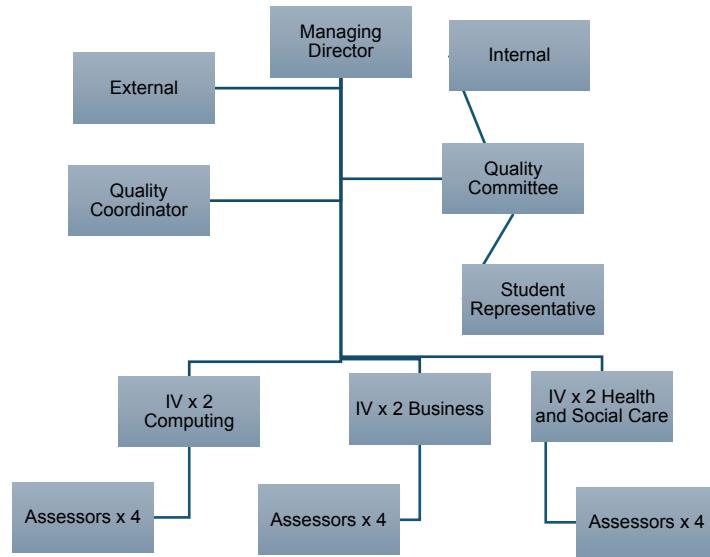


Quality Assurance System



Quality Assurance Structure

Stanfords Training is committed to maintaining the highest standards of quality assurance, in alignment with the standards for apprenticeship programmes in England, Wales, and Northern Ireland. Recognising our learners as our most valuable resource, we ensure that the teaching provided, and the qualifications awarded on behalf of accrediting bodies are based on the achievement of measurable outcomes and attainment. Our students benefit from integrated tuition that incorporates comprehensive learning experiences, enabling them to access structured and coherent programmes of study. Our commitment is to support our students in developing analytical skills and a diverse range of competencies.

To achieve this, Stanfords Training has implemented the following quality assurance structure:

External Quality Assurance

To maintain the highest standards, Stanfords Training receives educational oversight from Ofsted and external examination and verification from Pearson, NCFE, AAT, and LRN for the courses we offer. Stanfords Training operates in accordance with Ofqual's *General Conditions of Recognition* and the quality assurance frameworks of all awarding organisations with which the centre is approved. The centre ensures that all assessment and internal quality assurance activities fully comply with the most recent guidance and centre handbooks issued by these awarding organisations and with national standards for regulated qualifications.

Internal Quality Assurance

Centre Roles and Responsibilities

Stanfords Training defines clear roles and responsibilities to ensure quality assurance is consistently applied:

Centre Manager / Quality Nominee

Acts as the main point of contact with awarding organisations, ensuring compliance with all external quality assurance requirements.

Internal Quality Assurer (IQA)

Monitors assessment decisions, sampling, and standardisation to maintain consistency and fairness.

Assessors

Conduct fair, valid, and reliable assessments in line with awarding body specifications.

Tutors

Deliver and support learning in accordance with approved schemes of work and assessment plans.

Learner Support Staff

Provide advice, guidance, and assistance to enable equal access to learning and assessment opportunities.

The Managing Director

Oversees all quality assurance activities and receives regular updates from the Quality Committee and the Quality Coordinator.

The Quality Committee

Composition: The committee consists of the following members:

- The Recruitment Manager
- The Academic Coordinator
- The Quality Coordinator
- The Head of the Computing Department
- The Head of the Health and Social Care Department
- The Head of the Business Department
- The Student Representative

Remit: According to the Academic Framework, the committee ensures that learners studying for HNC at level four demonstrate:

- A strong knowledge of the underlying concepts and principles associated with their subjects, with the ability to evaluate and interpret these principles within the subject's context.
- The ability to present, evaluate, and interpret qualitative and quantitative data to develop arguments and make sound judgments in line with the basic theories and concepts of their subject(s).
- The capability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.
- Effective communication of study/work results, using structured and coherent arguments.
- The capacity to undertake further training and develop new skills within a structured environment.
- The qualities and transferable skills necessary for employment, requiring the exercise of some personal responsibility.

