



Quality Improvement Policy & Strategy

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2.0	Alison Dann	Updated Policy with B2W revised values and the inclusion of a quality improvement strategy to include the processes Mfs/ Curriculum Review/ Curriculum planning/ SAR/QIP process	08.10.21
2.0	Samantha Lyall	Review	03.11.22
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For the purpose of clarity, the term "B2W" refers to the family of B2W Group organisations – Back to Work Complete Training and Just IT

1.0 Introduction

- The Quality Improvement Policy and Strategy sets out the principles by which B2W will deliver high quality provision. They are integrated into the leadership and management arrangements and offer both quality assurance and processes to bring about improvement.
- The Quality Improvement Policy and the Quality Improvement Strategy will be reviewed annually to ensure that they remain fit for purpose and meet the needs of the current Ofsted Education Inspection Framework. Additionally, the changes to both the policy and the strategy build on the progress made in quality improvement from the previous year.
- The Quality Improvement Policy and Strategy will be delivered through the Management and Meeting Structure.

2.0 Human Rights/Equality and Diversity Implications

These documents both contribute to the B2Ws mission by placing staff development and learner achievement and progress firmly at the centre of the quality improvement process. One of the major objectives of quality improvement is to ensure that there are no significant achievement gaps and that the Learner Journey and experience is positive and enables progression.

3.0 Quality Improvement Policy

- This policy outlines the B2W approach to ensuring continuing quality improvement.
- B2W seeks continuous improvement in the quality of all aspects of its work – support as well as curriculum areas - to impact on learners' achievement of the highest possible standards.
- Directors and staff are committed to understanding our customers, providing supportive learning approaches and a caring environment, recognising achievement, and providing excellent facilities and services. We are actively responding to the challenges and changes presented by the needs of individuals, employers, the wider community, and Government. Regular self-assessment of the quality of provision, services and facilities will be undertaken which is appropriate to the criteria set out by Ofsted in the Education Inspection Framework. Performance will be benchmarked against local and national indicators as part of a culture of critical self-evaluation leading to improvement.

B2Ws Mission statement

Empowering people with the knowledge, skills, and confidence to develop their careers.

3.1 B2Ws Values

Ambitious - We are ambitious about what we can achieve and the impact our services can have on people. We empower both our colleagues and customers with the tools and support to reach their full potential, positively challenging each other to grow and develop.

Continuous Improvement – We believe continuous improvement is the key to long term success both for individuals and collectively for us as an organisation. We strive for excellence in the quality of our services, and we operate in an ongoing cycle of review, reflect, and improve.

Pride – We take personal ownership for delivering excellence to both our internal and external customers. We hold ourselves accountable to high standards and we are proud of what we do both as an organisation and as individuals.

People First – We take the wellbeing of our colleagues, customers, and partners seriously. We value diversity, always showing respect towards other people and approaching our work and responsibilities from a position of care and compassion towards others.

To achieve our mission and act in accordance with our values we will:

- Relentlessly focus on the delivery of a high-quality teaching, learning and assessment experience for all learners regardless of their personal characteristics and their chosen programme and mode of learning.
- Foster a commitment on the part of all members of staff regardless of role that strives for excellence and continuous quality improvement.
- Implement appropriate quality improvement procedures and practices which support this delivery.
- Monitor and demonstrate regularly through our self-assessment AND Quality Improvement Planning framework the extent to which B2Ws teams implement and observe best practice and meet target performance standards.
- Actively seek the views and expectations of learners, staff, employers and other stakeholders and involve them in the measurement and monitoring of performance and in the identification and implementation of good practice.
- Develop, implement, and review action plans and strategies to work continually to improve the quality of provision for learners, employers and the local community.
- Be clear to learners and others what they can expect from B2W.
- Engage and encourage individuals and teams in appropriate training and professional development. Respond to current and future needs including those emerging from the requirements of Government initiatives, funding organisations, and awarding organisations.

