TRAINING

Quality Assurance Report 2026

Version 2.0

Document	Details
Provider	Xcademia Ltd | UKPRN 10101097
Issue date	20 October 2026
Version	2.0
Report type	Xcademia quality assurance arrangements
Scope	Professional training, mentoring and organisational development

www.xcademia.com | info@xcademia.com

Contents

Document control and version history

1. Purpose and assurance overview
2. About Xcademia and the scope of our quality management system
3. Leadership, quality policy and roles
4. Risks, opportunities, aims and planned changes
5. People, resources and records
6. The learner journey, from enquiry to certificate and follow-up
7. Design, delivery and assessment
8. Learner experience and protection
9. Performance evidence and evaluation
10. Management review
11. Improvement plan and review
12. Current position and development priorities
13. Policy register
14. How this report relates to ISO 9001:2015
15. Glossary
16. Sources, related information and contact

Document control and version history

Document control

Item	Details
Title	Training Quality Assurance Report 2026
Provider	Xcademia Ltd, UKPRN 10101097
Version	2.0
Issue date	20 October 2026
Replaces	Version 1.1, issued 1 April 2026
Document owner	Quality lead
Approved by	Management
Next scheduled review	January 2027, or earlier following material change
Report type	Our own quality assurance arrangements. This is not an external inspection or an independent certification report.
Scope	Professional training, mentoring and organisational development
Formats	Web page and PDF download. Other formats on request from info@xcademia.com.

Version history

Version history

Version	Date	Summary of change	Owner
1.1	1 April 2026	Edition published as the Training Quality Assurance Report 2026.	Quality lead
2.0	20 October 2026	Fuller account of our quality management system: scope and interested parties, leadership and roles, risks and aims, trainer competence, the learner journey, management review, corrective action, safeguarding and Prevent, malpractice and maladministration, complaints timescales, policy register, a table showing how this report relates to ISO 9001 and a glossary. Wording corrected throughout. No performance figures added.	Quality lead

This edition keeps everything in version 1.1 and corrects its wording.

QUALITY ASSURANCE / 01

1. Purpose and assurance overview

This report sets out how we manage training quality at Xcademia. It describes our quality management system (QMS), programme design, delivery controls, learner support and continuous improvement arrangements, giving learners, employers and other customers a clear account of the practices supporting our services.

Quality management foundation

We operate a QMS that is aligned with ISO 9001. It provides the foundation for programme planning, document control, feedback, performance review and corrective action. Alignment describes the framework we use. It is not independent certification, and we do not hold ISO 9001 certification.

Training model

Our training combines practitioner instruction, mentoring, practical exercises and role-relevant projects. Delivery options include live virtual, onsite, blended and self-paced learning. Our XRAY skills assessment supports the identification of capability gaps and targeted learning pathways.

Scope and evidence basis

This report covers our professional training, mentoring and organisational development services. It describes our own quality assurance arrangements. It is not an external inspection or an independent certification report.

Our quality assurance focuses on programme relevance, consistent delivery, practical assessment and learner experience. Performance reporting is agreed for each commission. This report describes our approach without presenting aggregate pass rates, satisfaction scores or independent audit findings.

Our assurance framework

Our assurance framework

Area	Our arrangements	Status
Quality management	QMS aligned with ISO 9001.	Aligned. Not independent certification.
Security	Xcademia holds Cyber Essentials, supported by information security and data protection policies. Verify the certificate.	Held.
Information security and continuity	Policies aligned with ISO/IEC 27001 and ISO 22301 principles.	Aligned. Not independent certification.
Provider approvals	Applications relating to NCFE, ILM, ECE and ITIL are in progress.	Approvals remain pending.
Published policies	Thirteen policies are published at www.xcademia.com/policies and listed in section 13.	Published.

What is new in this edition: sections 2 to 6, 10, 12, 13, 14 and 15 are new, and sections 7 to 9 and 11 are expanded.

