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Ratified and approved by	
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### Strategy

This document has been produced with the aim of continually improving quality and vision of quality, and external requirements defined by the Office for Standards in Education, Children's Services and Skills (OFSTED), Education Skills Funding Agency (ESFA) and National Tutoring Programme (NTP).

PET-Xi employs a quality assurance team to carry out Internal Quality Assurance (IQA) as a standard and in line with any external requirements, which will be implemented by all stakeholders and monitored by the Quality and Curriculum team. The trainers/tutors will be responsible for maintaining the systems in line with any Awarding Organisations (AO).

The Head of HR, in consultation with operational managers and Head of Quality and Curriculum, will ensure relevant training/ continued personal development (CPD) is provided to ensure all trainers have the required knowledge of external and PET-Xi systems with the appropriate curriculum knowledge.

This Quality Assurance Strategy (QAS) sets out the requirements of and expectations for Teaching, Learning and Assessment (TLA) in line with our Mission and Values:

**Our Mission** is to change lives and empower learners through education and employment.

**Our Vision** is to help individuals to break barriers and seize opportunities to change lives; developing a culture of engagement, success, and empowerment to make communities stronger, happier, and more effective.

## Purpose of the Strategy and Process

This document will set out the methodologies to ensure a consistent high standard of quality across all Teaching, Learning and Assessment (TLA) delivered by PET-Xi, subcontractors, and employers. It will outline the roles and responsibilities of key stakeholders in the process and provide guidance on the criteria of quality to be met across all learner interventions. It will also outline the quality processes for associate provision and processes for learner and employer feedback/survey processes.

PET-Xi is committed to ensuring that learner assessment is fair, consistent and meets awarding organisation (AO) requirements, whether assessment is continuous, by examination or a combination of both.

All staff responsible for TLA and internal quality assurance (IQA) are required to maintain relevant occupational competency at an appropriate level in the sector as required by the AO and, where appropriate, the relevant subject sector.

Procedures for selection, training, and quality reviews of all personnel to comply with employment regulations, selection of best suitability to contractual need, tutor competency and required professional and regulations requirements to include safeguarding procedures and any statutory guidance.

This QAS is designed to ensure that no learner is disadvantaged or discriminated against through the process of TLA. The process of IQA must be rigorous to ensure that any bias is eliminated.

## The Model

- The quality of teaching and learning for all learners
- The defined and agreed starting point for each individual learner.
- The standards achieved by all learners.
- The learner journey experience.
- The efficient and effective use of resources.
- The recruitment and development of staff.
- The ability of PET-Xi to self-assess and enhance the provision.

The system for enhancing quality at PET-Xi is underpinning by:

- Quality framework strategy (this document)
- Targeted quality monitoring at course and curriculum level feeding into planned and focused Curriculum Management Monitoring meetings
- Annual Self-Assessment Report (SAR) evaluation
- Monthly Quality Improvement plans (QIP) monitoring
- Human Resources Department policies, the selection and recruitment of experienced experts in their field is crucial to providing high quality delivery.
- Assessment and evaluation of Learner Support Services (LSS).
- The observation of teaching, learning and assessment (OTLA).
- Deep dive activities.
- Performance management incorporating performance development reviews for appraisal of staff performance and setting targets.
- Induction and mentoring of all new staff performance.
- Staff training including professional, management development and teaching methodologies.
- Course approval and monitoring of external verifier/examiner reports and responses through the Quality team.
- Collection and analysing feedback from staff, learner, and employer surveys to make improvements to the provision.
- The use of technology to enhance the learner experience, this includes the use of online learning platforms, multimedia tools, and other technologies to make a more engaging and effective learner journey.
- Evaluate and assess learner outcomes ensuring learners are achieving the expected learning objectives. This will also help to identify areas of improvement and make necessary changes.
- Planned and targeted quality reviews will be used for development activities to ensure consistency in our high standards of quality across national and regional areas.

This comprehensive quality strategy framework provides a focus on improving all aspects of provision. A commitment to continuous improvement is crucial to ensure that learners receive a high-quality provision that prepares them for success within their careers.

## Quality Cycle

The Quality cycle is a continuous improvement tool with the sole agenda to organise and manage the improvement of quality across the entire organisation and quality assurance issues impacting upon the quality of provision.

The quality cycle is a sequenced activity annual plan of quality activities. The cycle will monitor and evaluate everything within the provision that supports learners and their learning. The activities are based on what happens before, during and after the programme delivery, along with supporting activities, these include the update and contribution to the Quality Improvement Plan (QIP) and Self-Assessment Report (SAR).

