HBXL Governance and Quality Assurance Policy

Issue date	1st July 2024
Last reviewed date	27th June 2026
Renewal date	1st July 2027
Author	Olivia Woodhams, Skills & Quality Assurance Manager
Approved by	Joanna Mulgrew, Skills Academy Lead
Notes	Please also refer to HBXL's Quality Management System.

1. Aims and Scope

HBXL Group is committed to delivering high quality training for all learners. In order to ensure all learners achieve the best possible outcomes, HBXL aims to monitor and continuously improve the quality of its educational provision, in response to evidence collected from all stakeholders.

At HBXL Group, "quality" encompasses:

- A safe, positive and inclusive learning environment which empowers all learners to achieve their full potential.
- An effective curriculum, developed to meet sector needs and continually evolving in response to stakeholder feedback, including learner and employer feedback.
- High quality teaching, underpinned by strong subject knowledge, effective pedagogy and an inclusive and personalised approach.
- Positive learner outcomes, including technical skill development, personal growth and readiness for job or workplace progression.

To ensure continuous improvement, HBXL is committed to ongoing monitoring of curriculum plans, teaching and assessment practices, learner attendance and course completion, and learner outcomes. Data is collected through a wide range of methods including observations, work scrutiny, and learner and employer surveys and effectiveness is measured in relation to key performance metrics. Areas for improvement are identified and incorporated into quarterly quality improvement plans.

In addition to outlining HBXL's approach to quality assurance, this document also sets out HBXL's governance structure.

2. Key Performance Indicators

Key Performance Indicators (KPIs) are used to monitor the effectiveness of HBXL's provision and measure the impact on learner outcomes. HBXL's KPI's are listed in Appendix 1.

3. Quality Management System

HBXL's approach to continuous quality improvement is based on a robust Quality Management System which comprises several strands.

A review, evaluation and planning cycle is in place to identify priority areas for continuous improvement and development. The HBXL Skills Academy has a Quality Improvement Plan (QIP)

which is officially reviewed and updated on a quarterly basis. In addition, an annual Self-assessment report (SAR) is used to review systems, processes, teaching standards, plus learner and employer feedback.

Quality of Curriculum

Based on its work with SME building firms over the last 24 years, HBXL's courses have been developed to meet the digital and business needs of SMEs. The majority of learners on HBXL courses work for their own building firm, either as an employee or sole trader. Therefore, the learners are often employers as well and this continuous contact with employers shapes our curriculum directly.

HBXL obtains feedback from learners and employers of employee learners via module and course surveys and close-out meetings. These feedback mechanisms enable learners and employers to provide input which shapes provision for subsequent cohorts. Course curricula are reviewed at least annually through "deep dives" and learner work is scrutinised at least once per cohort, using processes set out in Appendix 2. As required by the Quality Improvement Plan, curriculum improvements are implemented in response to learner and employer feedback and other KPIs.

Quality of Teaching and Assessment

Learner numbers are restricted to between 4 and 12 learners per course, to ensure sufficient opportunities for peer interaction and optimal tutor: learner ratios.

Quarterly observations of each tutor enable the senior leadership team to evaluate the quality of teaching and learning. During these observations, the senior leadership team monitor the quality of learning materials, pitch and pace of delivery, the tutors' subject knowledge and their interaction with learners. A key focus of these observations is learner progression. Recommendations are given to tutors on ways in which they can improve their planning and delivery. Tutors also have opportunities to observe one another and share best practice in peer-to-peer observations.

Lesson plans and materials are critically reviewed by the QTS level SQAM and ongoing lesson planning support and mentorship is provided by the SQAM. Tutors are offered opportunities for continuous professional development where areas for development are identified during lesson observations or team meetings. In addition, tutor assessments are moderated by the SQAM at least once during every cohort.

Staff Training and Continuous Professional Development

Thorough recruitment checks and staff inductions, underpinned by a staff code of conduct and tutor standards, are in place to ensure staff are suitable and capable of delivering high quality education.

All tutors have been recruited on the basis of extensive technical, industry experience. They have strong subject knowledge in the area of the curriculum they are delivering. All tutors continue to work in roles in the construction and software sectors, alongside delivering our courses, to ensure knowledge and skills remain relevant and up-to-date. This helps the HBXL Skills Academy to maintain alignment of the curriculum with the skills needs of learners and the industry today.