QUALITY ASSURANCE / 02

2. About Xcademia and the scope of our quality management system

Who we are

Xcademia Ltd (UKPRN 10101097) is a UK professional training provider. We provide professional training, mentoring and organisational development. Most of our learners are adults in employment. Some employer-commissioned or funded programmes may include 16 to 18 year olds or adults at risk, and our safeguarding arrangements apply to everyone we work with.

Context

We have identified the following internal and external matters that affect our ability to deliver training of the quality we describe:

- the skills needs and expectations of the employers and learners we work with
- the requirements of awarding and approval bodies we have applied to, and of funders and commissioners where they apply
- legal requirements, including data protection, equality and safeguarding law
- the availability and currency of trainers and subject specialists
- the technology, platforms and venues we depend on to deliver
- the starting points and support needs of learners

Interested parties

We have identified the following interested parties and what we understand they need from us.

Interested parties, their needs and how we engage them

Interested party	What we understand they need from us	How we engage
Learners	Relevant, accessible training, fair assessment, clear support and a route to raise concerns	Information before booking, a clear support contact, feedback during delivery and at completion, complaints and appeals route
Employers and commissioning customers	Training that meets the agreed brief, consistent delivery, relevant evidence of learning	Agreed brief, programme reviews, employer follow-up against agreed objectives, reporting agreed for each commission
Trainers, associate trainers and subject specialists	Clear expectations, up-to-date materials, support to deliver and assess consistently	Trainer records, programme briefing, subject specialist review of materials
Partners and external providers	Clear responsibilities and quality expectations	Defined responsibilities and agreed quality expectations
Awarding and approval bodies (applications in progress)	Evidence of sound quality assurance, assessment integrity and learner protection	Applications in progress, approval records
Funders and regulators where they apply	Compliance with the rules of the funding or regulatory regime	Programme-specific requirements agreed at commissioning
Staff and management	A workable system, clear roles and a fair working environment	Roles set out in section 3, policies in section 13

Scope of our quality management system

Our QMS applies to the design, delivery, assessment and certification of our professional training, mentoring and organisational development services, in all our delivery modes (live virtual, onsite, blended and self-paced), and to the support functions that serve them. It applies to our staff and our own programmes.

The QMS does not cover external professional examinations or awarding body certification. Those are provided by the examination or awarding body concerned, and we distinguish them from Xcademia's own certificates.

QUALITY ASSURANCE / 03

3. Leadership, quality policy and roles

Leadership

Xcademia management oversees the quality management system and programme improvement priorities.

Quality policy

Our Quality Policy is published on our website at www.xcademia.com/policies/quality-policy.

Roles and responsibilities

We describe responsibilities by role, not by individual. This table brings together roles that appear in this report.

Roles and responsibilities

Role	What the role is responsible for
Management	Oversight of the QMS and of programme improvement priorities. Records of approval status.
Quality lead	Maintaining QMS records, trainer evidence, the current Cyber Essentials certificate and the policy register. Recording and reviewing improvement actions, owners and due dates.
Programme lead	Confirming adjustment, support and complaint routes before each programme starts. Acting as, or nominating, the named programme contact.
Programme administration	Consolidating cohort data, validating calculations and using findings to inform programme review.
Subject specialists	Reviewing training materials before release, and checking content currency before delivery and on review.
Trainers and assessors	Delivering training and assessing against the marking criteria. Raising concerns under our safeguarding, malpractice and complaints arrangements.
Designated Safeguarding Lead	Receiving safeguarding and Prevent concerns, deciding action, liaising with outside agencies and keeping records, as set out in the Safeguarding and Prevent Policy.
Associate trainers and partners	Meeting the responsibilities and quality expectations agreed with us.

QUALITY ASSURANCE / 04

4. Risks, opportunities, aims and planned changes

Risks and opportunities

We consider risks and opportunities when planning programmes and changes. Examples of the matters we consider are:

- trainer availability and the currency of their knowledge
- failure of a delivery platform or an unavailable venue
- changes to qualification, approval or awarding body requirements
- information security incidents
- learner support needs that were not identified in advance
- changes in the skills employers need, which are opportunities as well as risks

Delivery dependencies, alternative teaching arrangements and recovery priorities for disruptive events are set out in our Business Continuity Policy Statement.

