

Dove Nest Group

Quality Strategy

Document Control

Document Reference	DNG QS v3.0 2023
Title of document	Quality Strategy
Supersedes	DNG QS 2.0 2021
Approved by	Jenny Jones
Date of approval	04/10/2023
Publication/issue date	04/10/2023
Review date	Biennially
Distribution	BrightHR

AUTHORISATION

Approved



Signed:

Managing Director

Jenny Jones

04/10/2023

1. Introduction

Dove Nest Group is dedicated to providing the high-quality experience for all stakeholders. As part of this vision the quality monitoring strategy is integral to maintaining the integrity of qualification and evaluating the impact for our learners.

This quality framework covers all Apprenticeship programmes delivered directly by Dove Nest or via subcontractors/ partners. It identifies where we want to be and how we plan to get there

Dove Nest quality assures and continuously improves the learner experience leading to high satisfaction and high achievement in qualifications, skills, behaviours and jobs

The quality strategy is reviewed as required and shared with external stakeholders. It aligns with requirements from the ESFA, the Ofsted EIF, AOs, EPAOs and good practice in the education and training sector

Our Aims

- Provide an excellent learner experience to high standards ensuring robust controls for quality assurance and continuous improvement, which impacts effectively on learner's progression and destination.
- Provide a range of curriculum provision which meets the needs of the local and national skills agenda.
- Achieve minimum standards of performance.
- Meet regulatory requirements.

Scope

This strategy applies to employees of the Dove Nest who deliver Apprenticeship and Commercial programmes.

The objectives of the strategy are to:

- develop and implement an effective approach for the quality assurance of all aspects of the Learner Journey to include; Information, Advice and Guidance (IAG), learning and assessment, learner support, evaluating the experience of learners and measuring performance in relation to national benchmarks and standards.
- continually develop and improve learning and assessment.
- identify and acknowledge good practice and ensure that this is shared.
- inform the self-assessment process and Continuous Quality Improvement Action Plans.
- identify and support individuals, subject areas and Dove Nest of their / it's professional development needs.
- ensure that underperformance is identified and managed effectively.
- prepare Dove Nest for future audit, inspection or monitoring visits.

The current processes and strategies that are covered through this policy are:

1. Quality of Teaching, Learning and Assessment, Curriculum and IAG
2. Safeguarding and Prevent
3. Self-Assessment and Continuous Quality Improvement
4. Internal Inspection/ PQR
5. Internal Quality Assurance
6. CPD and Staff Development
7. Stakeholder Feedback and Analysis
8. Subcontractors and Partners
9. English and Maths

Roles and Responsibilities

This table is a list of duties/tasks each role is responsible for, therefore read downwards in a list.

Safeguarding and Prevent, DSL and responsible for policy updates and training to wider business sits with HR.

Operations Director	Head of Quality and Compliance (HQC)	Lead IQA	IQA	Funding and Compliance Lead
Support HQC in Ofsted Prep and during inspections.	Ofsted Lead, Ofsted Prep – review of inspection report; simulated mock assessment, prep plans	EPA Management / POC POC for AOs – overview, AO updates, learner reg and certs. Reporting of monthly EPA outcomes to HQC.	Sharing of feedback for QIP and training needs	Provide data for SAR on quality improvements made and required at LDS and learner level to the HQC
Data management and outcomes	Quality Strategy	Supporting EQA lead on visits and feedback	Provide data for SAR on quality improvements made and required at LDS and learner level to the HQC	Support HQC in Ofsted Prep and during inspections.
Quarterly Quality Focus Reporting to the Board	QIP Development, Sign Off and Monitoring	Sharing of feedback for QIP and training needs	Support HQC in Ofsted Prep and during inspections	Support QIP Development
	SAR Development and Sign off	Provide data for SAR on quality improvements made and required at LDS and learner level to the HQC	Support QIP Development	Support SAR Development
	Quality Cycle and strategy inc. staff CPD monitoring and development plans.	Support HQC in Ofsted Prep and during inspections	Support SAR Development	Management Reporting of data performance to HQC
	Quarterly Quality Focus Reporting to the Operations Director	Support QIP Development	OTLA visits, management and completion of reports and data/planning	Continuous Improvement
	IQA Management – IQA sample plans, IQA meeting minutes; IQA procedures and	Support SAR Development	Standardising delivery teams in use of systems and	Quarterly Quality Focus Reporting to the HQC

