skills or other tangible outcomes. Leaders are committed to ensuring the quality of provision has a direct correlation with outcomes for learners.
- Captiva will not accept under performance in any area of provision and will actively support managers and staff to identify and resolve any instances where this occurs. The business is fully committed to providing staff with the support they need to offer the highest quality provision.
- Quality is part of Captiva's continuous improvement journey and is one that is open-ended. The business will never stop attempting to improve its offer to employers and apprentices and is committed to continuing to raise the bar wherever possible.

Measuring Performance

Self-Assessment Process

- Captiva's Self-Assessment process is the core of its improvement journey and forms the foundation of how the quality of provision is evaluated.
- Carried out annually, it involves staff at all levels in the organisation and ensures that a wide range of evidence types are used to inform judgements.
- The findings are formulated in a Self-Assessment Report (SAR) which is circulated to all staff and signed off by the Apprenticeships Governance Board each year.
- The SAR forms the basis of the Quality Improvement Plan which drives continuous improvement and supports the monitoring of how provision is developing over time and outcomes for learners are improving.

Surveys

- Captiva carries out regular surveys of staff, learners and employers. This is done using Survey Monkey and for customers is carried out at various points in the learner and employer journey.
- Learner Surveys are routinely conducted:
 - After induction
 - Midway through the programme
 - After achievement
- Employer Surveys are routinely conducted:
 - Midway through the programme
 - After achievement of a learner or cohort
- Summaries of the survey data are produced and distributed to the Apprenticeships Governance Board, Executive Leadership Team and Quality Improvement Group.
- The Survey Evaluation Group meets quarterly to review feedback and put action plans in place to ensure the business respond to any concerns raised and maximise the impact that stakeholder feedback has on our improvement journey.

Observations of Teaching, Learning & Assessment

- Observations form a fundamental part of our Quality Assurance Framework and will be carried out in line with the OTLA Policy, which is available to all staff on SharePoint, and can be supplied to customers and stakeholders on request via a member of the Quality Team.
- Frequency of observations is based on the outcome of a risk assessment carried out by the Head of Quality in line with the criteria in the OTLA Policy. Observations will include teaching, learning, assessment, induction and progress reviews to ensure all aspects of the learner journey are covered.
- Observations will be one of the following types:
 - **Graded:** observed performance is evaluated against the Education Inspection Framework 2019, adopting the 4-point grading scale used by Ofsted. The grade is given based on matching the observed performance to the grade descriptor that most accurately reflects the standard of performance.

- **Developmental:** Developmental observations are not graded. Instead, the focus is on recognising strengths and identifying areas for improvement in individual practice in order to drive continuous improvement and help new members of the team to prepare for graded observations.
- The observation schedule will aim to capture naturally occurring evidence of performance wherever possible, in order to gain an accurate picture of the teaching and learning that is taking place and the planning completed in advance of sessions, assessment and reviews.
- Observations will therefore be scheduled with the following level of notice:
 - **Short Notice:** staff will usually be given 2 days' notice of a planned observation. Short notice observations will include notice that an observer plans to complete a specific type of observation in the following week without providing details in advance of the specific session to be observed.
 - **No Notice:** Captiva may also conduct observations without notice, as part of internal inspections and quality reviews, in order to accurately inform the self-assessment process.
- Verbal feedback and the proposed grade for a graded observation should be given on the day of the observation. The report will be written within 7 working days and sent to PLM/SLT and line manager.
- Teachers and Tutors are encouraged to evaluate their own performance by identifying what went well and less well, prior to the observer providing their formal feedback.
- All feedback is evidence-based and clearly demonstrates how judgements reflect the grade for graded observations. IQAs will be careful to provide sufficient opportunity for the staff member to ask questions and seek clarification for any points that are unclear.
- Staff are responsible for updating their own CPD log and action plan with details of the actions that they propose to take, to address areas requiring improvement in their practice and to detail activities to improve their practice by at least one grade (unless delivery is already rated as outstanding in which case the aim should be to maintain the same level). Quality teams are responsible for checking that PLM/SLTs are completing their CPD log and carrying out actions therein.
- CPD must cover a minimum of 35 hours per year which directly link to management.
- A formal action plan will also be agreed within 10 days of the observations which focuses on up to three main areas for improvement.

