

Educationwise – Quality, Culture and Impact Statement (2025–2026)

How we design, deliver and improve learning

1. Who We Are

Educationwise was built to address challenges that traditional education models often struggle to accommodate.

The sectors we operate in do not fit classroom-based models, yet much of the training available is still designed that way. This creates barriers for both learners and employers.

We work differently. We design training around how people actually work, not how systems expect them to learn. Unlike traditional providers, our model is designed specifically for sectors where learning must fit around employment, ensuring that development happens within real working environments rather than being separated from them.

We are a specialist, employer-aligned training provider operating across sport, education, fitness and community sectors. Since 2020, we have developed a model that responds directly to learner needs, employer contexts and sector demands.

Our purpose is clear: to develop confident, capable individuals who progress in their careers and contribute meaningfully within their organisations and communities.

2. What We Do

We deliver apprenticeship and adult learning programmes that are:

- aligned to employer needs
- structured around real working patterns
- focused on practical application

Our provision supports individuals at the early stages of their careers, many of whom are entering structured training for the first time.

We work across sectors where practice, not theory alone, defines competence:

- sports coaching and physical development
- fitness and health
- community and youth-based provision

3. Why Our Model Exists

The sectors we serve operate differently from traditional education environments.

Learners often:

- work across multiple sites
- operate outside standard working hours
- balance irregular income and commitments
- enter the workforce early in their careers

For many, fixed, classroom-based delivery is not realistic or sustainable.

At the same time, these sectors are built on application. Learners develop through doing, reflecting and improving in real environments.

Traditional models struggle to accommodate this. Our model is designed specifically to address it. As a result, our model ensures that learning is integrated into day-to-day practice rather than delivered separately from it.

4. How We Operate

A Model Built Around the Sector

We operate a remote-first model to remove unnecessary barriers to participation and ensure learning fits around employment.

This enables:

- learners to avoid lost income and unnecessary travel
- employers to maintain productivity without disruption
- consistent access to learning regardless of location

Employers report that this approach allows staff to remain operational while developing, reducing disruption to delivery.

How Learning Works

Our curriculum is designed for applied learning. Learners' starting points are established through structured onboarding, including initial assessment, skills diagnostics and employer input.

This ensures that learning is planned appropriately, support needs are identified early, and progress can be measured accurately over time.

We deliver:

- short, focused, interactive sessions
- structured use of digital tools to support engagement
- clear links between learning and workplace practice

Learning is reinforced through:

- structured workplace application
- mentor support within the employer setting
- ongoing coaching from sector-experienced tutors
- wider personal development activities

Depth of learning is measured by a learner's ability to:

- retain knowledge over time
- apply it consistently within their role
- demonstrate independent understanding

Where engagement or progress falls below expectations, this triggers structured intervention and adaptation within agreed programme timeframes.

As a result of this approach, learning is applied consistently within the workplace, supporting sustained development rather than short-term knowledge gain.

Inclusion and Support

A significant proportion of our learners require additional support.

We identify and respond to barriers that may limit participation, including access to devices, connectivity and suitable learning environments. Where required, adjustments are made to ensure learners can engage consistently and progress.

We provide this targeted support through a specialist-led model:

- Functional Skills delivered by subject specialists
- Additional learning support from trained inclusion professionals
- Vocational tutors embedding core skills without replacing specialist provision

This ensures consistent, high-quality support, reducing variation in learner experience and enabling earlier identification of those at risk of falling behind.

We strengthen this through:

- early identification of need
- ongoing review and adaptation
- multilingual support where required

Our focus is not participation, but progress beyond starting points.

Expert-Led Delivery

Our delivery is grounded in sector credibility.

- tutors are experienced practitioners
- many remain active within their sector
- employers and mentors support real-world application

This ensures learning remains aligned to current sector practice.

5. How We Maintain Quality

Quality is a continuous, organisation-wide responsibility, not something reviewed at set intervals.

We operate a structured approach that includes regular review of learner progress and experience, consistent sampling and standardisation, defined improvement priorities with clear ownership and ongoing staff development and support.

Consistency is maintained through standardised delivery expectations, regular staff calibration and structured quality assurance processes, ensuring that learner experience and outcomes remain aligned across all programmes.

We define clear expectations for delivery:

- learners make consistent progress in line with planned milestones
- tutors deliver structured and applied sessions
- employers support workplace application and reviews
- feedback leads to improvement in learner performance

These expectations are used to assess quality, identify risk and drive improvement.

Learner progress is tracked through central systems and reviewed at defined points across the programme. Progress below expectations is identified through defined indicators, including missed reviews, limited evidence of development, low engagement or slow progress against planned milestones.

Where these indicators are present, intervention is triggered within agreed review periods to prevent further delay.

This may result in:

- targeted learner intervention
- changes to delivery approach
- increased oversight and review frequency
- staffing or caseload adjustments where required

Where improvement is not secured, this is escalated through quality and leadership structures to ensure timely resolution.

Learner and employer voice is captured through regular feedback, surveys and review discussions. This is analysed and used to inform improvements to delivery, support and programme design.

Employers report improved visibility of learner progress, resulting in earlier intervention and clearer shared accountability. This supports earlier identification of learners at risk of delay and more effective action before issues affect progression or gateway readiness.