	standardisation planning		curriculum implementation	
	Curriculum cycle	OTLA visits, management and completion of reports and data/planning	Curriculum Development – contribute, build, review and approve	Data management and outcomes
	Document management supporting HR	Standardising delivery teams in use of systems and curriculum implementation	Curriculum Development – contribute, build, review and approve.	Standardising delivery teams in use of systems, curriculum implementation and compliance.
	EQA lead on visits and feedback	Curriculum Development – contribute, build, review and approve.		
	OTLA Policy			
	Oversee and plan the standardisation of delivery teams in use of systems and curriculum implementation.			
	SAR presentation to the board supporting Operations Director			
	Data management and outcomes			
	Quarterly Quality Focus Reporting to the Board supporting Operations Director			
	Standardising delivery teams in use of systems, curriculum implementation and compliance.			

This table is a list of duties/tasks each role is responsible for that may be shared in part/in whole, therefore read across.

Operations Director	Head of Quality and Compliance (HQC)	Lead IQA	IQA	Compliance and Customer Experience Manager
Data Management Outcomes	Data Management Outcomes			Data Management Outcomes
Quarterly Quality Focus Reporting to Board	Quarterly Quality Focus Reporting to the Operations Director			Quarterly Quality Focus Reporting to the Operations Director
	Standardisation, staff CPD, LDS inductions and systems training (delivery)	Standardisation, staff CPD, LDS inductions and systems training (delivery)	Standardisation, staff CPD, LDS inductions and systems training (delivery)	
	OTLAs and IQA Sampling	OTLAs and IQA Sampling	OTLAs and IQA Sampling	
	Systems visits/EQA visits/CMI/ C&G/ ILM updates - monthly	Systems visits/EQA visits/CMI/ C&G/ ILM updates - monthly		
	Facilitating and supporting with curriculum and programme design	Facilitating and supporting with curriculum and programme design	Facilitating and supporting with curriculum and programme design	

POC – Point of Contact

EQA – External Quality Assurance

AO – Awarding Organisation

EPA – End Point Assessment

1. Quality of Teaching, Learning and Assessment

Teaching, Learning and Assessment at Dove Nest is focused on delivering high quality, experiential TLA for all learners in a supportive and innovative environment.

Dove Nest endeavours to give every learner an experience that meets their needs and enables them to develop the necessary transferable skills, including the functional, enterprise and digital literacy skills that are needed by a workforce alongside achieving their chosen qualification.

Dove Nest has fundamental principles which guide TLA:

- ❖ Learner success is an essential goal of the organisation
- ❖ Learner success is predominantly reliant on their teaching, learning and assessment experience
- ❖ Ensuring the quality of the learner experience correlates with learners remaining on programme and successful completion of all their aims in a timely manner
- ❖ Learners' wider Dove Nest Experience, including supportive, pastoral and enrichment activities, plays a vital role in supporting teaching, learning and assessment
- ❖ Dove Nest systems enable the measurement, evaluation and subsequent intervention for learner success

Dove Nest implement rigorous monitoring of delivery through a range of activities in line with Ofsted's EIF curriculum visits. These activities will include **observations, learner and employer interviews and work scrutiny through deep dive assessments rotated by programme checking intent, implementation and impact is clear**. Regular systems monitoring will take place to ensure that quality procedures are being followed and Awarding Organisation requirements are being met.

A robust programme of support for all staff including teaching qualifications, compliance training, tailored CPD workshops, ring-fenced allocated time for development and 360-degree feedback. Monthly individual reporting will be held to track delivery staff's performance, quality of delivery, CPD completion and development undertaken.

Trainers responsible for the delivery of teaching, learning and assessment to apprentices are supported and monitored by their line manager and IQA.

The delivery staff will be risk rated and the frequency of monitoring activities will be determined by need. Staff will be trained in the requirements of teaching, learning and assessment and those who carry out monitoring activities will be trained and moderated.

