



# Quality of Education

JC Training & Consultancy recognises that the quality of education provided to learners is the most significant factor influencing learner achievement, progression and long-term success. The organisation adopts the principles established within Ofsted's Education Inspection Framework and seeks to ensure that all provision demonstrates a clear rationale, effective delivery and measurable impact.

The curriculum is designed to meet the needs of learners, employers and industry sectors while ensuring alignment with apprenticeship standards, qualification specifications and occupational competence requirements. Curriculum planning considers the knowledge, skills and behaviours required for successful employment and progression and is reviewed regularly to ensure continued relevance.

Quality assurance activities focus on evaluating the intent, implementation and impact of the curriculum. Leaders evaluate whether programmes are ambitious, whether learning is sequenced effectively and whether learners develop substantial new knowledge, skills and behaviours throughout their programme.

Curriculum reviews consider employer requirements, labour market intelligence, learner feedback, achievement data and regulatory changes. Findings are used to strengthen curriculum design and ensure that programmes remain relevant, challenging and responsive to stakeholder needs

## **Apprenticeship Quality Assurance**

As an apprenticeship provider, JC Training & Consultancy recognises that quality assurance extends beyond the delivery of training sessions. Apprenticeship quality encompasses the entire learner journey from recruitment through to successful completion and progression.

Quality assurance activities evaluate the effectiveness of initial assessment, onboarding, induction, off-the-job training, progress reviews, workplace learning, gateway preparation and end-point assessment readiness.

The organisation ensures that apprentices receive their full entitlement to training and support and that off-the-job training requirements are planned, delivered and recorded in accordance with funding requirements.

Regular reviews evaluate whether apprentices are making expected progress against planned milestones and whether employers are fulfilling their responsibilities in supporting learning and development. Where progress concerns are



identified, intervention strategies are implemented promptly to minimise the risk of withdrawal or delayed achievement.

Gateway processes are subject to quality assurance to ensure that apprentices are appropriately prepared for end-point assessment and that gateway decisions are based upon robust evidence of readiness.

The effectiveness of apprenticeship provision is measured through achievement rates, timely achievement rates, progression outcomes, employer satisfaction, learner satisfaction and end-point assessment performance.

### **Leadership and Management of Quality**

The Board of Directors and Senior Leadership Team are responsible for establishing a culture in which quality improvement is embedded throughout the organisation.

Quality is regarded as a strategic priority and forms a standing agenda item at leadership meetings. Leaders regularly review performance indicators, quality assurance findings, learner outcomes and stakeholder feedback to evaluate organisational effectiveness.

Leaders ensure that quality assurance arrangements are sufficiently robust to identify strengths, risks and areas requiring improvement. Appropriate resources are allocated to support quality enhancement activities, staff development and continuous improvement initiatives.

The organisation recognises that effective leadership creates the conditions necessary for high-quality provision and therefore seeks to establish a culture of accountability, collaboration and professional reflection.

### **Risk-Based Quality Assurance**

JC Training & Consultancy adopts a risk-based approach to quality assurance. This enables resources to be targeted effectively and ensures that areas of greatest risk receive appropriate scrutiny and support.

Risk indicators may include poor learner progress, low achievement rates, negative learner or employer feedback, staffing changes, newly approved programmes, regulatory changes or concerns identified through observations and sampling activities.

The frequency and intensity of quality assurance activities are determined by identified risks and performance trends rather than solely by predetermined schedules.

Where risks are identified, improvement actions are agreed, monitored and reviewed to ensure that quality concerns are addressed promptly and effectively.



## **Observation of Teaching, Learning and Assessment**

Observations are undertaken to evaluate the quality of teaching, learning and assessment and to support continuous professional development.

Observations focus upon learner engagement, curriculum implementation, assessment practice, sequencing of learning, learner progress, inclusivity, safeguarding, British Values, careers education and the development of knowledge, skills and behaviours.

The organisation adopts a developmental approach to observation. The primary purpose is to identify strengths, share effective practice and support professional growth rather than to judge individual performance in isolation.

Observation findings contribute to professional development planning, standardisation activities and organisational quality improvement.

Where improvement needs are identified, appropriate coaching, mentoring and support arrangements will be implemented.

## **Learner Progress and Achievement**

Learner progress is monitored through a combination of formative assessment, progress reviews, learner discussions, portfolio sampling and performance analysis.

The organisation places significant emphasis on identifying learners at risk of falling behind and implementing timely interventions to support achievement.

Progress monitoring activities evaluate both academic achievement and wider development, including confidence, professional behaviours, workplace competence and readiness for progression.

Achievement data is analysed regularly to identify trends and monitor performance across different learner groups. Particular attention is given to identifying achievement gaps relating to protected characteristics, additional learning needs and other factors that may affect outcomes.

## **Continuous Improvement Culture**

JC Training & Consultancy is committed to fostering a culture in which continuous improvement forms part of everyday practice.



Continuous improvement is not viewed as an annual event linked solely to self-assessment. Instead, it is embedded within operational activities, leadership discussions, quality assurance processes and professional development arrangements.

All staff are encouraged to contribute ideas for improvement and to engage actively in reflective practice. Learners and employers are recognised as key partners in quality improvement and their feedback informs strategic and operational decision-making.

The organisation seeks not only to address identified weaknesses but also to build upon existing strengths and share effective practice across all areas of provision.