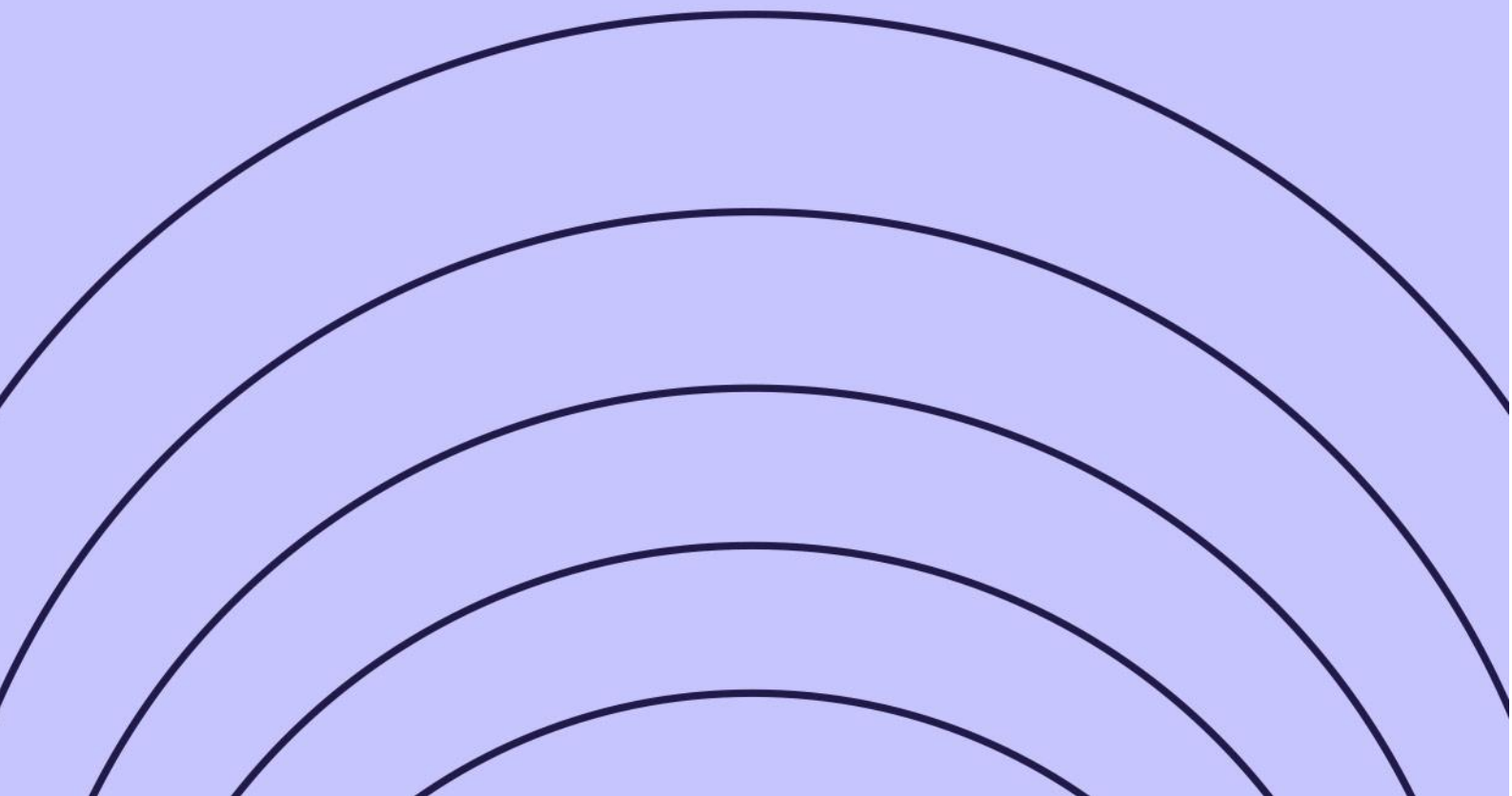




# Pearson TQ Apprenticeships Quality Policy

Policy Version No 1.2/14th January 2026 / PTQ-PO-025



# Contents

<b>Policy Statement</b>	<b>3</b>
<b>Objectives</b>	<b>3</b>
<b>Key Components</b>	<b>3</b>
Governance and Leadership	3
Standards and Compliance	4
Curriculum Design and Delivery	4
Training and Assessment	4
Quality Monitoring and Review	4
Feedback and Continuous Improvement	4
Data Management and Reporting	5
<b>Implementation Plan</b>	<b>5</b>
Initial Assessment	5
Strategy Rollout	5
Monitoring and Evaluation	5
<b>Conclusion</b>	<b>5</b>
<b>Document Version History</b>	<b>6</b>

# Policy Statement

Pearson TQ (TQ Education & Training Ltd) is committed to placing the learner and employer at the heart of everything we do. We will develop a clear understanding of the needs, expectations, and experiences of our apprentices, learners, employers, and partners, using insight and feedback to shape high-quality provision and positive learner journeys.