Activity	Frequency
Audit reports/registers – Skills	Monthly
Deep dive and IQA moderation – Skills	Quarterly
Focused Deep dives – Skills	Bi-Monthly
OTLA – Schools	Annual
Quality Drop ins- Skills	Bi-Monthly
Standardisation meetings	Quarterly- Skills Annually - Schools
Quality Improvement plan (QIP) updates	Monthly
Quality Assurance Meetings Monthly	Monthly
Governor meetings	Quarterly
Self-Assessment Reports	Annual
<b>Evaluation of Stakeholder Surveys</b>	Annual
• Tutors	Annual
• Employers	Annual
• Learners	Monthly

## Applicability



This Quality Assurance Strategy (QAS) covers all employees, officers, governors, consultants, associates, contractors, volunteers, interns, work experience, learners, casual workers, and agency workers within scope. This QAS does not form part of any employee's contract of employment and may be amended at any time.

### **Allocation of staff**

Tutors and delivery teams are selected and allocated work by competency and have current Disclosure and Barring Service (DBS) clearance. The tutors and delivery teams will have the necessary skills, knowledge, experience, training, and subject competency to be able to deliver a quality service to match the need of the learner in line with the school curriculum intent, level and subject or industry sector of the course or programme. Extra checks on certificates, experience, CPD logs and CVs are carried out by the HR team for specific industry related courses. Proof of statutory work readiness and qualifications are recorded via our Single Central Record (SCR).

### **Quality Sampling/Monitoring**

Sampling/monitoring of all Teaching, Learning and Assessment (TLA) will be through evidence of the learner journey, progression, and Knowledge, Skills, and Behaviours (KSB), where appropriate.

IQA's and quality monitors should ensure a proportionate sampling/monitoring plan per programme for appropriate coverage of the following: -

- Programmes and programme levels
- Modules/units per programme
- TLA methods
- Learner Starting Points
- All trainers on the programme
- The risk banding of the trainers
- Learners/Learners at risk
- Employers
- Associates
- New standards

- New trainers
- Direct Claim Status

### **Learners at Risk Policy**

The policy for PET-Xi will be that no learner/apprentice will go over their end date unless there are exceptional circumstances and that a break in learning can be administered within ESFA funding rules, if appropriate.

Areas covered but not exhaustive are: -

- Results of Mock tests
- Re-sits
- Personal Issues
- Workplace issues
- Programme no longer suitable
- Attendance/sickness issues
- Non-engagement issues
- Not progressing timely within milestones (for no reason)
- Risk of redundancy (if in employment)
- Suitability of programme

### **Performance Sampling/Monitoring**

Lead IQA's will plan to cover the following: -

- Attend planned operational meetings.
- Run Programme Standardisation meetings.
- Maintain and update the moderation of sampling plans, covering all areas.
- Contribute to 1.2.1's with trainers.
- External Assessment

- Provide exemplar work and areas of good practice.
- Handle appeals

These will be planned in line with the quality cycle, programme/learner compliance and PET-Xi TLA standards, but will be in line with the following: -

- IQA will be carried out in line with the individual external organisation assessment strategy and the IQA process will be kept or cross-referenced in the course management folder and made available (where necessary) to EQA's from relevant awarding and regulatory bodies.
- All standardised documents must be used with latest version numbers and dates, any out-of-date documents will be returned and not IQAd.
- IQA is planned and scheduled, indicating both formative and summative sampling arrangements to be issued to trainers.
- All TLA activities for every learner from every trainer must be made available for sampling.
- All programme elements must be sampled.
- New and experienced trainers will be sampled according to their banding.
- IQA's will carry out where possible IQA in 10 working days where workload allows if this is not the case the trainer and appropriate manager will be informed.
- All records must be stored and available for a minimum of three years.

### Malpractice and Maladministration

When a potential malpractice or maladministration is identified, the individual and Line Manager should document this and the activities that must be avoided to prevent any further malpractice in the delivery of the qualification. The document should be signed by both parties and brought to the attention of the quality team (QT). You must report all suspected or alleged cases of malpractice or maladministration straight away to the Quality Team at the appropriate Awarding Organisation. The Quality Team will appoint a lead independent investigator who will prepare a response within 30 days. In cases where breaches have occurred due to maladministration rather than malpractice, the matter will be referred to the Quality Team and External Verifier to agree action to prevent any future occurrences. The outcome will be communicated to the Executive Leadership Team (ELT) and other relevant parties no more than 10

days later. The report and any actions arising will be communicated to the Quality Team and the External Verifier.