Ongoing trend analysis will be used to inform and shape the focus for development plans for Teaching, Learning and Assessment and to measure progress and achievement against set milestones. These will be included in the Standardisation Plan and where appropriate in the Continuous Quality Improvement Action Plans and reviewed in line with this strategy.

Please refer to Observation of Teaching, Learning and Assessment Policy for further information.

2. Safeguarding and Prevent

The Quality Team, the DSL and H&S and Safeguarding Leads ensure that Dove Nest's commitment to Safeguarding, Prevent, Equality and Diversity and fundamental British Values is understood and adhered to by all staff and learners.

Dove Nest is committed to:

- providing a democratic environment free from discrimination, harassment, or victimisation
- promoting welfare, respect, tolerance, and dignity
- safeguarding, including from radicalisation and violent extremism
- promoting equality of opportunity, and an inclusive learning and working environment

To fulfil these commitments, we:

- hold monthly H&S and Safeguarding Committee meetings
- complete an annual review of risk assessment for Prevent
- complete an annual review of policies and procedures
- complete annual staff training refreshers for Safeguarding and Prevent

- provide learner support and guidance through induction, modules, and milestone reviews to embed understanding and provide a conduit to raise/identify concerns.

Please refer to Safeguarding and Prevent Policy for further information

Internal Quality Assurance

Internal quality assurance at Dove Nest will appraise and support teaching, learning and assessment delivery to ensure that it is effective, consistent and in line with Ofsted and Awarding Organisation requirements. We will:

- ensure that all learners are aware of, and satisfied with, the teaching, learning and assessment processes
- ensure the Internal Quality Assurance Cycle and Process is being adhered to and compliant with all AOs, EPAOs and other regulatory bodies
- maintain quality and requirements within teaching, learning and assessment practice
- ensure all trainers and tutors, hold or are working towards the relevant qualification(s) and are occupationally competent and current to regulative bodies requirements
- identify the development and training needs of trainers and tutors
- identify best practice and share with trainers and tutors
- identify trends, themes and highlight any potential risks and issues

To fulfil these commitments, we:

- provide quarterly IQA sampling and feedback
- complete annual centre reviews from each Awarding Organisation
- complete annual subject EQA visits, as a minimum
- complete annual EPAO reviews
- complete Trainer risk gradings
- complete deep dive assessment activities by programme
- complete EPAO data analysis to identify areas for improvement
- complete quarterly standardisation meetings, as a minimum, for all delivery and IQA staff

Subcontractors and Partners

Dove Nest highly values provision which is delivered by partners or subcontractors. In most cases, partners and subcontractors have existing quality assurance systems which match or compliment Dove Nest's quality arrangements.

Dove Nest expects partners to meet the quality requirements through:

- A robust due diligence process
- Monthly performance monitoring including learner progress tracking
- Compliance audit and quality visits, frequency based on risk rating
- Annual Risk Analysis – success rates, audit controls, employer/learner feedback, quality reviews

To check these are occurring/in place, we:

- have a Subcontracting Policy and Due Diligence Process in place
- hold regular meetings with the subcontractor (supply chain partner) to;
 - review quality documentation (i.e., OLTAs, sampling plans, sample reports, standardisations, and trainer development logs)
 - safeguarding policies are in date and any reports made,
 - review of EPAO monthly meetings
 - plans for completion of learners timely or any withdrawals
 - review of their quality improvement plans
 - confirm evidence of learning is occurring in line with their curriculum
- conduct bi-annual internal and external audits
- risk rate our subcontractors and increase support/interventions are deemed appropriate and necessary
- complete annual review of subcontractor delivery and performance to inform Dove Nest Group's SAR and QIP.

Note: Dove Nest do not subcontract extensively or continuously and reserve the right to terminate any subcontracted provision where there is a high level of risk or a lack in alignment to vision and values.

CPD and Staff Development

Dove Nest aims to create a progressive and forward-thinking culture of staff development which meets the aspirations of all staff and the needs of the business and all earners.