All tutors attend "train the trainer" courses to strengthen their knowledge, skills and understanding of pedagogy, with a specific focus on online training delivery. All tutors attend Adult Safeguarding, Prevent and GDPR training and refresh their knowledge through annual training. A formal training log records training attendance and highlights when refreshers are due.

Bi-annual staff appraisals are an opportunity for tutors and the senior leadership team to discuss areas for development, set targets and agree actions to help tutors to further develop their pedagogic skills and subject knowledge.

Obtaining Feedback from Learners and Employers

A broad range of monitoring processes are employed to enable HBXL to evaluate the impact of its courses on learners and employers, identify areas for development and enhance our provision accordingly.

Feedback from learners and employers, where appropriate, is elicited during close-out meetings and mid and end-point surveys. These provide a forum for learners to give individual feedback on their course experience and to offer their opinions on the strengths and areas for development of the course. In addition, learners are invited to give feedback via an email link enclosed in each module follow-up email.

Suitability of Candidates

Prior to course commencement, the HBXL Skills Academy ensures that learners have the skills they need to succeed on their course. Suitability is assessed during a multi-stage process which includes an initial assessment meeting, identification and eligibility check, training needs analysis meeting and Maths and English initial assessment.

Learner Attendance, Progress and Achievement

Weekly staff meetings allow the Skills Bootcamp Lead, SQAM, Tutors and Learner Engagement Manager to review attendance, progress and outcomes for each learner. These meetings are used to identify learners who may need additional pastoral or academic support to achieve positive outcomes.

Before commencing, each learner completes a “Skills Scan” self-assessment to establish a baseline of their knowledge, skills and understanding on the course subject. This Skills Scan is repeated at the end of each course to demonstrate progress against the key course skills.

Learner portfolio and homework submissions are assessed at two interim assessment points and at one final assessment point. The interim assessments enable tutors to track progress, give rapid feedback on next steps and identify where learners may need additional tutor input, either during group learning sessions or through additional 1:1 sessions.

As part of QIP, learner milestone data is monitored from monthly DfE Data Returns to ensure overall performance of each cohort is on track.

Compliance

HBXL have the following policies in place:

- Learner Attendance Policy
- Learner Behaviour and Disciplinary Policy
- Learner Anti-Bullying and Anti-Harassment Policy
- Health Safety and Welfare Policy
- Cyber Security Policy
- GDPR Policy
- Prevent Policy & Risk Assessment
- Adult Safeguarding Policy and Procedure
- Modern Slavery Policy
- Anti-corruption and Bribery Policy
- Equality & Diversity Policy
- Complaints, Appeals and Whistleblowing Policy
- Conflict of Interest Policy
- Maladministration and Malpractice Policy

These policies are designed to log, manage, escalate and resolve issues, complaints and risks.

Subcontractor Quality and Compliance

Subcontractor agreements are in place with all subcontract tutors.

Subcontractor delivery is subject to the same quality assurance checks as HBXL tutors including:

- Quarterly observations of subcontract tutors
- Continuous tutor mentorship
- Lesson plans and material critically reviewed
- Subcontractors attend weekly staff meetings so they operate to HBXL standards
- Subcontractor SLAs in place.

As part of Safer Recruitment, subcontractors are DBS checked and provide HBXL with evidence including, insurance, GDPR, Adult Safeguarding and Prevent policies. This is managed by the SQAM.

4. Governance

HBXL is strengthening its governance arrangements to ensure robust oversight of quality, curriculum intent, learner outcomes and financial stewardship across the Skills Academy.

At present, HBXL operates a streamlined governance model appropriate for a small private provider. The **Skills Academy Lead** holds responsibility for the clarity of vision, ethos and strategic direction of the Skills Academy, and for ensuring that the financial performance of the training arm of the business is monitored and that public funding is used appropriately and effectively.

The **Skills & Quality Assurance Manager (SQAM)** provides independent scrutiny and holds the Skills Academy Lead to account for the quality of educational provision, learner outcomes, teaching standards and compliance with the Education Inspection Framework (EIF). This includes oversight of curriculum performance, assessment practices, safeguarding, data returns, and staff performance management.