## Plagiarism

Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments: a direct quotation from a text must be indicated using quotation marks and the source of the quote (title, author, page number and date of publication).

A paraphrased summary must be indicated by the attribution of the author, date and source of the material including page numbers for the section(s) which have been summarised.

It is unfair and dishonest for learners to present or submit work for assessment that dishonestly represents the work of others as their own. It is the responsibility of the learner to comply, guidance is given at point of course induction delivery slides and explained fully to ensure that they do not commit, or collude with another person to commit, plagiarism. Work submitted or presented should be genuine and original. Where plagiarism has been detected the learners, work will be referred for resubmission.

At PET-Xi, we recognise the growing importance and potential of Artificial Intelligence (AI) in education and the workplace. We encourage and embrace the use of AI tools and technologies as part of the learning process. Learners are encouraged to explore and utilize AI resources to enhance their understanding and skills, provided that such use is properly referenced and in line with Awarding Body recommendations and practices. We will work with learners to maximize the benefits of AI in their studies while maintaining academic integrity. This approach aims to prepare learners for a future where AI is an integral part of many professions. However, it is crucial that learners clearly indicate when and how AI tools have been used in their work, just as they would with any other source. Failure to properly attribute AI-generated content may be considered a form of plagiarism.

## Surveys - Learner evaluation

All course evaluations are currently given to learners as a digital 'forms' link or paper-based form on face- to-face courses to be completed at the end of their course review.

The delivery team evaluates and provides the results in a graphical format, these are shared appropriately at departmental meetings and any actions or improvement

suggestions are reviewed and either identified as a QIP action or delegate as an immediate action in department Heads.

### Employer/Schools surveys

These form part of the service level agreement or contract with the employer and have specific dates when the contract/account manager for that employer will review provision and service. These results are provided in either a graphical or text format and shared at departmental meetings and fed into QIP with any actions identified.

### Observation of teaching, learning and assessment (OTLA) and Deep Dive Strategy

Formal and informal observation activity provides both an overview of the quality of the learning experience and an opportunity to explore how key aspects of the learner's experience (e.g., expectations linked to the quality of assessment) are being delivered. All areas are open to OTLAs via the quality cycle, Skills, Schools and Tutoring across all contracts. The Observation Action Plans that flow from formal observations provide a key means of:

- Promoting the sharing and transfer of good practice
- Supporting the improved performance of delivery staff on their journey to good or better
- Ensuring outstanding practice remains so

and

- Sets the benchmark standards for all TLA observations across PET-Xi
- Confirms the commitment to the monitoring and continuous improvement.
- Supports and enhances all Quality Assurance Strategies and Processes
- Feed directly into the TLA Action Plan for that member of staff.

### Deep Dive Key Aims and Objectives

Deep dives and observations of TLA is one of the key areas from which information can be generated to accurately identify strengths and areas of improvement to further develop the skills and knowledge of our trainers. This in turn enables development

strategies and resources to be accurately and effectively focused on ensuring further development and the sharing of best practice.

### **Key Objectives:**

- To provide a robust quality monitoring system that targets improvement, highlights good practice, and verifies that strategies are accurately and effectively.
- To provide information that enables accurate self-assessment and action planning for improvement and captures impact.
- To provide good quality feedback and support for individuals to ensure they understand the findings of the quality monitoring activities and are supported to make personal improvements.
- To identify and share best practice and promote continuous improvement in delivery.
- To identify training and development needs in relation to TLA
- To broaden the knowledge and skills of our trainers to ensure our learners individual needs are met through personalised learning, stretch, challenge and differentiation.
- Deep dive activities provide a full picture of the whole learner journey and will also include work scrutiny.
- Gain clear evidence that learners are learning and developing KSB to enhance employability and career progression through work scrutiny

### **Key Outcomes:**

- To ensure the curriculum intent and sequencing of the curriculum implementation is meeting the development of each individual learner, ensure materials and resourcing is fit for purpose.
- Ensure learner needs are being developed and progressed against an individual learning career's plan.
- Improved learner retention and achievement
- An embedded culture of self-review and self-improvement
- Focused staff development on TLA for individuals and teams to ensure continuous improvement.

- Aids staff retention
- Create an inclusive learning environment for all that develops morale, confidence, and inspiration.

