

Ginger Nut Training.



Document Title

IQA Strategy

Originator

Directors

Responsible Person

Quality & Compliance Lead

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IQA Strategy

1. Introduction

Ginger Nut Training is committed to delivering high-quality education and training that enables learners to develop the knowledge, skills and behaviours required for sustained employment and career progression.

Apprenticeship programmes are designed to develop full occupational competence in line with apprenticeship standards, ensuring apprentices gain the knowledge, skills and behaviours required to succeed within their chosen sector.

Internal Quality Assurance (IQA) ensures the integrity, consistency and continuous improvement of teaching, learning and assessment across all programmes delivered by Ginger Nut Training. The IQA strategy provides a structured framework for monitoring delivery, supporting tutor development and ensuring compliance with regulatory and funding requirements.

This strategy aligns with:

- the 2026 Ofsted Education Inspection Framework (EIF) for Further Education and Skills
- the Department for Education Apprenticeship Funding Rules (2025–2026)
- the Department for Education Provider Guide to Delivering High-Quality Apprenticeships
- apprenticeship standards and assessment plans developed by the Institute for Apprenticeships and Technical Education
- the requirements of awarding organisations and End Point Assessment Organisations (EPAOs)
- the Apprenticeship Accountability Framework, including performance thresholds and intervention triggers

The IQA system ensures that:

- assessment decisions are valid, reliable and consistent
- learners make sustained progress towards gateway and End Point Assessment (EPA)

- teaching and assessment practices are inclusive, ambitious and responsive to learner needs
- apprenticeship programmes meet regulatory and funding requirements
- employers are actively involved in supporting workplace learning and apprentice development

The IQA strategy explicitly reflects key judgement areas within the **2026 Ofsted EIF**, including:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Inclusion

The IQA strategy also supports compliance with the Apprenticeship Accountability Framework, including monitoring of “at risk” thresholds, timely achievement, retention and intervention triggers to ensure rapid response to underperformance.

2. Scope

This strategy applies to all programmes delivered by Ginger Nut Training, including:

- apprenticeship programmes
- Functional Skills qualifications
- knowledge and competence assessment within apprenticeship standards
- preparation for End Point Assessment (EPA).

The strategy applies to:

- tutors and assessors
- Functional Skills tutors
- contracted delivery staff
- Senior Tutors and curriculum leads
- Internal Quality Assurers (IQAs).

All staff involved in teaching, learning and assessment fall within the scope of the IQA system.

Where tutors are not yet qualified assessors, 100% of assessment decisions will be countersigned by a qualified assessor or IQA until competence has been confirmed.

Internal quality assurance reviews:

- teaching, learning and assessment practice
- learner progress and achievement
- compliance with apprenticeship funding rules
- recognition of prior learning (RPL) and initial assessment
- off-the-job training (OTJT) planning and recording
- progress reviews and employer engagement
- readiness for gateway and End Point Assessment.

Internal quality assurance explicitly includes:

- monitoring of PPED (Planned Progress and Expected Duration) as a core performance indicator
- identification of learners at risk of falling outside expected progress timelines
- alignment of delivery with Accountability Framework thresholds

Quality monitoring operates through a rolling 12-month quality cycle supported by the Ginger Nut Training Quality Calendar.

3. Governance and Accountability

Operational responsibility for the implementation of this strategy sits with the Quality and Compliance Lead.

The Quality and Compliance Lead oversee the effectiveness of quality assurance systems and ensures that delivery meets regulatory, funding and quality expectations.

Quality assurance activity includes oversight of performance against the Apprenticeship Accountability Framework, including:

- identification of learners and cohorts at risk of breaching performance thresholds
- monitoring of timely achievement and retention indicators
- implementation of targeted interventions where risk indicators are triggered

Quality findings include clear escalation routes where provision is identified as:

- At Risk
- Requires Improvement
- High Performing

These ratings inform intervention planning, tutor support and leadership oversight.

Quality assurance activity is undertaken by the Quality and Compliance team, which includes:

- Internal Quality Assurers (IQAs)
- Senior Tutors
- curriculum specialists where appropriate
- the funding and compliance team.

These staff undertake a range of quality monitoring activities including:

- observation of teaching, learning and assessment (OTLA)
- portfolio and assessment sampling
- compliance monitoring
- review of learner progress and outcomes
- monitoring of apprenticeship funding rule compliance.

Quality findings are reviewed through regular quality meetings and contribute to the organisation's Quality Improvement Plan (QIP).

Senior leadership maintains oversight of quality performance and ensures appropriate support, resources and professional development are available to maintain high standards.

Ginger Nut Training does not currently subcontract delivery. Where subcontracting arrangements are introduced, the organisation will retain full responsibility for the quality assurance of subcontracted provision.