Transition to a Formal Board of Governors

HBXL is currently in the process of establishing a formal **Board of Governors** to strengthen strategic oversight and ensure independent challenge in line with DfE and Ofsted expectations for Skills Bootcamp governance.

The Board of Governors will:

- Provide independent scrutiny of curriculum intent, implementation and impact
- Oversee quality assurance, safeguarding and learner outcomes
- Monitor financial performance and ensure funding is well spent
- Support strategic planning and risk management
- Strengthen employer engagement and alignment with sector needs

The Board is expected to be fully operational by **September 2026**. Once established, the Board will assume responsibility for governance functions currently held by the Skills Academy Lead, with the SQAM continuing to provide independent quality oversight and reporting to the Board.

This Governance & Quality Assurance Policy will be **substantially revised and reissued** following the Board's implementation to reflect the new governance structure, terms of reference, reporting lines and accountability arrangements.

Appendix 1 – Key Performance Indicators (KPIs)

Skills Bootcamp KPIs

Key Performance Area	Target Outcome	Target Metric
Enrolment numbers	Contracted enrolment numbers are achieved	Varies - as set out in contract
Milestone 1 – all learners	Learners attend for at least 10 hours or 14 days	100%
Learner dropout rates	Learner dropout rates kept at 20% or less	</= 20%
Course attendance	Learners attend at least 80% of Guided Learning Hours	>/= 80%
Course completion	Learners attend at least 80% of Guided Learning Hours and complete portfolio of work	>/= 90%
New technical skill development	Learners who successfully complete a Skills Bootcamp have acquired new skills, evidenced by a portfolio of work completed by learner	100%
Milestone 2 - Unemployed or transferring learners	Learners receive an offer of an interview on completion of the Skills Bootcamp for either a new job which must be intended to be continuous employment for at least 12 weeks or an apprenticeship that utilises the new skills	>/=80
Milestone 2 – employed learners	Learners have an offer of a new role with their existing employer, or their existing role but with additional responsibilities that utilises the new skills	>/=80
Milestone 2 – self-employed	Learners evidence new learning has been/ will be applied to acquire new opportunities/contracts which utilise the new skills acquired	>/=80
Milestone 3 - Unemployed or transferring learners	Learners secure work/receive a job offer within 6 months of course completion which utilises the new skills	>/= 75%
Referral to alternative opportunities	Learners who are unsuccessful at post completion interview are referred to other job and training opportunities	100%
Milestone 3 – employed learners	Learners take on new roles within 6 months of course completion	>/= 75%
Milestone 3 – self-employed	Learners secure new opportunities/contracts within 6 months of completion	>/=75%
Learner confidence level	Learners report increased confidence levels in Skills Scan self-assessment	100%
Learner self-assessment of progress	Learner Skills Scans demonstrate progress from course entry to exit	100%
Learner pathway post-Skills Bootcamp	Cohort close out surveys demonstrate learners have clear understanding of next steps to apply learning in context	100%

Learner satisfaction with course	In cohort close out surveys, learners report that the course met or exceeded expectations	100%
Employer satisfaction with course	In cohort close out surveys, employers report that the course met or exceeded expectations	100%
Employer engagement	Every Skills Bootcamp evidences employer engagement at the design stage, during the delivery stage and post Skills Bootcamp stage, supporting the learner into the improved outcome	100%
Employer co-funding	Where they are training their own existing employees*, all employers must co-fund the training with a cash contribution. **Employee defined as directly employed by the employer, not a worker, sub-contractor, or freelancer* *** SME defined as an employer with less than 250 employees.*	=/> 30% of Skills Bootcamp Cost =/> 10% of Skills Bootcamp cost if the employer is an SME**

Privately or CITB-funded course KPIs

Key Performance Area	**Target Outcome**	**Target Metric**
Enrolment numbers	10 learners per course	10 learners
Course attendance	Learners attend at least 80% of Guided Learning Hours	>/= 80%
New technical skill development	Learners who successfully complete a Skills Bootcamp have acquired new skills, evidence by a portfolio of work completed by learner	100%
Course completion	Learners attend at least 80% of Guided Learning Hours and complete portfolio of work	>/= 90%
Learner confidence levels	Learners report increased confidence levels in Skills Scan self-assessment	100%
Learner self-assessment of progress	Learner Skills Scans demonstrate progress from course entry to exit	100%

Appendix 2- Framework for Deep Dives and Work Scrutiny

Deep Dives

1. Aims and Purpose

As part of its quality improvement activities, HBXL is committed to ongoing monitoring of the intent, implementation and impact of its curriculum. HBXL takes a methodical and analytical approach to reviewing the curriculum, seeking out the input of all stakeholders, including tutors, learners and employers.