3.2 Methodology

The process of quality control requires departmental, tutor and assessor teams to meet on a regular basis (monthly – more if necessary) to review their work, set standards and monitor user and learner perceptions and achievements.

- Quality control will be carried out against agreed criteria which will incorporate performance indicators both internally set benchmarks and external e.g., Ofsted's education Inspection Framework.
- Statistical analysis will be carried out against agreed criteria which will incorporate performance indicators e.g., OTLA, learner satisfaction.
- Review will be supported by analysis of learner, employer and stakeholder views and perception gathered via a range of means including questionnaires, surveys, focus groups, employers' forums and at review meetings.

The outcome of these processes will provide information:

- To inform the process of self-assessment
- To set targets and action plans for improvement at course, department and provider level.
- To highlight issues that need consideration by the B2W.
- That supports the providers curriculum, business and strategic planning cycle

- That supports B2W activity to achieve the funding targets and other external and internal targets
- Feedback on actions resulting from the review process will be communicated to employees via both team and/or individual meetings.
- The outcomes and action plans which result from the process will form the basis of the annual Self-Assessment Report and Quality Improvement Plan.

3.3 Monitoring and Review

This policy will be monitored through the meetings schedule and reported to the Board. It will be reported to the governance board through the Quality Section of the Group Director of Quality and People's report and the annual self-assessment report and QIP meeting process.

4.0 Quality Improvement Strategy

4.1 Purpose

The Quality Improvement Strategy establishes the processes for the implementation of the Quality Policy and to enable B2W to achieve its agreed Vision. B2W recognises that achievement of its vision relies on effective and highly motivated staff providing a high-quality learning experience for all learners regardless of their chosen programme and mode of learning. This will be achieved by reference to an agreed quality timetable which indicates specific actions required of all course leaders to gain greater consistency in practice and to promote a culture of high expectations and learner achievement.

The Group Director of Quality and People and Head of Quality & Curriculum will be responsible for ensuring the quality improvements strategy procedures are both carried out and effective.

4.2 Growing High Quality Provision Self-Assessment Process

A company wide SAR will be completed by the Group Director of Quality and People, for this academic year it will be based on feedback from a recent Ofsted inspection and the departmental position statements produced by heads of departments. For academic year 20.21, departmental managers will not be required to write a formal SAR.

Group Director of Quality and People responsibilities

- Produce an overall Self-Assessment Report for each academic year
- Accurately reflect on the provision and organisational position against Ofsted's Education Inspection Framework (EIF) and grade both judgements.
- Submit a draft SAR to the governance board in December each year.
- Revise and publish in January each year.

Quality Improvement Plans

- The Head of Quality & Curriculum along with support from Heads of department will devise and own a quality improvement plan.
- Actions and areas to improve and observe will be based on Ofsted's Education Inspection Framework, Quality of Education, Personal Development. Behaviours and Attitudes, Leadership and

Management.

- Monthly meetings will be chaired by the Head of Quality & Curriculum with the Head of department in attendance updating on actions set.
- An overall company wide Quality Improvement Plan will be devised and monitored monthly based on the overarching areas covered in the departmental QIPs to provide a top-level oversight of key areas for improvement and will flag areas for concern swiftly.

High Quality Teaching, Learning and Assessment

Objective - To ensure 100% of B2W tutors and Skills Coaches are delivering TLA that meets B2W expectations.

2 strands towards the monitoring of Teaching, Learning and Assessment:

Strand 1

Formal Curriculum Review process: Objective - *What is it like to be a learner at B2W?*

Quality Team responsibilities:

1. Departmental curriculum reviews will include a week of activity including formal OTLAs, work scrutiny, learner, and employer voice an all-encompassing view of the learner journey and information, advice and guidance (IAG).
2. Curriculum areas will be notified 48 hrs in advance prior to commencement of the curriculum review week.
3. OTLA will be graded against the EIF (Quality of Education) 1-4
4. Head of department will receive an overall report which will identify strengths and areas for improvement.
5. Areas for improvement will be monitored via the quality improvement planning process.
6. Verbal feedback will be provided to all individual staff members, no grade will be provided at this stage until after standardisation.
7. Inform the departmental manager of the grades and provide copies of individual reports for staff.