We aim to create a “learning community” which shares best practice, develops ways to innovate CPD and foster improvement in all areas with an impact on the learners’ and clients’ experience.

We are committed to focus on the 6 fundamental principles to ensure the above is being met across the Dove Nest learning community:

- Focusing on learner impact.
- Highlighting the importance of dual professionalism
- Adopting a reflective and standardised approach
- Providing a good range of CPD activities
- Encouraging the use of innovative technology
- Ongoing performance improvement

To fulfil these commitments, we:

- maintain a standardisation calendar of events for the year influenced by the SAR, QIP and identified trends.
- monthly CPD activities, based on risk grading of Trainers and business need, recorded within the IQA monthly reporting per Trainer.
- have a robust and integrated induction, wellbeing and professional development appraisal process which links to monthly KPI's, CPD and quality of education delivered.
- 1-2-1 performance reviews with staff monthly/quarterly (team/department dependent) which interconnects to the appraisal process.
- IQA and EPA feedback – standardisation activities and sessions; programme specific; best practice, SMEs, AO feedback.
- OTLA themes and trends – sessions.

Self-Assessment and Quality Improvement

Dove Nest aims to be a reflective yet progressive and forward-thinking leadership and management provider. We are committed to acting pro-actively based on experience and changing trends in the educational landscape.

To achieve this, we have a robust self-assessment cycle which informs the quality improvements across the organisation. We commit to:

- regularly reflect on performance to identify strengths, areas of development and opportunities
- continuously improve on strengths.
- be proactive in identifying and acting on areas requiring improvement.
- make decisions based on and around our ethos in the best interests of our company, learners, and employers when seeking new opportunities.
- develop and implement plans which meet our aspirations and the needs/requirements of the sector.

To fulfil these commitments, we will:

- Complete quarterly position statements
- Complete quarterly reviews/updates of the QIP
- Seek and utilise feedback from staff, learner, and employer (inc. subcontractors) surveys
- Remain current in external factors i.e., changes in sector requirements, trends, data releases, AO and EPAO updates
- Use all the above points to complete an annual SAR

