Quality of Training and Outcomes Policy

1. Quality Policy Statement of Intent

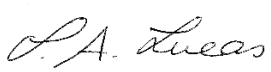
At the heart of our mission is a commitment to delivering outstanding vocational training and employment support services that make a meaningful difference to individuals, employers and communities. Our vision for quality improvement is to create a learner-centred, inclusive, and innovative learning environment where every individual can achieve their potential, and employers can access the skilled workforce they need.

We are driven by a culture of continuous reflection, learning, and improvement, ensuring that our provision remains relevant, high-quality and responsive to both learner needs and local economic priorities.

The objectives of Coventry and Warwickshire Chamber of Commerce Training's quality policy are:

- To identify to all employees, their responsibility in the delivery of a consistent Quality Management System in accordance with national and international standards, including ISO9001:2015
- To ensure interested parties are clearly identified, their needs understood and subject to regular review.
- To assist in the implementation of effective quality control systems affecting the provision of requirements for all customers and interested parties.
- To ensure that all products and services comply with customer and funder specification requirements and are fit in every way to suit their intended purposes.
- To identify and manage the risks and opportunities associated with processes.
- To identify the causes of product/service non-conformity in order to implement corrective and preventative action to prevent a re-occurrence.
- To review at regular intervals the overall performance of the quality system operated within the company to ensure its relevance and efficiency and to set quality objectives in each area of the company to ensure continual improvement.
- To encourage all employees to participate in preparation, implementation and evaluation of activities, culminating with a review of quality management and provision of annual self-assessment.
- To conduct a process of continual improvement facilitated by management review and annual self-assessment in line with the Education Inspection Framework.

Suppliers to the company will be actively encouraged to improve the quality and reliability of their products and services while achieving and maintaining a long term relationship of loyalty and trust between buyer and seller. The performance of suppliers and subcontractors is continuously monitored to ensure quality of service. An intrinsic aspect of this is the annual management review and self-assessment of provision.



Sally Lucas
Executive Director

2. Aspirations

a. Excellence in Teaching, Learning, and Assessment

We aspire to provide consistently outstanding teaching and learning experiences, underpinned by innovative methods, digital technology and employer collaboration where we raise aspirations for all learners, regardless of their starting points.

b. Outstanding Learner Outcomes

Our vision is to improve life chances, supporting learners to progress into sustainable employment, higher-level learning and career advancement. We strive for high achievement, positive destinations, and outstanding learner satisfaction.

c. Employer and Stakeholder Confidence

We aim to be the training partner of choice for employers, providing flexible and responsive training solutions that meet sector skills demands and support economic growth.

d. Inclusive and Equitable Access

We are committed to removing barriers to learning and promoting inclusive practices that ensure all individuals—regardless of background—have access to high-quality education and skills development opportunities.

3. Objectives

a. Enhance the Quality of Teaching, Learning, and Assessment

- Implement ongoing observation and coaching for training staff.
- Share best practices and facilitate peer learning through structured CPD.
- Embed digital innovation, such as immersive classrooms and VR, to enrich learning.

b. Promote Learner Voice and Engagement

- Actively collect and analyse learner feedback through surveys, focus groups and learner forums.
- Use learner insight to shape curriculum design, delivery and support services.

c. Strengthen Employer Involvement in Curriculum Design

- Co-design programmes with employers and industry experts to ensure relevance and employability.
- Establish employer forums to gather feedback and shape quality improvements.

d. Continuous Improvement through Robust Quality Assurance

- Maintain ISO 9001 accreditation and embed our Quality Management System across all provision.
- Conduct annual self-assessment (SAR) and develop targeted Quality Improvement Plan (QIP).
- Use internal audits, compliance checks and external scrutiny to drive improvements.

e. Monitor and Improve Learner Progression and Achievement

- Set ambitious but realistic KPIs around learner retention, achievement and progression.
- Track learner data through a robust Management Information System to identify and address gaps.

f. Invest in Staff Development and Wellbeing

- Deliver structured CPD programmes to build capacity, focusing on pedagogical skills, sector knowledge and digital literacy.
- Foster a culture of collaborative working, reflection and professional excellence.