Internal Quality Assurance

Sampling is the review of the quality of the PLM/SLT judgements at both interim and summative stages. Interim sampling is where an IQA samples a portfolio at stages throughout the learner's

qualification. This enables the IQA to identify any problems early on and provide support and/or share good practice. At the summative stage, the Internal Quality Assurer evaluates how a PLM/SLT reached their decision. IQAs can sample across units, evidence types and completed learning outcomes or units and the amount of sampling is based on the risk rating of the PLM/SLT.

The planned sampling will be led from the contents of this policy and by each individual PLM/SLT's risk assessed rationale. The Internal Quality Assurer will complete a risk assessment for each PLM/SLT to determine the appropriate risk band, being high, medium or low risk. IQAs must use the individual risk banding to provide the PLM/SLT with the appropriate level of support, enabling them to improve on their risk rating where required.

The scope of each risk banding is as follows:

Low Risk PLM/SLT: holds current CAVA award or equivalent, with over two years' experience in teaching and assessing; confident with company internal procedures and compliant with awarding body and Ofsted requirements and updates. The IQA must be confident with PLM/SLT practice before deeming a PLM/SLT a low risk. A low risk PLM/SLT must show capability of completing their full caseload in a timely manner and consistent level of high-quality work..

Medium Risk PLM/SLT: holds current CAVA award or equivalent, with over two years' experience in teaching and assessing; comfortable with company internal procedures and compliant with awarding body and Ofsted requirements and updates. Medium risk PLM/SLTs still require support to produce a consistent level of high-quality work and to manage their caseload effectively to ensure timely completion of learners.

High Risk PLM/SLT: within their probationary period; has the required sector-specific knowledge, however is currently working towards their CAVA or equivalent award. Any new PLMs/SLTs are banded high risk until the IQA feels confident with their performance, and/or if their practice still requires a high level of support to produce quality work and manage their caseload effectively to ensure the timely completion of their learners.

IQA confidence must be based on previous sampling, caseload management and observations of teaching, learning, assessment and learner journey audit. The risk banding of PLMs/SLTs is to be reviewed not less than twice per year. IQAs must complete rationale forms in full and make the appropriate updates. PLM/SLT rationale can change depending on experience, performance and familiarity with each qualification route. Medium and High Risk PLMs/SLTs who are unable to show an ability to improve, pose a risk to the qualification and the business and will be subject to performance management action as deemed appropriate by the Head of Quality and Head of Assessors.

All Internal Quality Assurance activity including observations of teaching, learning, assessment and learning journey audit will be led by this banding and the frequency and level of assurance is as follows:

Sampling Type	Low Risk	Medium Risk	High Risk
Interim Sampling	Not less than 25% of units or evidence whichever is greater, in each portfolio sampled over a range of methods.	Not less than 50% of units or evidence whichever is greater, in each portfolio sampled over a range of methods.	Not less than 75% of units or evidence whichever is greater, in each portfolio sampled over a range of methods.
Summative Sampling	Not less than 25% of units or evidence whichever is greater, in each portfolio sampled over a range of methods.	Not less than 50% of units or evidence whichever is greater, in each portfolio sampled over a range of methods.	Not less than 75% of units or evidence whichever is greater, in each portfolio sampled over a range of methods.
Observations	No less than one observation every six months	No less than one observation every 10-12 weeks	No less than one observation every 4-6 weeks

Where a PLM/SLT is not yet CAVA certified, they will be assigned learners and will work towards their CAVA qualification. All trainee PLM/SLT's work must be countersigned by a CAVA qualified mentor assigned to them.

Portfolio Sampling

Portfolio sampling takes place at both an interim stage and a summative stage and the amount and frequency of sampling for each PLM/SLT is in line with the risk rating system outlined above.

Sampling plans will be automatically generated on onefile. Sampling plans will be monitored, managed and audited by the Head of Quality to ensure that the planned sampling is being carried out in line with PLM/SLT rationales. The Head of Quality will meet IQAs monthly to review sampling plans and random sampling will be conducted across both completed and active portfolios. All Internal Quality Assurance will be recorded in the e-portfolio system.

When a sample has been completed, feedback will be recorded in full, detailing good practice, as well as areas of improvement. Where an action is recorded against a PLM/SLT, the IQA will set a deadline by which this action must be completed. The IQA will re-visit the action by the end of the timescale to ensure that this action point has been addressed.

As well as ensuring that awarding body requirements are met through portfolio sampling, the Head of Quality or IQA must also ensure that the PLM/SLT is providing the learner with a quality, documented learning journey. The Learner Journey Audit is conducted every other month and findings will be tracked and rag rated.