Tutor/Skills Coaches responsibilities:

1. Remain professional throughout the process.
2. Be prepared for your sessions (appendix 1) Useful checklist for every day TLA and particularly helpful when being observed.
3. Be prepared for the observation team attending at any point within your session and they may request an opportunity to speak to your learners.
4. Provide learner work on request for work scrutiny activities.
5. Act on any feedback provided and utilise the support provided by your TLA team.
6. Any concerns with the process or observation team report this to the head of department.

Heads of Department responsibilities

1. Ensure accurate timetables/ diary entries are provided on request from the observation team.
2. Support your staff throughout the weeklong activity.

3. Once you have received staff observation reports, arrange a suitable time (within 72hrs) to sit down and review the report and provide the overall grade provided.
4. Ensure the quality team put TLA support in place and monitor this through the MfS scheme.
5. Any concerns with the accuracy of professionalism of the observation team and curriculum review process report this to the QD.

Strand 2

Mentoring for Success scheme: Objective - *to improve tutors and skills coaches pedagogical practice to ensure 100% of staff meet B2W expectations.*

Purpose of Mentoring for success

TLA leads responsibilities:

1. Plan for bespoke mentoring sessions that will bring about the required improvements in TLA in a supportive manner yet challenge staff that currently do not meet B2W expectations.
2. Be fully prepared at the visit with appropriate strategies/resources planned in advance and shared at the visit.
3. Plan visits in advance via email and staff are to be made aware of the date/time of the visit.
4. Complete MfS form with main findings from visit. The visit MUST have a purpose, the outcomes/ observations will form areas of the action plan.
5. Review/ devise an action plan- this must be updated and reviewed at each visit and returned to staff / uploaded to TLA folder within 3 working days.
6. OTLA action points will be transferred to the action plan by the formal observation team- these must be reviewed by the TLA lead and acted on in the mentoring visits.

Tutor/ Skills Coaches responsibilities:

1. Accept meaningful and constructive feedback to improve your practice.
2. Be positive and approach each interaction as an opportunity to learn, develop your skills.
3. Share best practice with your TLA lead to support peers on their improvement journey.
4. Reflect on your MfS form based on the information provided on how to improve.
5. Review your TLA action plan and understand what requirements are needed.
6. Always ask for clarity and guidance.
7. Remain positive.
8. Any concerns with the process report directly to the head of department.

Heads of Department responsibilities

1. Review MfS reports and TLA action plans in staff 121s.
2. Provide support and guidance to help staff to improve.
3. Monitor staff performance and celebrate best practice in the QIP.
4. Any concerns with the process are to be raised with the QD.

4.3 Curriculum design

The Group Director of Quality and People has full accountability for curriculum design at a strategic level.

Head of Quality & Curriculum Responsibilities

The head of quality & curriculum will manage the curriculum planning process and will ensure that the quality team have full support from both the provision managers but staff within the section.

The head of quality & curriculum will ensure that:

- Attend the annual curriculum implementation meetings, creating of the curriculum for the new contract year based on local/ national priorities alongside an appropriate curriculum which will benefit our learners.
- Chair weekly curriculum update meetings with senior management to seek improvements/ new developments to the curriculum being taught.
- Manage and prioritise the workload of the curriculum lead, communicating and updating of schedules to the board.
- Manage the lead IQAs to ensure all new curriculum has been approved by AOs and ongoing internal verification and quality initiatives bring about the desired impact of continuous improvement.
- Seek the views of learners on the curriculum when undertaking quality assurance activities (Curriculum Reviews, Mentoring for Success)

Curriculum Lead responsibilities

The curriculum development lead will ensure that:

- Attend the annual curriculum implementation meetings, creating of the curriculum for the new contract year based on local/ national priorities alongside an appropriate curriculum which will benefit our learners.
- Devise and update a live full curriculum plan to share throughout the business.
- Design a curriculum that is sequenced to build on learners knowledge, skills, and behaviours.
- Seek advice and guidance from departmental subject specialists to build a high quality and technically competent curriculum.
- Manage requests based on business needs.
- Manage B2Ws Virtual Learning Environment, ensuring not only the curriculum is sequenced effectively but focusses on building learners wider skills including English, maths, personal development, behaviours and attitudes including moral, social and cultural development.
- Train staff to use the VLE and seek feedback on curriculum development/ improvements.
- Obtain the views and feedback of the wider quality team, tutors, and managers to ensure the curriculum is appropriate for learners and to enhance their progression/ job opportunities.
- Seek the views of learners on the curriculum when undertaking quality assurance activities (Curriculum Reviews, Mentoring for Success)
- Complete Curriculum mapping and approval documentation for all qualifications - to be signed off by the Group Director of Quality & People, Head of Quality & Curriculum & Compliance prior to delivery.

Heads of Departments responsibilities

- Attend the annual curriculum implementation meetings, creating of the curriculum for the new contract year based on local/ national priorities alongside an appropriate curriculum which will benefit our learners.
- Keep abreast of the full curriculum plan and provide support and input through the Departmental curriculum planning meeting.
- Provide and arrange for staff within your team with subject specialist knowledge to support the Quality team to build a high quality and technically competent curriculum.
- Ensure that delivery and support staff are clear on the agreed modes and expectations for delivery (e.g. VLE) to build learners vocational and wider skills including English, maths, personal development, behaviours and attitudes including moral, social and cultural development.
- Take part and encourage your team to take part in feedback on curriculum development/ improvements as required e.g., if the Curriculum is appropriate for learners to enhance their progression/ job opportunities.
- Tutors and Skills Coaches responsibilities
- Provide support to the build of Curriculum as requested in line with subject specialist knowledge/delivery experience to support the Quality team to build a high quality and technically competent curriculum.
- Adhere to agreed modes and expectations for delivery (e.g., VLE) to build learners vocational and wider skills including English, maths, personal development, behaviours and attitudes including moral, social and cultural development.
- Ensure all resources, activities and planning documents used for delivery are stored in the agreed areas on SharePoint.
- Deliver engaging sessions to learners that utilise any of the mandatory materials and some of the optional resources/activities provided by B2W for each course to ensure learners have a positive experience on courses and partake in a range of types of learning to build their knowledge/skills/behaviour.
- Take part in feedback on curriculum development/ improvements as required e.g., if the Curriculum is appropriate for learners to enhance their progression/ job opportunities

4.4 Learner Voice

A range of learner voice surveys will be in operation across all provision types. A set of common questions have been devised across the provisions of: -

- Unemployed learning (PET)
- Employed Learning (Distance Learning & Education Skills Fund)
- NEET contracts (Future You, Building Futures)

The common questions enable the identification of learner satisfaction and experience across different pathways.

Quality Team responsibilities:

- Produce a monthly report of findings for heads of departments to feedback in Pre-121 meetings, monitor actions recorded in minutes from this meeting.
- Continuously review surveys with departmental heads to identify areas to include in future surveys.

Heads of Departments responsibilities:

- Review and reflect on learner voice results, targeting a 95% satisfaction rate and a 85% completion rate.
- Identify opportunities to promote 'You said' 'We did' based on learner feedback.
- Continuously seek and act on the views of learners by conducting follow up learner voice activities as and when required to be discussed in the 121/ supervisory process.

5.0 Related Policies and Procedures

- B2W OTLA Procedure
- B2W Curriculum Policy
- B2W Staff CPD policy

Copies can be located on the HR section of B2Ws SharePoint.

Appendix 1

Useful checklist for every day TLA and particularly helpful when being observed.