We will design and deliver apprenticeship and training provision that is defined, evidence-based, and robust, ensuring outcomes that fully meet business objectives, customer expectations, and all applicable regulatory, contractual, and funding requirements, including those of the DfE, awarding organisations, and inspection frameworks. Through effective governance, quality assurance, and evaluation, we are committed to continuous improvement in the effectiveness, consistency, and impact of our delivery.

Our people are fundamental to achieving high-quality outcomes. We will engage, support, and develop our colleagues to build capability, accountability, and professionalism. By fostering a culture of collaboration, learning, and high performance, we will enable our people to achieve their potential and aspire to be exceptional in the delivery of apprenticeships and vocational learning.

## Objectives

This strategy outlines the approach for ensuring high-quality apprenticeship delivery within Pearson TQ, focusing on meeting the needs of apprentices, employers, and regulatory requirements. The strategy encompasses continuous improvement, compliance with standards, and the integration of feedback mechanisms.

## Key Components

### Governance and Leadership

- **Governance Structure:** Establish a clear governance framework that includes roles and responsibilities for all stakeholders involved in apprenticeship delivery.
- **Leadership Commitment:** Ensure senior management commitment to quality assurance, with designated leaders responsible for implementing and monitoring the strategy.

## Standards and Compliance

- **Regulatory Alignment:** Ensure all apprenticeship programmes align with the Education and Skills Funding Agency (ESFA) and Ofsted / Education Inspection Framework (EIF) standards.
- **Policy and Procedure Development:** Develop comprehensive policies and procedures that support compliance with national standards and regulations.

## Curriculum Design and Delivery

- **Industry-Relevant Curriculum:** Design apprenticeship programmes in collaboration with employers to ensure they meet industry standards and address skills gaps.
- **Flexible Learning Paths:** Incorporate flexible learning paths to accommodate diverse learning needs and paces.
- **Resource Allocation:** Ensure adequate resources, including qualified trainers and learning materials, are available to support apprenticeship delivery.

## Training and Assessment

- **Qualified Trainers:** Recruit and retain qualified trainers with relevant industry experience and teaching/training qualifications.
- **Continuous Professional Development (CPD):** Implement CPD programmes for trainers to maintain high educational standards.
- **Robust Assessment Practices:** Develop robust assessment practices, including formative and summative assessments, to evaluate apprentice progress effectively.

## Quality Monitoring and Review

- **Internal Quality Assurance (IQA):** Establish an IQA team to monitor training and assessment practices regularly.
- **Self-Assessment and Improvement Planning:** Conduct regular self-assessments and develop improvement plans based on findings.
- **External Audits and Inspections:** Prepare for and cooperate with external audits and inspections by Ofsted and other regulatory bodies.

## Feedback and Continuous Improvement

- **Apprentice and Employer Feedback:** Regularly gather feedback from apprentices and employers through surveys, focus groups, and review meetings.

- Action Plans: Develop and implement action plans based on feedback to address any identified issues or areas for improvement.
- Innovation and Best Practices: Encourage innovation and the sharing of best practices among trainers and staff to enhance apprenticeship delivery.

## Data Management and Reporting

- Data Collection: Implement robust systems for collecting and analysing data on apprentice performance, retention, and completion rates.
- Reporting: Regularly report on key performance indicators (KPIs) to stakeholders, including apprentices, employers, and regulatory bodies.
- Data-Driven Decision Making: Use data insights to inform decision-making and strategic planning for apprenticeship programmes.

## Implementation Plan

### Initial Assessment

- Conduct a comprehensive assessment of current apprenticeship delivery practices.
- Identify areas of strength and areas needing improvement.

### Strategy Rollout

- Communicate the quality assurance strategy to all stakeholders.
- Provide training and resources to support the implementation of the strategy.

### Monitoring and Evaluation

- Regularly monitor the implementation of the strategy.
- Evaluate the effectiveness of the strategy through performance metrics and feedback.
- Make necessary adjustments to the strategy based on evaluation findings.

## Conclusion

A robust quality assurance strategy is essential for ensuring the successful delivery of apprenticeships. By focusing on governance, compliance, curriculum design, training and assessment, quality monitoring, feedback, and data management, we can provide high-quality apprenticeship experiences that meet the needs of apprentices and employers, while adhering to regulatory standards.

# Document Version History

Version No	Date Revised	Revision Description	Revised By	Approved By
1.0	21/01/2023	New policy created to reflect change in business structure.	Neil Saunders	Martyn Leader
1.1	06/01/2024	Amended to reflect new Pearson TQ branding and new Lead IQA role	Tina Hutchinson	Martyn Leader
1.2	14/01/2026	Amended to reflect new Pearson branding; ESFA replaced with DfE.	Neil Saunders	Martyn Leader