**Quality Strategy**

The Vision

Projecting Success places a significant emphasis on learning as a key driver of professional growth and organizational success. Our vision for learning is:

1. Data-Driven Insights for Continuous Growth: Empowering professionals to make better decisions through a deep understanding of advanced analytics and emerging technologies.
2. Bridging the Skills Gap: Offering tailored training programs that equip individuals and organizations with the skills needed to thrive in an increasingly data-centric world.
3. Collaborative and Practical Learning: Promoting learning experiences rooted in real-world application, fostering collaboration and knowledge-sharing among project professionals.
4. Fostering Lifelong Learning: Inspiring a culture of curiosity and continuous improvement to help businesses and individuals adapt to evolving challenges.
5. Accessible and Scalable Education: Leveraging digital tools and platforms to make learning accessible, engaging, and scalable across industries.

Our approach

Our quality strategy is influenced by several key factors.

While many of our foundational elements of delivery may remain constant, Projecting Success will ensure we remain adaptable and responsive to technological advancements, shifting employer expectations, and new insights into effective learning to maintain relevance and effectiveness.

Curriculum and Course Design

In designing our curriculum, we ask questions such as:

* What is the future knowledge, skills and behaviours required for our Data Analysts, Project Managers, Risk Analysts, PMOs, Project Delivery Professionals and those shaping their sector through data?
* What attributes will our learners need to be actively engaged members of society?
* What skills and support will our learners require as they advance in their careers?

Our curriculum is developed to meet the wide range of learners with varied roles, specialisms and experience. Key considerations in development include:

**Curriculum Framework:** Ensure a comprehensive structure that integrates core components such as visualisation tools, data analysis, as well as domain-specific knowledge. This ensures students acquire a balanced skill set applicable across various industries.

**Robust Learning Outcomes**: Define clear objectives focusing on practical competencies, including data manipulation, analysis, and interpretation. Emphasis upon the development of critical thinking and problem-solving abilities to prepare students for real-world challenges.

**Assessment Strategies**: Implement diverse evaluation methods, such as real-world projects, case studies, and collaborative assignments, which are tailored and bespoke to learner needs and roles, to assess students' proficiency in applying theoretical knowledge to practical scenarios.

**Integration of Computational Tools:** our tutors and developers incorporate modern computational tools and technologies, including programming platforms and data visualization software, to enhance students' analytical capabilities.

**Student Engagement and Personalization:** We have designed a curriculum that promotes active learning and allow for personalization, catering to diverse student interests and career aspirations. This includes offering elective pathways which allow for applied learning in a contextualised space.

Governance and Leadership (David – please expand this point)

Senior leaders and staff work closely with an expert governance panel to guide strategic direction, as well as ensure high standards of quality and compliance, financial responsibility, risk management. They are robust and rigorous in both challenge and support to uphold the standards and integrity expected by stakeholders involved.

\*See Governance Strategy

Learner Recruitment and Onboarding

Projecting Success uphold the highest standards of learner recruitment with a philosophy to ensure we have the right learners on the right courses and at the right time. Using robust and supportive initial advice and guidance to identify suitability of the course for each learner, their role and their organisation.

Learners and employer Partners are introduced to the apprenticeship through our ‘Lunch and Learn’ sessions where a detailed overview is provided, covering all aspects of the apprenticeship and what that journey entails. Employer partners and learners will have an opportunity to meet all tutors, support staff and delivery managers and have open forum to ask questions. Supporting information is provided for the learners in their learner handbook, providing detail on the delivery, process, support as well as setting expectations.

Robust Selection Processes:

Discussion to identify learner aspirations and are matched with appropriate programmes based on their career goals and skills.

Matching of role and responsibilities with the requirements of the programme.

Effective Onboarding:

Provide clear guidance on the apprenticeship journey, expectations, and support mechanisms.

Support and introduction to learning platforms, digital tools and software required to maximise learning and skills.

Initial Assessment:

Identify learners’ starting points and tailor Individual Learning Plans (ILPs) to ensure the learner achieves and exceeds projected learning goals.

Carry out thorough assessment of recognised prior learning to tailoring of the learners individual learning pathway.

\*See onboarding policy and flow

**Quality of Teaching and Training**

Qualified and Skilled Staff:

Projecting Success value the impact highly skilled and experienced data specialist tutors contribute to our programmes and place huge emphasis on recruiting the right people. We set high expectations and selection criteria at recruitment to attract the right people to lead and deliver on our courses.

Industry expertise is a pre-requisite for appointment to ensure learners have access to industry experts with a breadth of real-world experience. Our Skills Matrix allows for staff profiling to ensure Projecting Success hold a breadth of skilled and experienced tutors to cover all areas of aspects of data analysis, AI and project management.