1. Get set up in the physical or virtual classroom early and have a checklist to keep you focused (resources and things you need to do).
2. If you have other staff attending or involved in your session, ensure you have communicated with them clearly prior to the session and decided clear roles and responsibilities.

3. Have something relevant for the learners to do immediately when they join the session (e.g. recall & list points from last lesson, a news article or puzzle displayed with some simple instructions. It's always good to start with something thought provoking and is a great way to embed wider themes e.g. a topical issue about Prevent.)
4. Establish high expectations of all learners from the outset; challenge lateness ask learners to take notes where appropriate, expect them to come prepared etc. – (link to the importance of these positive behaviours in the work place)
5. Engage the learners in Intent, Implementation and Impact for the session - what is the purpose of this session and what will the learners do to achieve/complete it? Try to revisit your 3IIIs as the learners achieve them and/or at the end of the session.
6. Narrate how this lesson links to the previous session/s and within the general scheme of things – recall task/ Qs. It helps if learners understand why the Curriculum is sequenced the way it is.
7. Have plans for how to support and stretch learners with tasks within the session e.g. for learners making good progress direct them to challenge questions (or things they could further research to deepen their knowledge) or ask them to support other learners (this can be a useful way to not only support learners struggling but to also consolidate the knowledge of the learner who is making good progress). If you have a secondary tutor at the session agree how they will assist to support/challenge learners. no one should sit 'waiting' for other learners to finish.
8. Have you planned opportunities to embed wider skills? Maths and English; Equality and Diversity; British values, Safeguarding and Prevent. These themes are always more meaningful and hold more importance for the learner if you can relate them to the course, the topic or the learner's wider life outside the classroom. Don't think of them as separate subjects but rather how they can be weaved into the main topics you are delivering.
9. Ensure there are a range of resources and activities for learners to take part in (and lead on!). In both classroom and online delivery consider resources and activities that draw on different learning styles and encourage learners to work both collaboratively and independently. For online sessions is there online tools that can assist with this e.g. Mentimeter, Wordwall, Padet, Teams Whiteboard & Breakout rooms, Kahoot etc.
10. For each activity, concisely and clearly explain what they've got to do and check that they all understand by asking various individuals to verbalise the task. For any group tasks consider assigning roles within the group to encourage everyone to take part.

11. Have effective learning-check opportunities during and after each activity. Questioning should be a mix of direct (selecting specific learners to answer) and open to encourage all learners to take part. Try to avoid closed (yes/no answer) where possible.
12. Consider how learning will be assessed (Assessment for learning – teacher observing response/ written or verbal feedback/ peer or self-assessment etc...if delivery online are their tools that can support with whole group and quick checks on learning) – is this clear to the observer?
13. Plan enough time to complete activities - and tell them how long they've got; keep reminding them how long's left (count-down, electronic clock, piece of music, utilising announcements for Breakout rooms).
14. Think carefully about your questioning techniques: Pose, Pause, Pounce and Bounce; develop and extend initial questions - elaborate and probe - draw/tease out more sophisticated answers/ allow thinking time - come back to learners if necessary.
15. For group delivery ensure the Group Profile has been completed and that there are clear strategies for how to support learners, these strategies should be evidently being implementing within the session, e.g. show that you've carefully considered the grouping according to your group profile If you have planned presentations/ group feedback etc, consider how you prove that all learners are contributing and learning from each other during the delivery (eg capture key ideas using the virtual or real Whiteboard, ask learners to provide feedback to each other etc.). Ensure an 'active audience' when presentations are being delivered.
16. Remember to have an effective plenary activity: prove to the observer that significant learning has taken place with all learners. (Return to the 3IIIs) - this proves effective/ precise learning took place, hence a good or better lesson (Plenaries can take place at various stages within the lesson).
17. Link this lesson to the next session/topic
18. Remember to praise and reward learners throughout the session and provide feed forward on written work.