For each course, the curriculum and its impact are reviewed at least annually, in a process known as a deep dive. Deep dives are conducted to monitor the effectiveness of the curriculum design, delivery and assessment processes, to help identify areas for improvement and to enable ongoing improvement.

During deep dives, the Skills & Quality Assurance Manager and Skills Academy Lead will review the curriculum aims, learning intentions, delivery methods and outcomes.

2. Deep Dive Process

When conducting a course deep dive, HBXL will gather the relevant materials, including:

- Course syllabus
- Knowledge, skills & behaviours (KSBs)
- Lesson plans
- Course materials, such as module handbooks, presentations and handouts
- Assessment strategies
- Examples of learner's work

Leaders will examine the materials and review the following components of the curriculum:

- Learning intentions – whether they are clear, measurable, and aligned with the overarching course aims.
- Content –the relevance, accuracy, diversity, and depth of the material.
- Learning progression – whether there is a logical sequence and scaffolding of knowledge and skills.
- Engagement strategies – the range of strategies use to engage learners in interactive learning.
- Assessment strategies – whether formative and summative assessments are being used effectively to measure the intended learning intentions.

Leaders will elicit feedback from tutors, learners and employers to gain multiple perspectives on the curriculum design, delivery and impact. Collection methods will include:

- Tutor surveys
- Learner surveys
- Learner close-out meetings/interviews
- Employer surveys

Through the analysis of the course documents and stakeholder feedback, HBXL will identify curriculum strengths and areas for improvement.

3. Analysis of Data and Outcomes

Leaders will review learner outcomes versus the KPIs set out in the Governance and Quality Assurance Policy, including:

- Course attendance and completion rates
- Learner dropout rates
- Learner achievement of Milestones 1, 2 and 3 (for Skills Bootcamps)
- Learner and employer satisfaction with course
- Learner confidence level
- Learner self-assessment of progress

Leaders will identify trends, such as disparities among different learner characteristics, by analysing the outcomes of learners by employment background, ethnicity and gender.

HBXL will evaluate whether the curriculum design and implementation leads to the intended learner outcomes.

4. Report Findings

Leaders will summarise insights gained from the deep drive in a structured report, which will detail strengths to retain and build upon, areas requiring improvement and recommendations for changes.

5. Implement and Monitor Changes

Findings will be integrated into HBXL's Quality Improvement Planning. Where required, curriculum revisions will be made and the impact measured during subsequent deep dives.

Work Scrutiny

1. Aims and Purpose

In order to monitor the effectiveness of the curriculum and its delivery, HBXL evaluates learner work at least once per cohort.

The aims of work scrutiny are to:

- Ensure the quality and consistency of learners' work and assessments.
- Promote effective teaching practices through feedback and recommendations.
- Identify trends in learner performance and address gaps in learning.
- Support professional development for tutors.

2. Work Scrutiny Process

Leaders will select representative samples of learners' work, covering a range of abilities and learner characteristics, where applicable. Leaders will also collect evidence of tutor feedback.

Work scrutiny will take into account curriculum objectives and improvement priorities, focusing on key aspects such as work presentation, progression of skills, depth of understanding and tutor feedback. Leaders will review:

- the quality, consistency, and appropriateness of learners' work.
- the effectiveness of tutor assessment and feedback.
- patterns of achievement and areas of teaching and assessment requiring improvement.

3. Follow-Up Actions

Records of the scrutiny process, including findings and feedback will be maintained. Findings will be integrated into HBXL's Quality Improvement Planning.

Leaders will report back to tutors on strengths and areas for improvement, providing actionable feedback where required. Leaders will ensure feedback is clear and constructive.

Where required, revisions to the curriculum, lesson plans and assessment processes will be made and the impact measured during subsequent work scrutiny.

Additional training or support, to address identified gaps in teaching or learner performance, will be offered.