4. Quality Assurance Principles

The Ginger Nut Training IQA system is designed to:

- support continuous improvement
- maintain fair and consistent assessment
- identify and share best practice

- provide developmental feedback to tutors
- ensure compliance with regulatory and funding requirements.

Quality assurance activity evaluates curriculum intent, implementation and impact to ensure programmes:

- meet employer and industry needs
- are delivered through effective teaching and assessment
- enable learners to achieve positive outcomes including progression, promotion or further study.

The IQA framework integrates multiple quality monitoring activities including:

- observation of teaching, learning and assessment
- portfolio sampling
- compliance monitoring
- learner and employer voice
- progress monitoring and performance data analysis.

Findings from these activities are triangulated to provide a comprehensive view of programme quality.

Quality assurance judgements are aligned to the 2026 Ofsted EIF framework, including explicit evaluation of:

- intent, implementation and impact
- learner progress and outcomes
- inclusion and equitable access to learning

All IQA activity includes consideration of:

- learner progress against PPED timelines
- risk indicators linked to the Accountability Framework
- effectiveness of interventions for learners at risk

5. Risk-Based Sampling Strategy

Ginger Nut Training uses a risk-based approach to sampling to ensure that quality monitoring focuses on areas where improvement or additional support may be required.

Sampling priorities consider:

- programme stage
- assessment methods used
- tutor experience and qualification status
- previous quality assurance findings
- learner progress and achievement data
- employer feedback
- learners approaching gateway or End Point Assessment.

Additional sampling priority is given to:

- new tutors
- tutors delivering new standards or qualifications
- tutors previously identified as requiring additional support
- learners at risk of slower progress
- learners receiving additional learning support.

Risk-based sampling incorporates:

- learners exceeding or at risk of exceeding PPED timelines
- cohorts identified through Accountability Framework risk indicators
- provision approaching “at risk” thresholds for timely achievement

Additional sampling priority is given to:

- learners identified as “at risk” through progress tracking
- programmes with declining achievement or retention trends

6. Initial Assessment and Recognition of Prior Learning

Initial assessment ensures that programmes reflect each learner’s starting point.

Internal quality assurance reviews whether tutors effectively:

- identify prior knowledge, skills and experience
- recognise and record prior learning through RPL
- adjust training plans accordingly

- identify English and maths starting levels
- identify additional learning needs or support requirements.

This ensures learners receive personalised programmes that remain compliant with apprenticeship funding rules.

IQA ensures that accurate initial assessment supports:

- realistic and compliant PPED setting
- appropriate programme duration aligned to funding rules
- early identification of learners requiring additional support to remain on track

7. Observation of Teaching, Learning and Assessment (OTLA)

Observation of Teaching, Learning and Assessment supports the continuous improvement of teaching practice and ensures learners receive high-quality, inclusive training.

Observations are developmental and are not graded.

OTLA findings are triangulated with learner progress data, portfolio sampling and learner voice to evaluate the effectiveness of teaching and learning.

Inclusive Teaching Practice

In line with the 2026 Ofsted EIF, Inclusion is evaluated as a distinct and high-priority judgement area.

IQA activity evaluates how effectively provision:

- removes barriers to learning
- promotes equality of opportunity
- supports learners with SEND, neurodiversity and additional needs
- ensures all learners can participate fully and make progress
- embeds inclusive practice across curriculum design and delivery

Observation activity specifically evaluates:

- inclusive curriculum design
- adaptive teaching strategies

- equitable learner participation
- culturally responsive teaching approaches
- use accessible learning materials
- differentiate teaching to meet individual needs
- promote inclusive participation
- support learners with SEND or additional learning needs
- maintain high expectations for all learners.

Observation Methods

Two observation approaches are used:

Recorded observations

Recorded sessions may be reviewed by IQAs or senior staff.

Live observations

Live online sessions may be observed either planned or unplanned.

Observation Frequency

Observation frequency is determined through a risk-based RAG rating system.

| Rating | Observation Frequency |
|--------|-----------------------|
| Green | Every 6 months |
| Amber | Every 3 months |
| Red | Monthly |

New tutors are observed monthly during their probation period.

Observation findings inform tutor CPD and quality improvement activity.

8. Portfolio Sampling

Portfolio sampling ensures that assessment decisions are valid, consistent and compliant with awarding organisation requirements.

Sampling includes review of:

- learner progress against PPED milestones
- appropriateness of assessment pacing in relation to programme duration
- evidence of timely progression towards gateway
- assessment planning
- quality of feedback
- authenticity and validity of learner evidence
- differentiation of assessment
- application of reasonable adjustments.

Sampling takes place through targeted e-portfolio reviews and monthly sampling reports produced by the Quality and Compliance Team.