Consideration for learners studying at levels 2, 3, and 4:

Knowledge and critical understanding of the well-established principles in their area(s) of study and how these principles have evolved.

The ability to apply underlying concepts and principles beyond their initial context, including in an employment context.

Knowledge of the main methods of enquiry relevant to the subject(s) of the named award, and the ability to critically evaluate the appropriateness of different approaches to problem-solving in the field of study.

An understanding of the limits of their knowledge, influencing their analyses and interpretations based on that knowledge.

Consideration for students studying for ACCA and BTEC diploma in Strategic Management and Leadership at level seven:

- Systematic understanding of knowledge, coupled with a critical awareness of current problems and new insights, much of which is informed by the forefront of their academic discipline or area of professional practice.
- Comprehensive understanding of techniques applicable to their research or advanced scholarship.
- Originality in applying knowledge, along with a practical understanding of how established research and enquiry techniques are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables students to:
 - Critically evaluate current research and advanced scholarship in the discipline.
 - Evaluate methodologies, develop critiques, and where appropriate, propose new hypotheses.

- The ability to tackle complex issues systematically and creatively, make sound judgments in the absence of complete data, and communicate conclusions clearly to both specialist and non-specialist audiences.
- Demonstration of self-direction and originality in problem-solving, with the autonomy to plan and implement tasks at a professional level.
- The ongoing advancement of knowledge and skills to a high level.

Graduate Outcomes:

Qualities and transferable skills necessary for employment, requiring initiative, personal responsibility, decision-making in complex and unpredictable situations, and independent learning for continuing professional development.

The Student Representative

Plays a critical role in reviewing and enhancing quality within the college. Working closely with the Quality Coordinator and reporting to the Quality Committee, the student representative actively represents the views of all students. They provide feedback on the quality of teaching, assignments, study support, and facilities.

The Quality Coordinator

Reports to the Principal and is responsible for total quality management at Stanfords Training.

Internal Quality Assurance Framework

Stanfords Training is an accredited centre for AAT, NCFE, LRN, and Pearson and meets stringent internal quality assurance standards. Compliance with these standards is regularly monitored by awarding bodies, who report on the progress of any agreed-upon actions for quality improvement.

Internal Verification

Definition and Purpose

- Effective internal verification ensures that assessment practices and decisions are consistently reviewed and evaluated, ensuring the validity of awarding credit.

Guidance on Internal Verification

Stanfords Training has a robust quality system supporting programme delivery. This system incorporates the following principles:

- A well-informed, committed, and adequately supported team of tutors.
- Adequate resources to support learners.
- Guidance and support for learners, accommodating individual needs.
- Equal opportunities in practice, maximising learner participation.

- Inclusive assessment procedures offering participation, equity, and reliable standardisation.
- Efficient systems for recording and evaluating.

Implementing Internal Verification

Internal Verification is integral to ensuring the achievement of desired outcomes. It involves sampling and evaluating assessment practices and decisions to maintain consistency and fairness. The process includes verification and standardisation, led by internal verifiers.

Internal Verification Activities

- A detailed plan of activities is developed, specifying timelines, participants, and documentation processes.
- New tutors/assessors receive comprehensive induction and ongoing support to ensure they understand assessment requirements and procedures.
- Assessment must be structured and aligned with verification processes to ensure it benefits learners and supports effective internal verification.
- The internal verifier samples assessment practices to ensure they meet set standards and are consistently applied across all provision.

Standardisation and Record Keeping

Regular standardisation meetings are held throughout the academic year to ensure consistency in assessment and internal verification practices across all subject areas. Minutes of each meeting, sampling records, assessment decisions, and feedback to assessors are maintained and securely stored in line with awarding body requirements. All assessment and verification records are retained for a minimum of five years following certification, ensuring full traceability and accountability during external quality assurance visits.