What we aim to achieve

We aim to achieve the following:

- learners and customers understand what to expect before they book
- training materials are reviewed before release and kept current
- assessment is consistent and fair, and certificates are issued against defined requirements
- learners can get support and adjustments, and can raise concerns and complaints with answers in the published timescales
- information about learners is protected
- we review what we have delivered, and act on what we find

We have not set out numerical targets in this report. Targets for individual programmes are agreed with customers and are distinguished from achieved results.

Planned changes

We update this report following material changes to our quality arrangements.

5. People, resources and records

Trainer and assessor competence

Trainer records capture relevant expertise, delivery experience and the status of any qualifications cited in customer proposals. We carry out checks on staff and associate trainers that are appropriate to the role. These include identity and right-to-work checks, references, a review of relevant experience and qualifications and, where a role involves regulated activity and the person is eligible, a Disclosure and Barring Service (DBS) check. Staff and trainers receive safeguarding and Prevent awareness training when they join and refresher training at regular intervals, and we brief associate trainers and partners on our safeguarding policy before they work with learners.

Beyond this:

- Before they deliver, trainers are briefed on the programme they will deliver.
- We ask trainers about their current expertise when we select them.
- Where more than one assessor is involved, assessors take part in sample review and calibration so that decisions are consistent.

Reviewing the quality of delivery

We review delivery quality using learner feedback.

Communication

We tell learners and customers how to contact us and how to raise concerns. We publish our policies, this report and our contact details on our website. Our contact details are info@xcademia.com and +44 20 8050 4999.

Resources and organisational knowledge

Before delivery we check learner communications, platform access, resource availability, venue suitability and support requirements. We use findings from delivery, feedback, complaints and review to inform programme review.

Documented information

We maintain training materials under document control. Each of our published policies shows its version, effective date, owner role and next review date. We keep QMS records, trainer evidence and a policy register, and we keep the records listed in section 6 and in the “Evidence we retain” table in section 7. We handle information according to agreed access, retention, secure sharing and disposal requirements.

6. The learner journey, from enquiry to certificate and follow-up

The learner journey: stage, what we do and the record we keep

Stage	What we do	Record we keep
1. Enquiry	We answer enquiries and explain delivery options, participation expectations, available support, resource access periods and optional charges before booking.	Enquiry record
2. Skills assessment (where used)	Our XRAY skills assessment can identify capability gaps and inform targeted learning pathways.	XRAY findings.
3. Agreeing the brief and programme	For commissioned programmes we agree a brief covering target roles, learner starting points, employer objectives, delivery constraints and intended outcomes. The agreed programme defines objectives, entry requirements, teaching methods and assessment criteria.	Agreed brief, syllabus and assessment mapping.
4. Booking and joining	We confirm the booking and give joining information and a support contact.	Booking record and confirmation email
5. Support needs and adjustments	We provide a confidential route for learners to identify support requirements and we agree reasonable adjustments with the learner and, where relevant, the employer.	Record of agreed adjustments (see our Learner Support and Reasonable Adjustments Policy)
6. Delivery readiness	Before delivery we check learner communications, platform access, resource availability, venue suitability and support requirements.	Trainer suitability record and pre-delivery checklist.
7. Delivery	We deliver through practitioner instruction, mentoring, practical exercises, labs, simulations and projects. A named programme contact coordinates issues affecting participation.	Enrolment and attendance registers.
8. Assessment	We assess against intended skills using clear marking criteria and give constructive feedback. Where more than one assessor is involved, sample review and calibration support consistent decisions.	Marking guidance, assessed work and review records.
9. Completion and certification	We issue completion and achievement certificates against defined requirements. External professional examinations and awarding body certification are distinct from our own certificates.	Attendance, achievement and certificate records. Completion records.
10. Feedback	We collect feedback during delivery and at completion. Complaints, concerns and support requests are recorded and answered as set out in section 8.	Feedback findings, support and complaint records.
11. Follow-up	Where agreed, we follow up with employers and learners against the objectives set at the start.	Employer and learner follow-up records.
12. Review and improvement	We review each cohort, record actions, owners and due dates, and feed findings into programme review and management review.	Improvement actions record.

