

## Quality Expectations Statement (Outstanding Practice Version)

**Version: April 2025 | Review Due: April 2026**

### Policy Statement:

#### 1. Introduction

At Salt Training Ltd, quality is not just a process — it's our culture. We are committed to delivering consistently excellent teaching, learning, and support through a shared ethos of improvement, inclusivity, and professional integrity. This statement sets out our organisation-wide quality expectations for staff, learners, subcontractors, and partners.

Our quality approach reflects the four judgement areas of the Ofsted Education Inspection Framework (EIF):

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

It also aligns with the ESFA's funding rules, IfATE standards, and Salt's organisational values.

#### 2. Our Vision for Quality

We are an ambitious, learner-centred training provider that champions fairness, opportunity, and progression. Our vision is to:

- Provide inclusive, industry-relevant, and engaging learning
- Maximise learner success and meaningful progression
- Maintain full compliance with safeguarding, EDI, and funding rules
- Co-design provision with learners, employers, and community partners
- Empower all staff to lead and shape continuous quality improvement

#### 3. Core Quality Principles

Salt's quality framework is underpinned by:

- **Learner-centred design** – built around progression, wellbeing, and personal goals
- **Collaboration** – quality is everyone's responsibility, from tutor to subcontractor
- **Transparency** – we operate openly and welcome scrutiny
- **Inclusion** – we reflect and respond to the needs of all learners, including those with additional needs
- **Evidence-led practice** – we use data, feedback, and observation to guide improvement

**Policy Owner: Managing Director**

**Stage of Approval: Approved**

**Date of Review: April 2025**

#### **4. What We Expect from Salt Staff**

All Salt staff are leaders of quality and will:

- Plan and deliver inclusive, learner-led, and ambitious sessions
- Maintain professional and occupational currency
- Uphold our safeguarding, Prevent, and EDI responsibilities
- Use formative assessment and feedback to track and support progress
- Reflect on their practice, contribute to CPD, and engage with quality processes

#### **5. What We Expect from Subcontractors and Freelancers**

- Full compliance with Salt's QA processes, ESFA rules, and safeguarding requirements
- Timely reporting of learner progress, attendance, concerns, and outcomes
- Adherence to Salt's EDI, digital delivery, and Prevent policies
- Participation in Salt-led observations, CPD, and performance reviews
- Collaboration on complaints, SAR evidence, and service improvement

#### **6. What Learners and Employers Can Expect from Us**

- Transparent, co-produced delivery that meets agreed goals and needs
- Accurate and supportive IAG from enrolment to exit
- High-quality in-person and digital delivery
- A safe and respectful learning environment
- Opportunities to shape their experience through feedback and co-design

#### **7. How We Monitor and Improve Quality**

We maintain a cycle of review, action, and accountability using:

- Scheduled observations and learning walks (including digital delivery)
- Learner and employer feedback (surveys, forums, case studies)
- Performance dashboards, RAG-rated learner tracking, and data analysis
- CPD logs, curriculum planning reviews, and peer moderation
- SAR and QIP cycles, mapped to Ofsted EIF criteria
- Benchmarking against ETF, ESFA, and sector peers

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## 8. Digital Quality and Accessibility

Digital and hybrid learning is a core part of our offer. We:

- Monitor engagement, accessibility, and learner satisfaction in remote delivery
- Train staff in digital pedagogy and learner support
- Adapt resources for neurodiverse learners and those with digital exclusion risk

## 9. Quality, Safeguarding and EDI Integration

We recognise that quality is inseparable from safeguarding and inclusion. Our commitment to a high-quality learning environment means:

- Zero tolerance for discrimination or harassment
- Active promotion of British Values and inclusion
- Early identification and support of vulnerable learners

## 10. External Validation and Peer Review

We welcome scrutiny and improvement support from:

- Awarding bodies and EPAOs
- Local and regional partners
- Employers and industry representatives
- Ofsted, ESFA, and DfE
- Peer review networks and collaborative providers

## 11. Ownership and Accountability

- **Managing Director** – Strategic leadership and accountability
- **Head of Quality** – Quality system oversight and SAR/QIP coordination
- **Curriculum/Delivery Leads** – Local delivery standards and team development
- **All staff and partners** – Daily enactment of quality standards and values

## 12. Our Commitment to Continuous Improvement

We commit to:

- Acting swiftly on underperformance or learner feedback
- Sharing good practice across teams and partners
- Encouraging innovation and practitioner-led improvement
- Ensuring quality is embedded from induction to progression for every learner

**Policy Owner: Managing Director**  
**Stage of Approval: Approved**  
**Date of Review: April 2025**

**Approved by:** Kurt Salter  
**Position:** Managing Director  
**Date:** April 2025

A handwritten signature in black ink, appearing to be 'K Salter', written over a horizontal line.

**Policy Owner:** Managing Director  
**Stage of Approval:** Approved  
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