This is demonstrated in our supportive and progressive Staff Recruitment and Development Policy as well as within the Quality Cycle.

Continuous Professional Development:

Projecting Success has a commitment to improve the quality of learning, teaching and assessment and to facilitate continuous improvement within a shared, open, and reflective culture. All trainers are expected to support and adhere to this. An essential element of this commitment is the need for the highest standards of teaching, tutoring and assessment and the promotion of learning. This will ensure that the service is successful in developing learning programmes that promote high expectations and that stretch and challenge learners to achieve their outcomes and enable progression.

Continuous professional development is identified, planned and reviewed through a range of methods, largely linked to our Quality Assurance Strategy. These include:

**Deep Dives** – Projecting Success is committed to the continuing to improve the quality of teaching and learning, ensuring learners receive a broad, balanced, and ambitious curriculum. Projecting Success will use its observation of teaching, learning and assessment (TLA) process as an established quality indicator to assess the quality of delivery practice.

Projecting Success will further develop the internal quality review process to mirror the Deep Dive model. This will be taking a vertical slice through the learner’s journey within a curriculum area (specific subject, level, or discipline). It will be used to explore the curriculum intent, implementation, and impact through a curriculum lens of subjects or provision types, as outlined in the EIF 2019, as well as ensure the delivery model meets the needs of our learners, employers and stakeholders.

The Deep Dive will review the quality of the learner experience and will include a range of interlinked internal quality activities, this will include observations, sampling and learner interviews. It will also facilitate continual development of tutor practice which will continue to have a positive impact on improving TLA, leading to improved learner experience and outcomes. The information collected during the observation (if used independent of the Deep Dive) and/or Deep Dive will also inform CPD activities, the Quality Improvement Plan (QIP) and will be evaluated in the annual Self-Assessment Review (SAR)

**Sampling –** frequent, planned and robust sampling allows us to assess how learning is taking place across the curriculum and the impact. A range of evidence will be examined, and this will be looked at holistically across all programmes and will include a proportionate sample of portfolios to provide a balanced sample, all feeding in the quality cycle and informing future actions and practice.

**Observation of Teaching, Learning and Assessment -** All tutors will be involved in the observation process which will cover all modes of apprentice or learner attendance, sessions and coaching intervention. All types of learning activity including delivery sessions, workshops, 1-1 coaching, progress reviews and 1:1 ASN support will be in the scope for observation

At least one formal observation will take place every year, for all tutors, per programme. However, where a development need is identified and a tutor receives a grade 3 or 4 in an OTLA, more frequent observation will be implemented along with a robust individual development plan.

Projecting Success promote a culture of reflective practice and encourage voluntary requests for observation of practice, alongside schedule mandatory observation. This is available to any tutor who seeks feedback, support or review of their teaching practice, or lesson delivery.

Learning Walks, unannounced or arranged, ungraded observations of delivery will be carried out by managers and peers where there is a need to gain deeper insight, or where there is concern around delivery.

**Session Feedback –** all learners provide a short lesson evaluation at the end of every teaching session. This anonymous feedback is analysed and discussed at monthly tutor 1:1s. Tutors have access to the information and are tasked to reflect upon all feedback and develop own practice or the course delivery as appropriate. The feedback is used by managers to identify any concerns, support and training the tutor may need to develop teaching, learning and assessment practice, as well as inform future quality activity.

**Learner and Employer Voice** – with frequent 1:1 interview with employers and learners, often as part of the OTLA or Deep Dive process, as well as quarterly surveys. Projecting Success work in close partnership and seek feedback to continuously understand how our provision aligns with the learner and employer needs. Feedback is used to explore developments and alternative approaches and is acted upon quickly.

**Standardisation -**The appropriate member of the IQA team will chair standardisation meetings as per the agreed plan, minutes and actions will be available of all standardisation meeting and documentation of work sampled. Frequency of standardisation will vary, however as a minimum all delivery areas will have 6 meetings a year.

Agendas will change to align with themes identified through Deep Dives, OTLAs, sampling and Learner/Employer Voice. Standardisation may include looking at Assessors’ work to set best practice to standardise the assessment processes and procedures.

Vocational and pedagogical upskilling will be a requirement at each standardisation, with specific time allocated to development in industry and emerging technologies, to support development of provision and teaching, learning and assessment practice.

Minutes will be produced for all standardisations, and these will be stored on shared drive along with all meeting notes, information, and feedback sheets.

**Upskilling and vocational projects** are critical to Projecting Success leading the way and developing data and AI specialist of the future. Our tutors are supported to work with peers, in collaboration with experts from industry, and develop skills through their own explorative projects to ensure they stay at the forefront of industry developments. Initiatives such as Hackathons and the Project Data Academy allow our tutors to be trailblazers within project data analytics and use their strong presence in the industry to inform own practice and pass this onto learners through real-world data challenges.