The sample should consist of a 10% random selection of learners from each of the PLM/SLT's caseloads.

The purpose of assuring the quality of the learner journey is to ensure that all learners are progressing and developing all the knowledge, skills, behaviours and competencies required from their individual starting point, supporting their preparation for life in modern Britain and developing their employability skills. This includes ensuring safeguarding, PREVENT and health and safety are being delivered effectively as part of every learner's programme.

The quality assurance of the learning journey will record details of:

- How well learning is planned
- How well learners benefit from constructive and supportive feedback
- How well formal progress reviews support the progression of learning
- How well learners benefit from information, advice and guidance
- How well learners benefit from regular contact and intervention
- How well learners are developing their maths, English and ICT skills
- How effectively safeguarding, including PREVENT, and fundamental British values are embedded into delivery
- How learners are benefiting from any additional support and qualifications
- How accurately 20% off the job training is being recorded and whether this is on target for achieving funding compliance

The report will detail key strengths and key areas of improvement for the PLM/SLT and agree any CPD/support that needs to be put in place to aid improvements. The audit report for each PLM/SLT is to be made available to the Head of Assessor and Head of Quality on the last working day of the month.

Improving Performance

Quality Improvement Plan

The foundation of our improvement journey is the Quality Improvement Plan (QIP). This is developed in response to our Self-Assessment Report (SAR) each year and incorporates all areas for development. As well as the SAR, other aspects of Captiva's quality framework will feed into the QIP, including:

- Feedback from learner, employer and staff surveys carried out throughout the year
- Actions identified as a result of External Quality Assurance partners such as awarding organisations
- External and internal audit findings
- Recommendations from Executive Leadership Team or Apprenticeships Governance Board

- Appraisals and CPD reviews that identify overarching issues impacting on quality of provision

The QIP is circulated to all staff members and available on SharePoint. It is a working document and will be updated regularly. The document is owned by our Quality Improvement Group which form a crucial part of our governance arrangements.

Quality Improvement Group

The Quality Improvement Group is responsible for ensuring that the actions identified on the Quality Improvement Plan and derived from the annual Self-Assessment Report are delivered. They have overall responsibility for the quality of teaching, learning and assessment and are able to direct other departments and personnel as required to ensure the quality improvement goals of the organisation are met.

1. Membership

Name	Job Title
Rebecca Gurley (Chair)	Head of Quality
Lisa Robson	Head of Operations
Zoe Reynolds	Head of MIS
Nick Heard	Executive Director
Nicola Reeves	Head of Assessors

The Quality Improvement Group is chaired by the Head of Quality and made up of the Executive Director and other senior managers.

2. Frequency

The Quality Improvement Group will initially meet weekly whilst revised quality improvement measures are implemented. The Quality Improvement Group will meet monthly once the arrangements are classed as business as usual.

3. Responsibilities

- Ownership of and responsibility for delivering on the Quality Improvement Plan (QIP)
- Coordination of the annual Self-Assessment process and development of the Self-Assessment Report (SAR)
- Ensuring that the organisation achieves the highest standards of teaching, learning and assessment and meets all awarding organisation, ESFA and Ofsted requirements
- Preparation for all External Quality Assurance visits and ensuring any actions identified are implemented by the Standardisation Group
- Management and implementation of the Internal Quality Assurance strategy

- Implementation of the Observation of Teaching & Learning strategy
- CPD requirements identified for all staff in line with the organisational CPD strategy

Standardisation

Standardisation meetings are held once per quarter per sector area, and more often if required. All PLMs/SLTs will attend all meetings across all qualifications provided by Captiva. IQAs will email the agenda of the meeting beforehand and the meeting will include the following:

- Reading of previous minutes
- IQA to give feedback on any IQA findings based on sampling, for example, evidence used or regarding assessment judgements
- IQA to give feedback on holistic findings from portfolio quality audits
- Discuss agreed approach to predetermined assessment criteria or units
- Share good practice
- Discuss problem criteria
- Planned activity for specific occupational area
- Any actions agreed
- Minutes taken

The planned activity is the standardisation of assessment methods and involves the following:

- Planned activity with a clear aim
- Activity using varied material across a range of PLMs/SLTs
- Agreed outcome and rationale recorded on standardisation activity
- Actions and by whom agreed

The Head of Quality will attend standardisation meetings regularly to observe the process and will hold IQA standardisation meetings quarterly to discuss and agree best practice.