7. Design, delivery and assessment

Understanding requirements

For commissioned programmes, our quality approach begins with an agreed brief: target roles, learner starting points, employer objectives, delivery constraints and intended outcomes. Where appropriate, XRAY findings can inform the learning priorities. The agreed programme defines objectives, entry requirements, teaching methods and assessment criteria.

Content and trainer assurance

We check training materials through subject specialist review before release and maintain them under document control. Reviews address accuracy, currency, practical relevance, accessibility and consistency with learning objectives. Trainer records capture relevant expertise, delivery experience and the status of qualifications cited in customer proposals. Section 5 describes trainer records and checks.

Practical learning and consistent assessment

We use labs, simulations and projects to develop workplace capability. Assessments are mapped to the intended skills and supported by clear marking criteria and constructive feedback. Where more than one assessor is involved, sample review and calibration support consistent decisions. We issue completion and achievement certificates against defined requirements. Our approach to assessment and certification is set out in our Assessment and Certification Policy.

Delivery readiness

Before delivery, we check learner communications, platform access, resource availability, venue suitability and support requirements. A named programme contact coordinates issues affecting participation.

Specialist partners and external providers

Specialist partners have defined responsibilities and agreed quality expectations. Our Supplier and Delivery Partner Management Policy sets out how we work with them.

When something falls short

If training, materials or assessment decisions do not meet our requirements, we record and investigate the problem. Section 11 describes how we then deal with it.

Evidence we retain

Evidence we retain

Quality stage	Supporting record
Design	Agreed brief, syllabus and assessment mapping.
Readiness	Trainer suitability record and pre-delivery checklist.
Assessment	Marking guidance, assessed work and review records.
Completion	Attendance, achievement and certificate records.

8. Learner experience and protection

Inclusion, accessibility and neurodiversity

Our programme planning provides a confidential route for learners to identify support requirements. We agree reasonable adjustments with the learner and employer. Examples include clear written instructions, advance agendas, manageable task stages, breaks, additional processing time and alternative participation methods. Learners do not need a formal diagnosis to ask for support.

Our resources use readable layouts and logical structure. Platform and venue selection takes account of relevant accessibility needs. Assessment adjustments reduce avoidable barriers while preserving the competence being assessed. We share support information only with those who need it to arrange assistance. Our arrangements are set out in the Learner Support and Reasonable Adjustments Policy and our Accessibility Statement.

Equality, diversity and inclusion

We follow the Equality Act 2010 and our Equality, Diversity and Inclusion Policy. We aim to remove avoidable barriers to enrolment, participation and assessment, and our admission and joining arrangements are based on the entry requirements of the programme and not on a person's characteristics. We do not tolerate harassment, bullying, victimisation or discrimination. Management reviews learner feedback, complaints and support requests for patterns that suggest a barrier or unfair treatment, and acts on what it finds. We have signed up to the Disability Confident scheme at the Committed level.

Feedback, concerns and complaints

We give learners a clear support contact and explain how to raise concerns. We collect feedback during delivery and at completion so that issues can be addressed. Complaints are recorded, assigned to an owner, investigated and answered within the timescales below, which are in working days. We provide an escalation route and record resulting actions.

Complaints and appeals stages and timescales

Stage	What happens	Timescale
Stage 1: acknowledgement	We acknowledge the complaint.	Within 5 working days.
Stage 1: investigation and response	We investigate and send a written response. If we need more time, we tell the complainant, explain why and say when to expect a response.	Within 20 working days.
Stage 2: appeal	If the complainant is not satisfied with our response, they can ask for an appeal.	Within 20 working days of the date of our response.
Stage 2: review and outcome	A member of management who was not previously involved reviews the complaint and our response. We send a written outcome.	Within 20 working days of receiving the appeal request.