3. Key Performance Indicators

CWCCT has a range of quantitative and qualitative measures in place to assess organisational performance and the effectiveness of activities to improve outcomes for learners. Senior leader and managers apply robust performance management, undertaking monthly analysis of data and reports using a sophisticated MI system (PICs). Visual trackers are displayed on a data dashboard using a RAG rating (+/- 5% to target) which provides a focus for discussion in structured team meetings which are scheduled throughout the year.

a. Learner Recruitment and Engagement

- Enrolment numbers – target % of planned learner starts per programme
- Recruitment against target groups – NEETs, unemployed adults, underrepresented groups
- Learner attendance and engagement rates – target 90% average attendance across all sessions

b. Retention and Achievement

- Learner retention rates – target 90% of learners retained to programme completion
- Qualification achievement rates – target 75% of learners achieving
- Timely achievement rates – target % of learners achieving with agreed timescales
- Pass rates and grade distributions – target of 65% of learners achieving merits/distinctions

c. Progression and Outcomes

- Progression into employment or further learning – target % per programme
- Sustained employment outcomes – target % 13-26 weeks
- In-work progression – target % learners achieving wage progression or new roles following training

d. Learner Experience and Satisfaction

- Learner satisfaction scores – target 90% positive feedback in teaching, learning and assessment
- Learner voice participation – quarterly learner forums take place
- Learner complaints and resolution – all complaints are resolved within 10 working days

e. Employer Engagement and Satisfaction

- Employer satisfaction rates – target 90% satisfaction with communication, delivery and outcomes
- Employer involvement in curriculum design – target % of programmes co-designed with employer input
- Employer focus groups – quarterly employer forums take place
- Repeat business from employers – target 65% of employers engaging in additional training within 12 months

f. Quality Assurance and Compliance

- IQA completion rates – target 100% of sampling plans completed on time
- Observation of teaching, learning and assessment – target 100% of delivery staff observed annually with 90% achieving good or outstanding
- Deep dives – target 15 deep dives per academic year
- Compliance audit outcomes – target 100% compliance, zero critical audit findings

h. Equality, Diversity and Inclusion

- Learner demographics compared to local population – target reflective of local demographics, with positive action where gaps exist
- Achievement gaps – target achievement gaps at no more than 5% between groups

i. Staff Development and Capacity Building

- Staff CPD participation – target 100% of staff complete at least 20 hours of CPD annually
- Staff satisfaction and wellbeing – target 90% staff satisfaction through annual survey
- Staff retention rates – target 90% retention of key delivery staff

j. Innovation and Digital Delivery

- Utilisation of digital learning resources – target 100% of programmes incorporate digital learning content
- Learner digital skills development – target % of learners reporting improved digital literacy following programme completion

k. Environmental and Social Responsibility

- Green skills development – target increase in learners' understanding of sustainability and green jobs
- Carbon reduction – target reduction in paper usage, travel

4. Self-Assessment

CWCT completes annual self-assessment in line with the Education Inspection Framework. This provides a detailed review of company performance, identification of the strengths and areas for improvement within apprenticeship training. A comprehensive, documented quality improvement plan sits alongside the self-assessment and provides the vehicle for managing quality improvement. Self-assessment is all inclusive of staff, learners, employers and wider stakeholders. The quality improvement plan is monitored on a quarterly basis by management and delivery team representatives.

Curriculum reviews are an integral part of self-assessment which are undertaken annually, involving teaching, learning and assessment delivery staff, employers and learners as well as senior management. The findings are fed into the annual self-assessment and quality improvement plan.

5. Observations

CWCT has comprehensive arrangements in place to quality assure the learning experience, with observations of all aspects of the learning journey systematically planned and undertaken on 3 levels:

- Management-led
- IQA-led
- Peer to peer

Management also undertake learning walks to ensure sight of the broader learning context and focus on the impact on the learner.