## Planning Observations and Deep Dives

### Designated Staff

OTLAs and Deep Dives will be conducted only by trained members of the team. Staff will receive in house training on how to conduct the process and how to deliver constructive feedback.

Current Job Roles that may be considered to conduct OTLA's/Deep dives are Head of Quality and Curriculum, Quality Assurance Manager, Head of Skills, Skills Delivery Manager, IQA's, PDCs and Curriculum Coordinators, other Heads of Departments when necessary. The Quality Team, plan the observations and deep dives, via the quality cycle.

This will be recorded on the Deep Dive planner by the Head of Quality and Curriculum, who will then follow up with progress against agreed completion dates. This will provide evidence of the standards of teaching, learning and assessment in all aspects of provision across all funding streams and all ages, including:

- Classroom based activities.
- Workshop based activities.
- Work scrutiny
- English and maths
- One-to-one reviews (Personal Progress Appraisals)
- Group Tutorials (Professional Tutorials)
- Learning Support activities
- Assessment activities for employment-based provision

### Frequency

All staff linked to delivering or facilitating learning will take part in at least one formal observation per contract during each academic year.

- Every trainer delivering TLA will have at least one graded observation/deep dive lasting one hour on an annual basis or as and when required if improvements are required or data analysis indicate any trends.
- New trainers will be observed within their first three months as a supportive observation with a follow up formal observation as required.

Quality and Curriculum is responsible for:

- Completing joint observations with approved Managers/IQAs
- Validating the current RAG rating that has been awarded for teaching and learning observations in liaison with the Lead IQA and Delivery manager.
- Including moderation activities within Standardisation meetings not limited to the OTLA Standardisation Meetings
- Planning and carrying out teaching and learning and learner journey observations
- Providing developmental feedback to trainers with support from Observers and/or Lead IQA.
- Driving and reviewing timely completion of trainer's development actions.
- Highlighting and Disseminating of Good Practise across all areas of PET-Xi delivery teams.
- Ensure all processes are transparent and fair.
- Feed into the continuous professional development processes to ensure staff skills are current.

### Observation of Teaching and Learning and Assessment in the School Environment

Observations will be performed based on either the new trainer pipeline procedure or previous RAG rating generated in combination with engagement reports and previous OTLA reports. Information from previous observations can be found on the observation planner with any outstanding issues to be found in reports/actions plans on the database.

### Observation of Teaching, Learning and Assessment Preparation

Prior to conducting an OTLA the Observer/s will:



- Give 7 working days' notice of the announced observation.
- Unannounced OTLAs will also occur throughout the provision across all areas Schools, and Tutoring.
- Familiarise themselves with the curriculum scheme of work for that course and topics to be covered during the time of the visit.
- Review any pre course information from tutors and learners.
- Review the learners starting point/learner profiles/reports/registers.
- Ensure, in the case of Online Delivery that all relevant software and logins have been obtained prior to the online visit.
- Review last OTLA report.
- Review any outstanding actions.

### **Staff member responsibilities**

The member of staff being observed is expected to have read and clarified the criteria they are to be judged against prior to the observation taking place.

For formal observations, the staff member is expected to provide a range of documentation relevant to the session, including:

- A class register/report for the session.
- A scheme of learning relating to the class.
- A learning plan and learner profile, including evidence to show how the session has been planned to meet the individual needs of learners.
- Copies of any hand-outs, worksheets, assignment material etc, related to the session.
- Records of achievements/grades/progress tracking and Individual Learning Plans.
- Examples of assessed work for scrutiny and learner feedback.

This documentation can be the member of staff's own copy, accessible either electronically or hard copy, to prevent unnecessary duplication of paperwork. Any paperwork with learner details will not be retained by the observer after the lesson.

Where possible, and only when it does not present a disruption to the learning, it is recommended that the member of teaching staff briefly introduces the observer and informs students of the purpose of the observation/learning walk when the observer arrives. During the observation the observer will talk to learners and look at their notebooks/folders/other examples of work if possible.

The staff member will receive verbal feedback at the point of observation. Report findings will be reported to the department heads and operational team members via an observation team meeting.

### **Learner feedback during observation**

Wherever possible, observers should elicit learner feedback during the session. This is a normal part of the observation process. This is usually done through talking to individual learners present in the session or a whole class discussion. Learner progress will also be informed wherever possible by looking at learner's work, in addition to tracking documentation.