**Progress Monitoring and Feedback**

**Data-Driven Insights**:

Use data analytics to track key metrics (e.g., progress, retention, achievement rates) and identify trends. With highly developed data systems in tailored to Projecting Success Delivery model, to track and review all aspects of the learner journey, ensuring barriers to progress, achievement and the best possible outcomes are removed through early intervention.

**Fortnightly 1:1s** are held with tutors reviewing and analysing themes and trends which identify any areas for concern, putting in place early support, communication and intervention strategies.

**Impact and Value Added –** We pay particular emphasis on ensuring our programmes have impact and add value to the learner, employers and the sector. This is done through developing our curriculum to maximise impact. This is tracked at several point through all quality assurance activity and is a key performance measure included in everything we do.

With Value and Impact review at every learner progress review, as well as at learner interviews when conducting quality assurance and Deep Dives.

Closely monitored **Individual Learning Plans (ILPS),** along with robust initial assessment are used to progress learners to achieve their full potential and push boundaries to excel in what they do. Grade profiling is used to ensure every learner not only meets their projected achievements, based upon entry points, but push beyond to achieve their maximum potential

**Employer Engagement (Nik and David)**

**Employer Satisfaction**:

**Working closely with employers and industry experts** to ensure full Integration of Data and AI Solutions. By leveraging data analytics and artificial intelligence, Projecting Success helps businesses increase efficiency. They provide data consultancy and solutions that enable organizations to harness the power of data for informed decision-making and develop learners to develop these skills to carry forward their own organisations to achieve.

**Apprenticeship Service Reviews –** working closely with our employer –partners, with an allocated partnership manager to liaise directly with employers on specific cohorts, ensuring timely progress is made, value and impact as well as maximise outcomes.

**Hands-On Learning with Real-World Applications:** Our programs emphasize practical, hands-on learning, where apprentices tackle real-world challenges. This approach not only enhances the learning experience but also demonstrates to employers the immediate benefits of the training.

**Community building through events** - Projecting Success hold events such as, hackathons, fostering a community of practice that brings together employers, learners, and industry experts. These events promote networking, collaboration, and the sharing of best practices.

**8. Compliance and Funding (David)**

* **Adherence to Funding Rules**:
  + Implement robust systems to ensure compliance with ESFA rules, including the 42-day rule and ILR accuracy.
* **Audit-Ready Processes**:
  + Maintain thorough documentation for all learners to withstand external audits.

**Continuous Improvement**

**Self-Assessment Report (SAR)**

All aspects of quality activity feed into the Self-Assessment Report which is used to pinpoint:

* any gaps within process, resource or systems which require integration or development.
* weaknesses within our programs or curriculum.

The insights gained from the self-assessment process inform strategic decisions and is used collaboratively across the whole organisation to align our current provision against targeted organisational goals and objectives.

**Quality Improvement Plan (QIP)**

Our Quality Improvement Plan is aligned to our Self-Assessment Report. As with the Self-Assessment Report it is collaborative plan, involving input and feedback from staff and stakeholders. It is a progressive plan that serves as a roadmap for identifying areas needing improvement and implementing targeted actions to achieve our ambitious goals.

The Quality Improvement Plan is reviewed collectively to ensure we reflect, monitor progress towards objectives and adjust plans to address areas for development identified through the SAR. SLT, Governance and employees are involved in review, and this is conducted, collectively, on a quarterly basis.

Both the Self-Assessment Report and QIP are scrutinised at our Governance Panel meetings to provide external independent oversight as well as, uphold high standards, and remain accountable to their stakeholders.

**Collect Feedback from Apprentices:**

Regular surveys and evaluations are carried out to gather apprentices' insights on various aspects of the program, such as training quality, support services, and workplace experiences, providing insight into strengths as well as highlight areas which require improvement.

Structured monthly Informal Check-Ins: Projecting Success encourage open communication through casual conversations, allowing apprentices to share their experiences and suggestions in a less formal setting. This will be obtained in progress reviews, learning walks, learner interviews and Learner Voice forums.

**Engage with Employers:**

Employer Feedback: Gather input from employers to understand their perspectives on the apprentices' performance and the program's alignment with industry needs. This collaboration ensures our training remains relevant and effective.

With systematic review of feedback from all stakeholders we identify common themes and areas for enhancement. This feedback allows us to implement changes based on this analysis to improve the apprenticeship experience.

All feedback is explored through quality review and timely actions taken. With robust analysis of insights and follow up such as, ‘You Said we Did’ demonstrating responsiveness, showing apprentices and employers that their feedback leads to tangible changes, reinforcing the value of their input and encouraging ongoing participation.