The Stage 2 outcome is our final decision under the procedure. If a learner disagrees with an assessment result or how their work was marked, they can appeal. We handle assessment appeals in the same way and within the same timescales as complaints. The full procedure is in our Complaints and Appeals Procedure. We review complaints and support records for recurring issues (see section 9).

If a programme is publicly funded, a learner may be able to refer their complaint to the funding body after they have completed our procedure. We will give them the details of how to do that. For results from an awarding body or an external examination, the awarding body or examination provider's own appeals process applies. We will help the learner understand it and use it.

Safeguarding and Prevent

We are committed to keeping learners safe. Our Safeguarding and Prevent Policy applies to all staff, associate trainers, partners and contractors who work with learners, in any delivery mode.

- We have a Designated Safeguarding Lead (DSL) who receives concerns, decides what action to take, liaises with outside agencies and keeps records. A deputy supports the DSL where possible.
- Anyone with a concern must report it to the DSL as soon as possible and in any case on the same day, and must not wait for proof.
- We carry out checks on staff and associate trainers that are appropriate to the role, including a DBS check where the role involves regulated activity and the person is eligible.
- Staff and trainers receive safeguarding and Prevent awareness training when they join and refresher training at regular intervals.
- We take steps to keep live virtual sessions safe, including agreed platforms, professional communication only through agreed channels, and advance notice of any recording.
- We support the Prevent duty under the Counter-Terrorism and Security Act 2015. Our cyber security content is taught for legitimate and defensive purposes, and trainers set clear ethical rules for labs and exercises.
- The DSL reviews the policy at least annually and after any significant incident or change in law or guidance.

If someone is in immediate danger, call 999 first.

Malpractice and maladministration

We take the integrity of assessment and certification seriously. Malpractice means deliberate wrongdoing, such as falsifying results, helping candidates cheat or altering records. Maladministration means a failure to follow required procedures, whether deliberate or not. Our Malpractice and Maladministration Policy explains how we define, prevent, report and investigate malpractice and maladministration in assessment. Staff and associates who are worried about the consequences of speaking up can read our Whistleblowing Policy.

Whistleblowing

Our staff, associate trainers and partners can raise a serious concern about wrongdoing in confidence and without fear of retaliation, under the Public Interest Disclosure Act 1998. Management reviews the policy at least annually and records the number and type of concerns raised, without identifying individuals, so that we can learn from them.

Information security, data protection and continuity

Xcademia holds Cyber Essentials and maintains supporting policies. You can verify the certificate in the public register. Our privacy policy addresses UK GDPR and the Data Protection Act 2018. We handle information according to agreed access, retention, secure sharing and disposal requirements. Training exercises use synthetic or anonymised information wherever possible.

Our information security policies are aligned with ISO/IEC 27001 principles and our business continuity policies with ISO 22301 principles. These policies document responsibilities, incident escalation, delivery dependencies, alternative teaching arrangements and recovery priorities. Alignment is not independent certification, and we do not hold ISO/IEC 27001 or ISO 22301 certification.

Health and safety

We address applicable health and safety requirements in programme planning, and our approach is set out in our Health and Safety Policy Statement.

Learner and customer protection

We address applicable equality, health and safety and safeguarding requirements in programme planning. We explain participation expectations, available support, resource access periods and optional charges before booking. We distinguish external professional examinations and awarding body certification from Xcademia's own certificates.

QUALITY ASSURANCE / 09

9. Performance evidence and evaluation

We evaluate training using measures appropriate to the commission. Results are calculated from delivery records for a defined reporting period, with cohort size and relevant limitations disclosed. We agree targets with customers and distinguish these from achieved results.

Performance measures and reporting methods

Measure	Evidence and reporting method
Participation	Enrolment and attendance registers. We divide attended sessions by scheduled sessions and explain withdrawals.
Completion	Completion records against agreed programme requirements. We disclose the denominator and the treatment of withdrawals.
Practical achievement	Assessment evidence against published criteria. We report first-attempt and final achievement separately where relevant.
Learner experience	Feedback findings, response rate and recurring themes. We include accessibility and support experience.
Workplace application	Employer and learner follow-up against agreed objectives. We distinguish reported benefit from verified operational change.
Service quality	Support and complaint records, resolution times and recurring issues.
Value for money	Agreed cost per learner or completer and outcomes. We explain optional costs and assumptions.