### **Conducting Observations of Teaching, Learning and Assessment**

Training will have been given regarding recording of observation, feedback and action plans prior to the observer conducting an OTLA however, the observer will:

- Make notes during the observation using the areas covered on the OTLA record form as a template.
- Give verbal feedback to those members of staff being observed on the day of the observation if convenient.
- Make those members of staff aware of any action points that need to be addressed immediately.
- Where possible and appropriate continue observations to resolve any action points generated during the OTLA. Any resolved action points must be recorded on the OTLA Report with remedial actions.

## Providing Feedback

Detailed verbal feedback should be given to the staff member immediately wherever possible. At this meeting the observer should notify the staff member of the outcome and outline the strengths and areas for development. The focus of the meeting should be to discuss areas for development for improved performance and to agree the actions to be taken and any support the member of staff needs to improve or further develop their practice. The observer and staff member should therefore identify and record what action will be undertaken to achieve this aim. This could include specific staff development, peer observation, development of resources, coaching, etc.

The quality report will be written up within 1 week of the observation and sent to the Line Manager (if not the observer) and the Quality Team. However, it must be emphasised that the outcome will be subject to moderation. The moderation will usually take place outside of the 48-hour period. If the observer has any concerns about the outcome, they should seek moderation guidance from the Head of Quality and Curriculum.

Timescales are set for any action requirements and a review date agreed.

## Skills Deep Dives

Deep Dives on Skills courses enable a more in-depth evaluation of the course performance which not only includes the OTLA but direct evidence of other factors including:

- Learner interviews and case study.
- Learner Skills scan participation, learner journey/experience of the process.
- Learner individual SEND needs being met.
- Quality of Registers and reports, specific detail evident.
- MIS error reports and data compliance.
- Performance figures for the course.
- Work security – Judgement of quality of education.

- Tutors' feedback to learners to include contextualized, developmental and math's and English support. Use of the marking policy.
- Quality of Resources /course content and materials.
- Environment, fit for purpose, safe and learner friendly.
- Professionalism, competency, and engagement of delivery staff.

The Deep Dive report may conclude on completion of the course and overall achievement of learners and may include an IQA report moderation.

Overall feedback is given with a development or action plan put in place, if required. A deep dive report is completed with a training needs analysis on the staff member/s considered the outcome of the report.

Feedback is given to the Skills delivery team, line managers, contract managers and Head of Skills, within a deep dive feedback meeting which will take place within 10 days of the deep dive activity. Actions and an overall deep dive grade are agreed, with solutions to any actions disseminated to team members.

Frequency of Deep Dives will be on a bi-monthly basis or determined by the quality cycle. Quality deep dives reviews can be requested by regional leads, contract managers or delivery managers when there are concerns about the quality of teaching, learning and assessment.

Deep dives can be general full course provision to assess the intent, implementation and impact on the learner journey, topic focused via the quality calendar to include a wider skill and subject specific focus, or contract compliance needs based.

### Quality Drop-in/Learning Walk Activities

Quality drop ins also take place on a Bi-monthly basis giving a shorter snapshot of key quality areas of the provision, topic based via the quality calendar. Drop ins are ungraded but form part of the quality calendar and may trigger a deep dive for a full view of provision when a concern is raised. Outcomes from drop ins are recorded in the drop in planner and findings discussed at the quality assurance meeting to agree an additional deep dive activity.

## **Observation Outcomes Grading**

Grade 1 | Outstanding | Annual Observation requirement

Grade 2 | Good | Biannual Observation requirement

Grade 3 | Requires Improvement | 2/3 Monthly Observations

Grade 4 | Inadequate | Monthly Observations

Trainers who achieve less than a good grade will be re-observed by the same Observer (where possible), to ensure consistency, within four weeks of that OTLA. Where re-observations are required the line manager will be responsible for ensuring the individual concerned has the appropriate training/support to allow for re-development before the re-observation in line with CPD requirements.

Observations do not have to be graded and many are supportive to the improvement of teaching and learning across, Schools, and Tutoring.

## **Post-visit Responsibilities**

The Quality and Curriculum department will:

- Add all OTLA records sheets to the staff member profile on the trainer database.
- Review RAG rating after OTLA is recorded on the OTLA planner.

## **Moderation & Standardisation**

Moderation activities will be carried out across PET-Xi on a quarterly basis to ensure consistency with regards to grading, feedback, and provision of staff development. The moderation activities will include:

- Internal joint observations
- Quarterly meetings for standardisation
- Quarterly feedback or more frequent if required to ELT on Skills, Schools, and Tutoring provision performance.