See Fig 1 and 2

Self-Assessment and Quality Improvement Cycle

Fig 1

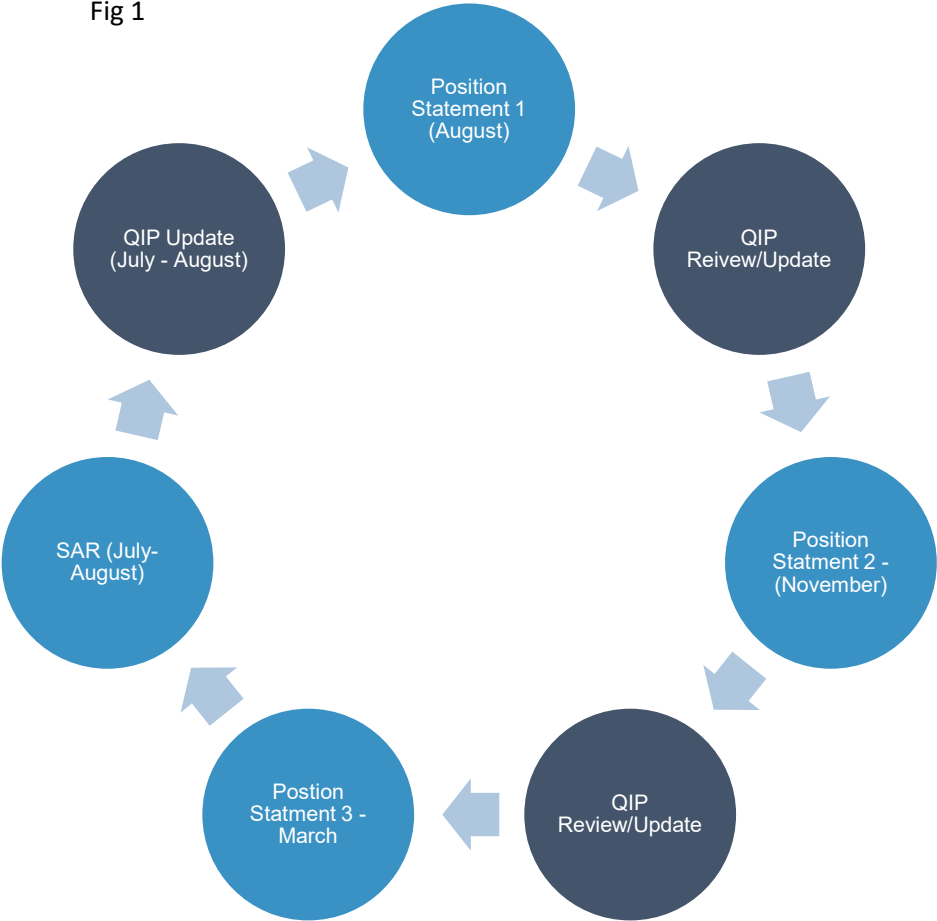
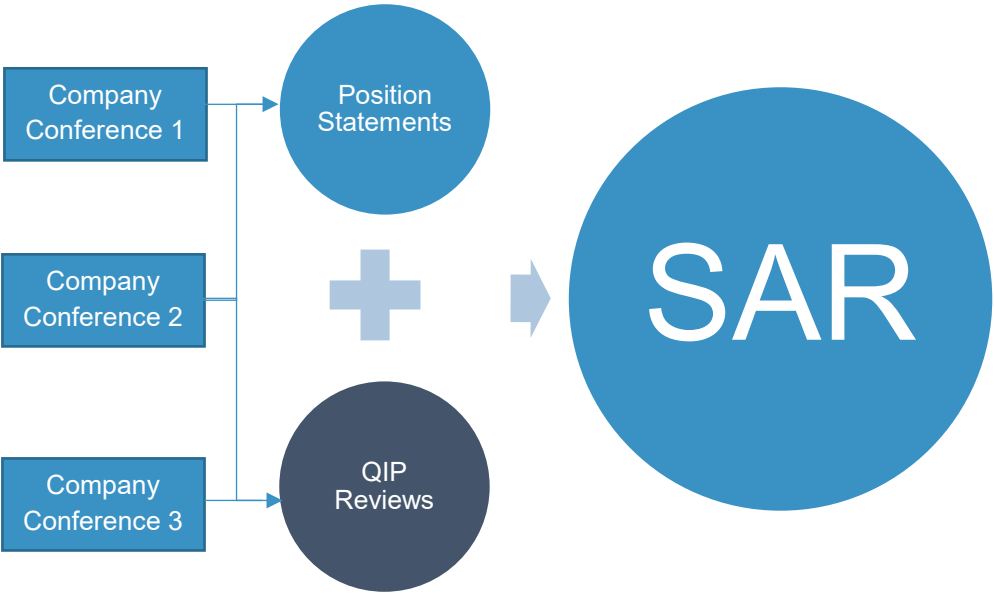


Fig 2



English and Maths

Dove Nest believe that English and maths skills are important as they help to develop and secure the broader range of aptitudes, attitudes and behaviours that will enhance the learners' journey and enable learners to make a positive contribution to the communities in which they live and work. They are also necessary in developing a commitment to lifelong learning, improving employability and progression in a changing labour market and cultivating the skills that our economy and employers need.

Dove Nest is committed to providing high quality English, maths and Functional Skills programmes to support progression and achievement. We are committed to providing opportunities for all learners to develop their English and maths beyond their level at entry and where appropriate, gain accreditation for this.

Successful development of English and maths is achieved through a whole organisational approach concentrating on the following:

- Providing robust procedures for initial assessment and diagnostics
- Thorough planning, reviewing and monitoring of learners' progress recorded on an Individual Learning Plan (ILP)
- Integrating and developing English and maths throughout learners' work placement/apprenticeship and qualification.
- Stretching and challenging all learners with supporting enrichment activities.
- Effective support systems (identification of learner support, staff development, inclusive resources)
- Effective internal quality assurance and moderation to the required quality standards.
- Clear communication and defined procedures for sharing good practice.
- Robust and comprehensive continuous quality improvement.

Functional Skills Delivery Process and Guidance