Learner and customer feedback

We collect feedback from learners during delivery and at completion, and we use employer and learner follow-up against agreed objectives to understand workplace application. After each cohort we review feedback, look for recurring themes, including accessibility and support experience, and record actions with owners and due dates (see section 11).

Learners can also tell us about their experience at any time through the support contact they are given, or by contacting us at info@xcademia.com or +44 20 8050 4999. Concerns that become complaints follow the procedure in section 8.

Performance reporting statement

We have not published aggregate pass rates, attendance, completion, achievement, satisfaction or complaint figures in this report, and this edition adds none. Programme-specific results are reported to each customer against the scope and measures agreed with them.

When we report results, we state the reporting period, cohort size, the denominator used, the treatment of withdrawals and any relevant limitations. We present quantitative results together with feedback themes and improvement actions. We recognise differences in learner starting points and other influences on operational outcomes. We minimise personal information and handle small cohort reporting carefully to protect confidentiality.

We will say in this report whether figures are included.

10. Management review

Management reviews the quality management system at planned intervals, as set out in our Quality Policy.

Inputs to the review include:

- feedback
- assessment and completion records
- complaints
- the results of any checks or reviews
- the performance of partners and suppliers
- changes that affect the system
- the progress of earlier actions

Outputs of the review include decisions and actions on:

- opportunities for improvement
- any change needed to the system

Actions are recorded with an owner and a due date.

11. Improvement plan and review

Our improvement plan brings together the recurring activities that maintain quality and support further development. Responsibilities are assigned by role, with actions tracked through programme reviews and management oversight.

Improvement plan: priority, activity and responsible role

Priority	Activity and review timing	Responsible role
Assurance records	We maintain quality management system (QMS) records, trainer evidence, the current Cyber Essentials certificate and the policy register.	Quality lead and management
Performance report	We consolidate cohort data, validate calculations and use findings to inform programme review.	Programme administration
Learner support	We confirm adjustment, support and complaint routes before each programme starts.	Programme lead
Content currency	We check content before delivery and review it quarterly, with earlier updates for material changes.	Subject specialists
Approval status	We track applications and update approval records when formal confirmation is received.	Management
Improvement tracking	We record actions, owners and due dates. We review them after each cohort and at management review.	Quality lead

Nonconformity and corrective action

A nonconformity is something that does not meet a requirement, for example a process that was not followed or training that did not meet the agreed brief. Nonconformities and opportunities for improvement can come from learner and customer feedback, complaints, programme reviews, assessment review and calibration, and incidents. When one arises:

1. we act to deal with it and its immediate effects
2. we agree an action, with an owner and a due date
3. we carry out the action and record it

Continual improvement

We use the results of feedback and programme review to improve the suitability and effectiveness of our QMS and our programmes.

Review and accountability

Xcademia management oversees the quality management system and programme improvement priorities. Review records capture findings, assigned actions and follow-up. We update this report following material changes to our quality arrangements and use subsequent editions to communicate developments and improvement progress. This edition is version 2.0, issued 20 October 2026, with the next scheduled review in January 2027, or earlier following material change.

12. Current position and development priorities

The table below states our current position. It is our own statement and has not been verified by an external body. It contains no performance figures.