These moderation activities will ensure that we maintain consistent standards within PET-Xi, external changes, and national benchmarks. This will also create opportunities to continuously improve the OTLA/Deep Dive documentation and process.

The OTLA/Deep Dive process and moderation activities are designed to improve the quality of the learner experience within PET-Xi by engaging all delivery staff in evaluating the impact of their delivery on the quality of learning and acting to continuously improve to enable a first-class learner experience.

The evidence gathered from OTLA/Deep Dive activities will be used to generate individual training needs analysis action plans, course quality improvement actions on the company quality improvement plan (QIP) and support judgements made in the company self-assessment report (SAR). Updated quarterly and the findings will also be a valuable source of evidence to assess individual's performance as part of the Appraisal process.

Mock Inspection and audit processes will also provide opportunities to identify areas for development. This will be carried out externally by the External Consultant/Moderator.

The outcomes of the moderation activities will be recorded within the minutes of the meeting to evidence completion of moderation activities & outcomes/actions. All moderation and standardisation activities are to be reported to the Executive Leadership Team (ELT) on a Quarterly basis by the Quality and Curriculum through a written report.

## Appeals

Tutors can appeal against the conduct and processes of the observation. The appeal should provide reasons for the appeal in respect of the observation process (the conduct of the observation, completion of the observation report and/or observation feedback procedures.). An appeal should be made to the tutor's line manager no later than 5 working days following receipt of the written feedback. The appeal will then be heard by a panel consisting of the Quality and Curriculum, the Observer, and the tutors Line Manager (Head of Skills if the observer is the tutors Line Manager) within 5 working days of receipt of the appeal.

If the appeal is upheld by the panel the tutor's Line Manager will arrange with Quality and Curriculum for a re-observation of the tutor delivering to a similar class. This will be arranged as soon as is practicable. The re-observation will be conducted by a different member of the observation team and moderated by Quality and Curriculum. The report from the re-observation will be the one which is added to the central records held by PET-Xi.

### Joint Observations and Standardisation

External partners, Quality and Curriculum or delegate may conduct a joint observation with each observer annually. Quality and Curriculum or delegate will observe the teaching and learning or learner journey session alongside the observer. The observer will follow the normal procedures as above. Quality and Curriculum or delegate will give immediate feedback. Quality and Curriculum or delegate will complete a separate observation form.

The purpose of Joint or Peer Observations is to ensure consistency in observations and decision making, seek to detect and correct any problems in the quality of services. Establish, maintain, monitor, and review the standard of provision at PET-Xi.

Quality and Curriculum or delegate will agree an action plan with the observer for any required areas of improvement. The timing of the next observation will also be set, based on the outcome of the observation as recorded on the OTLA planner.

### Curriculum Management monitoring meetings

The Curriculum team will work in conjunction with the quality team to monitor the quality of resources and report any action being taken to address any concerns with individual learners or cohort support. The review of resources will be in conjunction with the SENCo staff and guidance to best support individual learners.

The benefit of Individual learner support needs against the provision provided to the learners are to be reviewed via deep dives and teaching observations.

Skills team members and Curriculum teams are to collaborate on the development of high-quality resources to include the use of technology to enhance the learning

experience. Online platforms are to be fit for purpose and areas of improvement identified.

### Related documents

Assessment and Verification policy

OTLA/Deep Dive Planner (Excel)

Quality Cycle (Excel)

Staff Malpractice and Maladministration policy

### Policy Version Tracker

Version	Action	Author	Verifier	Comments	Date
01.0	Original	Vicki Connell	Nasir Lakhanpal	Creation	20/12/2018
01.2	Original	Vicki Connell	Nasir Lakhanpal	Inclusion of detailed OTLA process	20/05/2019
V2	Review	Susan O'Neill	Ruth Exelby	Review	17/03/2022
V3	Review	Susan O'Neill	Ruth Exelby	Review inclusion of Plagiarism/malpractice and maladministration	17/04/2022
V3.1	Review	Susan O'Neill	Dale Ball	Addition of staff selection and allocation	17/02/2023
V3.2	Review	Susan O'Neill	Gary Drake	Review- update- title change	04/08/2023
V4	Review	Susan O'Neill	Olga Bottomley	Updates	29/08/2023
V5	Review	Chris Haresign	Olga Bottomley	Inclusion of AI and rewrite	14/10/2024
V5	Review	Jake Sexton		Review	14/10/2025
V5	Review	Donna Lawson	Donna Lawson	No Changes	13/02/2026