Quality is not assumed. It is reviewed, challenged and improved continuously.

6. Safeguarding and Learner Welfare

Safeguarding is embedded throughout our delivery — not held separately as a compliance requirement.

Within a remote and workplace-based model, safeguarding is strengthened through consistent monitoring of learner engagement, attendance patterns and behavioural indicators, alongside regular welfare-focused review points.

We actively monitor risk through:

- regular learner contact and review points
- staff awareness of behavioural and engagement indicators
- clear reporting and escalation processes
- communication with employers where appropriate

All staff are trained to recognise and respond to safeguarding concerns. Learners have clear routes to raise concerns and access support.

Safeguarding is part of everyday practice.

7. How Teams Work Together

Effective delivery depends on clear roles and shared accountability.

We operate a coordinated model where:

- tutors lead on teaching and progress
- functional skills specialists provide subject expertise
- inclusion teams deliver targeted support
- employers support workplace application

Clear communication ensures consistency for learners.

Where this is not consistent, it is addressed through structured review, escalation processes and targeted intervention.

8. How We Work With Employers

Employers are active partners in the learning process — not simply the context in which it takes place.

We work with them to align curriculum with operational reality, support and develop mentors and line manager, review learner progress and performance.

Employers are expected to:

- provide access to appropriate workplace opportunities
- support regular progress reviews and mentor support
- engage with feedback and development actions

Where employer engagement is not consistent, this is identified and addressed through structured review, escalation processes and targeted intervention.

Employers reinforce learning through workplace application and provide insight into day-to-day performance.

As a result of this model, learners develop independence earlier, take on greater responsibility within their roles and contribute more consistently to team delivery.

9. How We Measure Success

Our focus is on meaningful outcomes, not just completion.

We measure success through:

- learner progression and achievement
- development of confidence and capability
- improvement in workplace performance
- sustained employment and career progression

Current performance shows:

- strong learner experience and support
- high levels of employer confidence
- strong achievement for those reaching end-point assessment

We monitor performance through key indicators including achievement, timely achievement, retention, and learner and employer satisfaction.

Clear expectations are set for learner progress, with performance reviewed against planned milestones and outcomes.

As a result of our model, learners are able to apply learning consistently within their roles, and employers see earlier development of competence and independence.

We recognise that timely completion and retention remain areas requiring continued improvement. Our focus is on ensuring more learners reach end-point assessment within planned timeframes.

10. What We Are Improving

We actively review performance and respond through a structured improvement approach.

Current priorities include:

- improving timely achievement through earlier identification of risk
- strengthening consistency of learner progress tracking
- improving onboarding and initial assessment
- increasing consistency of teaching and feedback
- strengthening employer engagement
- further developing adult learning provision in line with our apprenticeship model and quality expectations

Where improvement actions do not achieve expected impact, they are reviewed and adjusted.

Improvement is treated as a responsibility, not a process.

11. What Defines Our Approach

Educationwise is defined by how it operates in practice. This includes maintaining standards under pressure and ensuring consistency as provision grows.

We:

- design delivery around real working environments
- operate a flexible, remote-first model with clear expectations
- embed inclusion through specialist support
- work with employers as partners
- ensure quality is owned across all roles

Our approach is underpinned by clear values: accountability, inclusion, consistency and a focus on learner success.

12. Forward Focus

We continue to strengthen and refine our provision deliberately, tightening consistency, control and impact across all areas of delivery.

Our focus is on:

- ensuring consistently strong teaching, coaching and assessment
- improving timely visibility of learner progress and earlier intervention where risk is identified
- embedding employer involvement in supporting learner development
- refining onboarding and early-stage engagement to secure stronger starts

We continue to strengthen the systems that underpin this, including data, digital infrastructure and governance.

Growth is controlled and only pursued where quality, consistency and learner experience can be maintained.

We recognise that a remote, employer-integrated model requires strong control of engagement, consistency and employer contribution. These are managed through structured oversight, data monitoring and timely intervention.

13. Leadership

Educationwise is led through a structured governance and leadership model that ensures clear oversight of quality, performance and risk.

Leadership decisions are informed by live performance data, including learner progress, risk indicators and quality measures. This ensures actions are timely, targeted and focused on improving outcomes.

Leadership integrates quality, delivery and data through defined reporting cycles, with performance reviewed regularly at operational and Board level.

Governance structures, including committee oversight and focused performance reviews, ensure that:

- risks are identified early and acted upon
- quality priorities are monitored and challenged
- improvement actions are tracked through to measurable outcome

This is supported by centralised systems and live data reporting, enabling consistent oversight of learner progress, risk and performance across all programmes.

This ensures that decision-making is informed, timely and aligned to learner and employer outcomes.

Leadership is not only responsible for direction, but for ensuring that standards are maintained and improvement is secured.

14. Closing Statement

Educationwise is deliberate in how it designs, delivers and improves learning.

We understand the sectors we work in, the needs of our learners and the expectations of employers.

Our promise is simple: if we commit to delivering learning, we take responsibility for securing measurable progress, timely achievement and sustained outcomes.

This means ensuring learners develop the skills, confidence and capability required to succeed within their roles, and that employers see clear, tangible value from that development.

Our approach to inclusion, equality and learner support is set out in full in our Inclusion Statement, which should be read alongside this document.