Findings are shared with tutors and discussed during standardisation meetings to ensure consistency of assessment practice.

9. Compliance Monitoring

Compliance monitoring forms part of the wider IQA framework and ensures programmes meet regulatory and funding requirements.

Sampling reviews include:

- progress reviews and employer involvement
- off-the-job training planning and recording
- assessment planning and feedback
- learner progress monitoring
- gateway readiness and documentation.
- verification that learners remain on track against PPED expectations
- identification of learners at risk of delayed completion
- review of intervention actions for learners flagged through Accountability Framework threshold

Monitoring ensures apprentices receive the required minimum off-the-job training in line with apprenticeship funding rules and that this training is planned, relevant to the apprenticeship standard and accurately recorded.

Compliance monitoring also reviews tutor responsibilities relating to:

- Safeguarding and Prevent
- Equality, diversity and inclusion
- Accessibility and reasonable adjustments.

Where areas for improvement are identified, development actions are agreed and monitored through subsequent quality assurance activity.

10. Functional Skills

Internal quality assurance monitors the delivery and compliance of Functional Skills programmes.

Monitoring includes:

- learner starting points in English and maths
- teaching and learning activity
- learner progress and achievement
- preparation for exams and mock assessments
- exam booking and completion
- contribution of Functional Skills delivery to overall timely achievement (PPED)
- alignment of Functional Skills progress with apprenticeship timelines

Internal quality assurance ensures English and maths delivery supports apprentices to achieve the level required within their apprenticeship standard where applicable.

Speaking and Listening assessments in Functional Skills English are 100% sampled in accordance with awarding organisation requirements.

11. Accessibility and Additional Learning Support

Ginger Nut Training is committed to providing inclusive learning opportunities for all learners.

IQA sampling evaluates how effectively tutors:

- implement learner support plans
- apply reasonable adjustments
- adapt teaching strategies
- provide accessible learning materials.

Targeted sampling of learners with additional support needs ensures that support arrangements remain effective.

This section contributes directly to Inclusion ensuring:

- equitable access to learning
- effective implementation of support strategies
- removal of barriers to progress

12. Employer Engagement

Employer involvement is a key element of high-quality apprenticeship delivery.

Quality assurance evaluates how effectively employers:

- participate in progress reviews
- support workplace learning
- provide feedback on apprentice development
- contribute to the development of occupational competence.

Employer feedback informs programme review and curriculum improvement.

Employer engagement supports:

- timely progress against PPED milestones
- early identification of learners at risk
- collaborative intervention planning

13. End Point Assessment and Gateway

Internal quality assurance includes oversight of preparation for End Point Assessment.

Monitoring ensures that:

- learners understand EPA requirements
- preparation aligns with apprenticeship assessment plans
- mock assessments support readiness.
- learners reach gateway within expected PPED timelines
- delays are identified early and addressed through intervention

Internal quality assurance verifies that all gateway requirements are fully evidenced prior to gateway sign-off, including employer confirmation of occupational competence, completion of mandatory qualifications and achievement of English and maths where required.

Learners only progress through gateway when all programme requirements have been met.

14. Quality Improvement

Findings from IQA activity inform Ginger Nut Training's Quality Improvement Plan (QIP).

Quality themes identified through:

- observation activity
- portfolio sampling
- learner voice
- employer feedback
- performance data
- analysis of PPED performance data
- tracking of Accountability Framework indicators
- targeted intervention for "at risk" provision

are reviewed by senior leadership and used to inform:

- tutor CPD
- curriculum development
- organisational priorities.

Progress against improvement actions is monitored through regular quality meetings and standardisation activities.

15. Quality Assurance Cycle

Ginger Nut Training operates a continuous quality improvement cycle which includes:

- planning of delivery and curriculum design
- monitoring through observation, sampling and compliance reviews
- evaluation through learner, employer and staff feedback
- improvement through the Quality Improvement Plan and tutor CPD.

This cycle ensures quality improvement is systematic, evidence-based and aligned with regulatory expectations.

The quality cycle incorporates:

- continuous monitoring of PPED and timely achievement
- tracking against Accountability Framework thresholds
- rapid intervention where risk indicators are identified

Quality Cycle



This cycle ensures that quality monitoring activities systematically inform self-assessment and improvement planning, enabling Ginger Nut Training to maintain high standards of teaching, learning and assessment while responding effectively to areas identified for development.

Version Control

| Version | Date | Author | Summary of changes |
|---------|------------|----------|--|
| 10.0.3 | April 2026 | Q&C Lead | <ul style="list-style-type: none"> • 2026 Ofsted EIF • Apprenticeship Accountability Framework • Dedicated Inclusion section within OTLA • Inclusion focus |

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Ginger Nut Training - IQA Strategy


Final Audit Report


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