Internal Verification Model

- The model ensures participation from all tutors/assessors, covering all Edexcel provision.
- Certain assessors are designated as internal verifiers, responsible for verifying others' work. The Quality Nominee oversees the verification process.

Reasonable Adjustments and Special Considerations

Stanfords Training ensures fair and equitable access to assessment for all learners in accordance with the Equality Act 2010. Reasonable adjustments and special considerations are applied following the policies and guidance of each awarding body to ensure that no learner is unfairly disadvantaged.

Data Protection and Record Security

All learner assessment records and personal data are handled and stored securely in compliance with UK GDPR and the Data Protection Act 2018. Access is restricted to authorised staff only, and electronic records are password-protected.

Quality Cycle

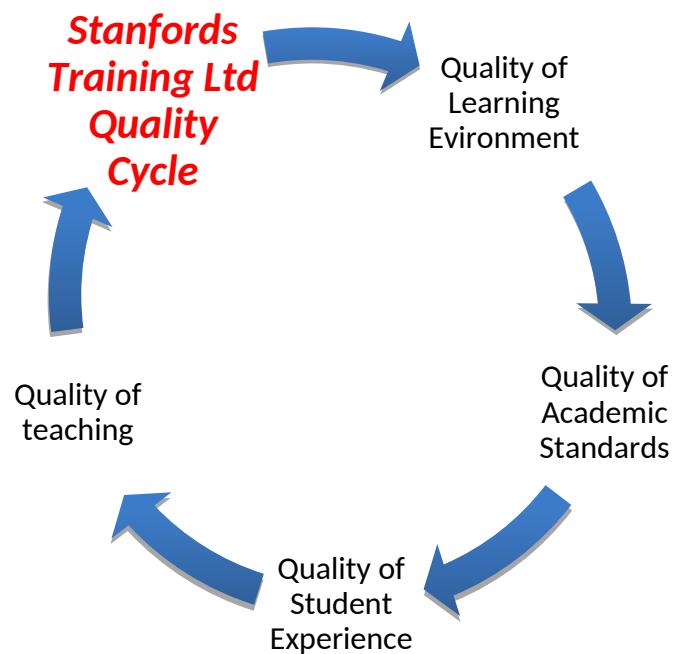
The Stanfords Training quality cycle involves a continuous review of the following areas:

Quality of the Learning Environment - Includes management reviews of health and safety, welfare, spiritual needs, facilities, resources, and equipment.

Quality of Academic Standards - Involves reviews of the academic framework, code of practice, and subject benchmarks.

Quality of the Student Experience - Reviews student feedback, quality questionnaires, and suggestions for improvement.

Quality of Teaching - Involves reviewing teaching approaches, student learning styles, peer review systems, assessment, and staff development.



Appeals, Malpractice, and Maladministration

Stanfords Training maintains clear and transparent procedures for the management of learner and staff appeals, and for reporting and investigating any instances of malpractice or maladministration. These procedures comply with Ofqual's requirements and the policies of

all awarding bodies. All learners and staff are informed of these procedures during induction and training.

Self-Assessment and Quality Improvement

The Quality Committee conducts an annual Self-Assessment Report (SAR) and develops a Quality Improvement Plan (QIP) based on findings from internal audits, learner feedback, and external verifier reports. These documents are used to drive continuous improvement and align the centre's operations with the Ofsted Education Inspection Framework (EIF).

Staff Development and Continuing Professional Development (CPD)

All tutors, assessors, and internal quality assurers undertake regular CPD activities to maintain occupational competence and current assessment practice. CPD records are maintained as part of staff files and are reviewed annually as part of the centre's performance management and quality assurance process.

Subcontracting and Partnership Arrangements

Where any delivery or assessment is undertaken through partnership or subcontracted provision, Stanfords Training ensures robust agreements, monitoring, and quality assurance arrangements are in place. All partners are reviewed annually to confirm compliance with ESFA and awarding body standards.

Policy Date: 01/11/2025

Next Review Date: 31/10/2026



Signature:

Name: Mohamed Sowe

Position: Managing Director