Self-assessment and development priorities

Area	Where we are now	What we are doing next
Quality management	We operate a QMS aligned with ISO 9001. This is alignment, not independent certification.	We keep the QMS records and the review arrangements in sections 10 and 11.
Information security	We hold Cyber Essentials. Our policies are aligned with ISO/IEC 27001 and ISO 22301 principles. This is alignment, not independent certification.	We keep our Cyber Essentials current and our policies under review.
Provider approvals	Applications relating to NCFE, ILM, ECE and ITIL are in progress. Approvals remain pending.	We track applications and update approval records when formal confirmation is received.
Published policies	Thirteen policies are published at www.xcademia.com/policies, each with a version, effective date, owner role and next review date.	We review each policy by its stated next review date, or earlier following material change.
Performance information	We have not published aggregate performance figures. Results are reported to customers for each commission.	We will say in this report whether figures are included (section 9).
Management review	Described in section 10.	We continue to record actions, owners and due dates, as described in section 11.
Trainer competence	Described in section 5.	We keep trainer records as described in section 5.

13. Policy register

Version and review details are shown on each policy page, so they are not repeated here.

Policy register

Policy	What it covers	Where to read it
Quality Policy	How we plan, deliver and improve our training, under our ISO 9001 aligned system.	https://www.xcademia.com/policies/quality-policy
Complaints and Appeals Procedure	How to raise a complaint or assessment appeal, the stages and timescales we follow, and where to go if you are still not satisfied.	https://www.xcademia.com/policies/complaints-and-appeals
Learner Support and Reasonable Adjustments Policy	How learners can ask for support or reasonable adjustments, how we agree them, and how we keep information confidential.	https://www.xcademia.com/policies/learner-support-and-reasonable-adjustments
Assessment and Certification Policy	How we design and mark assessments, quality assure decisions, and issue Xcademia completion and achievement certificates.	https://www.xcademia.com/policies/assessment-and-certification
Supplier and Delivery Partner Management Policy	How we select, brief and monitor specialist partners and associate trainers.	https://www.xcademia.com/policies/supplier-and-partner-management
Safeguarding and Prevent Policy	How we protect learners, respond to concerns and meet our Prevent duty responsibilities.	https://www.xcademia.com/policies/safeguarding-and-prevent
Health and Safety Policy Statement	Our commitment to the health, safety and welfare of learners, trainers and staff, in venues, online and at home.	https://www.xcademia.com/policies/health-and-safety
Equality, Diversity and Inclusion Policy	Our commitment to fair access, inclusive delivery and respectful conduct.	https://www.xcademia.com/policies/equality-diversity-and-inclusion
Whistleblowing Policy	How staff, associate trainers and partners can raise serious concerns about wrongdoing safely.	https://www.xcademia.com/policies/whistleblowing
Malpractice and Maladministration Policy	How we define, prevent, report and investigate malpractice and maladministration in assessment.	https://www.xcademia.com/policies/malpractice-and-maladministration
Accessibility Statement	How accessible our website is, the known limitations we are working on, and how to ask for help or an alternative format.	https://www.xcademia.com/policies/accessibility-statement
Information Security Policy Statement	How we protect our information and training systems, aligned with ISO/IEC 27001 principles.	https://www.xcademia.com/policies/information-security

Policy	What it covers	Where to read it
Business Continuity Policy Statement	How we plan to keep training running, and to recover, if trainers, venues, platforms or other things we depend on are disrupted.	https://www.xcademia.com/policies/business-continuity

Related pages: Privacy policy and Terms and conditions.

14. How this report relates to ISO 9001:2015

This table shows where each clause is discussed in this report. It is not a claim of certification.

