

Standards Specification for Quality Assurance Framework

Grades:

Requires Improvement - Does not meet baseline requirements

Good – meets requirements

Outstanding – exceeds requirements

Aspects highlighted in Bold are designated as Critical Elements (aspects which are fundamental to a robust internal Quality Assurance process).

Ref	Aspect	Specification for standards	Quality Manual guidance
1.1	Management and Governance Structure		
1.1a	Roles and Responsibilities of Training Team	Good: Training provider has documentary evidence showing the expected roles and responsibilities of the organisation, including job roles. This may be a flowchart or diagram. Outstanding: As above plus there are defined job descriptions for all relevant staff.	Templates for roles and responsibilities
1.1b	Documented Policies (Critical Element): - Equality - Health and Safety - Complaints - Malpractice - Appeals - Data protection	Good: Policies are in place, either the organisation has their own policies (standalone or as part of other documents such as the company's Employee Handbook) or the templates provided in the Quality Manual have been used and adapted¹ appropriate to organisational needs. Outstanding: As above plus policies are reviewed regularly (at least every 2 years) and this process is documented. There is evidence that all stakeholders know how the policies are applied.	Template policies
1.1c	Documented procedures (Critical Element): Equality	Good: Procedures are in place, either the organisation has their own procedures (standalone or as part of other documents such as the company's employee handbook) or the templates provided in the Quality Manual have been used and adapted appropriate to organisational	Template procedures

¹ The minimum expected adaption is to include the date of creation, a projected revision date, the company's logo and the name of the person responsible for the document.

	• Health and Safety • Complaints • Malpractice • Appeals • Data protection	needs. Outstanding: As above plus procedures are reviewed regularly (at least every 2 years) and this process is documented. There is evidence that all stakeholders know how the procedures are applied.	
1.2	Assessment and Training materials		
1.2a	Overview of Training Programme	Good: A basic programme overview is in place and provided to learners (this may be in the form of a timetable). Outstanding: Programme/Timetable materials are sufficiently detailed, reviewed and evaluated at the end of each course, and give learners the ability to prepare for the training session.	Guidance - Training programme overview checklist and template lesson plan
1.2b	Programme Aims and Lesson Plans (Critical Element)	Good: There are well developed and structured lesson/session plans in place (covering all the applicable syllabuses/modules) and these are reviewed as part of the course evaluation. Outstanding: As above, plus training provider contributes to review of aims and objectives with DfT/CAA through engagement and feedback (including raising issues identified through course evaluation).	N/A
1.2c	Accessibility of Training and Assessment materials (Critical Element)	Good: Training and assessment materials are designed in line with best practice in terms of font size/format for handouts and PowerPoints. Outstanding: There is evidence of materials having been adapted for Dyslexia, English as a Foreign Language (EFL), Autism or any other identified learner needs – there is a proactive approach by the training provider to make anticipated adaptations.	Guidance - Best practice for accessibility requirements of training materials
1.2d	File Management	Good: Training and assessment materials are organised and stored securely, with appropriate access arrangements. Materials are disposed of securely. Outstanding: A documented process for Version control is in place.	N/A