Observations are scheduled throughout the year and are used for performance management purposes, sharing of best practice, gathering feedback from learners/employers and to inform continuous improvement. Management analyse observation findings on a monthly basis and complete an annual summative overview.

6. Deep Dives

To further enhance the quality assurance process, annual deep dives will be conducted on specific areas of training and assessment. These in-depth evaluations will focus on:

- Curriculum Effectiveness: Ensuring learning programmes align with industry requirements and learner needs.
- Assessment Practices: Evaluating the reliability and validity of assessment methods.
- Learner Progress and Outcomes: Analysing learner achievement, feedback and progression rates.
- Staff/volunteer Development: Identifying targeted training and support needs for staff and volunteers.
- Inclusion and Engagement: Assessing how well diverse learner needs are being met and inclusive practices are being applied.
- Use of Technology: Examining the effectiveness of digital tools and resources in training delivery.

Deep dives will involve:

- Document Reviews: Analysing lesson plans, assessment records and learner feedback.
- Learner, Employer and Staff/Volunteer Interviews: Gathering qualitative insights into the learning experience.
- Data Dive: Analysing performance data (retention, achievement, progression and destinations)
- External Reports: Analysing Awarding Body reports and other external audit findings
- Classroom or Training Observations: Conducting focused observations on specific areas of improvement.
- Action Planning: Providing recommendations and tracking progress for identified areas of enhancement

7. Curriculum Reviews

Curriculum reviews will be conducted across all sectors in the culmination of quality assurance activity pre-self assessment.

Learner and Employer Feedback

There are well established arrangements in place to capture learner and employer feedback as part of quality management initiatives, including course evaluations and satisfaction surveys. CWCT has a document Learner Involvement Strategy and Employer Engagement Strategy which provide a framework for ensuring feedback is effectively gathered. This includes surveys undertaken at key points in the learning journey:

- Start
- Three months from start
- Mid-point
- Annual
- Exit

In addition, CWCT undertakes telephone surveys to learners and employers on a monthly basis to gather real-time feedback at sector level.

Management analyse feedback monthly and act on findings. A summary of feedback is analysed as part of CWCT's annual management review of overall company performance.

CWCT also has learner and employer focus groups in place, which provide an opportunity to gather feedback face to face. They are led by management on a quarterly basis and operate at vocational sector level.

CWCT adopts a 'You said.. We did' strategy which ensures learners and employers are aware of the steps CWCT has taken based on feedback through newsletters and visual displays in the centre.

8. Internal and External Audit and Management Review

CWCT has a structured approach to internal and external quality audit to ensure processes and procedures are consistently maintained to a high standard. In line with ISO9001, there is a documented internal audit schedule across all aspects of the learner journey. A dedicated internal audit team undertake audit and reporting findings to management on a monthly basis. Systems and processes are also subject to external audit by an independent body twice per year. The findings of which are reviewed within CWCT's annual management review which is led by senior management and includes a detailed analysis of all aspects of the quality system and company performance, including KPIs, observations, learner/employer feedback and continuous improvement.

9. Management of Under-performance

A wide range of data is analysed by management on a monthly basis to monitor performance of training. This includes monitoring of quantitative information (starts, retention, achievement,

progression and destination) against business targets. A performance management framework is in place to trigger corrective interventions, based on a RAG rating where action is triggered based on 5%+/- tolerance. An established MI system provides real-time data at learner, sector and programme levels. Qualitative data (satisfaction surveys, observation findings) are also reviewed monthly by management to ensure a 360° view of the learning experience is monitored.

Actions include:

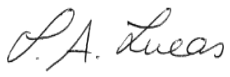
- Additional staff/volunteer resource allocation
- Change in staff/volunteer resource allocation
- Training and development
- Additional learning need support
- Coaching and mentoring
- Performance management

10. Related Policies and Strategies

- Retention and Achievement Policy
- Learner Involvement Policy
- Employer Engagement Strategy
- Progression and Exit Strategy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Behaviour Management Policy
- Learner Attendance Policy

11. Monitoring and Review

This policy will be reviewed annually.



Signed: (Executive Director) Date: 3rd August 2026