How this report relates to ISO 9001:2015

Clause	Requirement area	Report section	Supporting policy
4.1	Context of the organisation	2	No separate policy
4.2	Interested parties	2	No separate policy
4.3	Scope of the QMS	2	No separate policy
4.4	QMS and its processes	1, 6	No separate policy
5.1	Leadership and commitment, customer focus	3	Quality Policy, Whistleblowing Policy, Equality, Diversity and Inclusion Policy
5.2	Quality policy	3	Quality Policy
5.3	Roles, responsibilities and authorities	3	No separate policy
6.1	Risks and opportunities	4	Business Continuity Policy Statement
6.2	Quality objectives	4	Quality Policy
7.1	Resources	5, 7	Health and Safety Policy Statement, Accessibility Statement, Learner Support and Reasonable Adjustments Policy, Safeguarding and Prevent Policy, Information Security Policy Statement
7.1.6	Organisational knowledge	5	No separate policy
7.2	Competence	5	Equality, Diversity and Inclusion Policy
7.4	Communication	5	Whistleblowing Policy
7.5	Documented information	5, 13	Information Security Policy Statement
8.1	Operational planning and control	6, 7	Business Continuity Policy Statement, Health and Safety Policy Statement
8.2	Requirements for products and services	6, 7	Complaints and Appeals Procedure, Accessibility Statement, Learner Support and Reasonable Adjustments Policy
8.3	Design and development	7	Assessment and Certification Policy
8.4	Control of external providers	7	Supplier and Delivery Partner Management Policy
8.5	Production and service provision	6, 7, 8	Assessment and Certification Policy, Learner Support and Reasonable Adjustments Policy, Safeguarding and Prevent Policy, Malpractice and Maladministration Policy
8.6	Release of products and services	6, 7	Assessment and Certification Policy
8.7	Nonconforming outputs	7, 11	Assessment and Certification Policy, Malpractice and Maladministration Policy
9.1	Monitoring, measurement, analysis and evaluation	9	No separate policy
9.1.2	Customer satisfaction	9	Complaints and Appeals Procedure

Clause	Requirement area	Report section	Supporting policy
9.3	Management review	10	Quality Policy
10.1	Improvement (general)	11	No separate policy
10.2	Nonconformity and corrective action	11	Complaints and Appeals Procedure, Malpractice and Maladministration Policy
10.3	Continual improvement	11	Quality Policy

15. Glossary

Glossary

Term	Meaning
Associate trainer	A trainer who delivers for us but is not a member of our staff.
Awarding body	An organisation that sets qualification standards and awards qualifications.
Corrective action	Action taken to deal with a nonconformity and its effects.
CPD	Continuing professional development: learning and development that keeps a person's knowledge and skills current.
Customer	A person or organisation that commissions or pays for our training. This can be the learner or an employer.
Cyber Essentials	A UK government-backed scheme for basic cyber security controls. Xcademia holds Cyber Essentials.
DBS	Disclosure and Barring Service.
DSL	Designated Safeguarding Lead.
ISO 9001	The international standard for quality management systems. We align our QMS with it. This is alignment, not independent certification.
ISO/IEC 27001 and ISO 22301	International standards for information security and business continuity. Our policies are aligned with their principles. This is alignment, not independent certification.
Learner	A person who takes part in our training.
Maladministration	A failure to follow required procedures in running assessment or certification.
Malpractice	Deliberate wrongdoing that affects the integrity of assessment or certification.
Management review	A review of the quality management system by management.
NCFE, ILM, ECE and ITIL	Organisations named in our applications that are in progress. Approvals remain pending.
Nonconformity	Failure to meet a requirement.
Prevent	The duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
QMS	Quality management system.
Reasonable adjustment	A change that removes an avoidable barrier for a disabled learner or a learner with a support need, without changing the competence being assessed.
UK GDPR	The UK General Data Protection Regulation.
UKPRN	UK Provider Reference Number. Ours is 10101097.
XRAY	Our skills assessment that identifies capability gaps and supports targeted learning pathways.

16. Sources, related information and contact

This report draws on the following public pages and documents:

- Our training offer: https://www.xcademia.com/
- Enterprise training: https://www.xcademia.com/enterprise
- Skills assessment: https://www.xcademia.com/xray
- Privacy policy: https://www.xcademia.com/privacy
- Terms and conditions: https://www.xcademia.com/terms
- Policies: https://www.xcademia.com/policies
- Cyber Essentials certificate (verified record): https://registry.blockmarktech.com/certificates/f2b1002c-837c-4998-bd2f-21c07cba9b44/

Contact: for concerns and complaints, email info@xcademia.com or phone +44 20 8050 4999, or read our Complaints and Appeals Procedure. If you need this report in another format, email info@xcademia.com.

Issue: 20 October 2026. Version: 2.0. Next scheduled review: January 2027, or earlier following material change.