



Quality Improvement Policy & Strategy

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5.0	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
6.0	Samantha Lyall	Review	03.11.22
7.0	Ben Waite	Review and transfer to Group Policy	29.09.23
8.0	Natasha England	Full review	18/02/2025

For the purpose of clarity, the term "B2W" refers to the family of B2W Group organisations – Back to WorkComplete Training, Just IT, BePro and ECTA.

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 (bi-monthly – more if necessary, dependent on arising themes) 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 Group Associate Director of Quality 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

Overall SARs for each organisation that forms part of the Group will be completed by Group Associate Director of Quality and moderated by the Group Director of Quality and People. For this academic year each organisation has also produced departmental SARs, completed by departmental managers and reviewed by the Group Associate Director of Quality.

Group Director of Quality and People responsibilities

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

Quality Improvement Plans

- The Group Associate Director of Quality, 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.

- Bi-monthly meetings will be chaired by the Group Associate Director of Quality (and where relevant, other Quality personnel such as the Group Quality TLA Manager, Group Quality Adult Skills Lead, Group Quality Apprenticeship Lead and Group TLA Leads) with the Head of department and department managers in attendance, updating on actions set. Group TLA Leads will also be in attendance to QIP meetings for the provisions that their caseloads reside in.
- An overall companywide Quality Improvement Plan will be devised and monitored bi-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 (TLA)

Objective: To ensure that 100% of B2W Group tutors and coaches deliver Teaching, Learning, and Assessment that meets B2W standards, two key strands will monitor TLA performance:

Strand 1: Formal Deep Dive Process

Objective: What is it like to be a learner at B2W?

Quality Team Responsibilities:

- Conduct departmental deep dives into specific courses (typically lasting three days) focusing on key improvement areas identified in the Quality Improvement Plans (QIPs) or themes identified within data trends for course performance. This process includes carrying out a curriculum intent meeting, conducting learning visits, scrutinising work, collecting feedback from learners and employers, and evaluating the learner journey and Information, Advice, and Guidance (IAG).
- Provide departments with 48 hours' notice before the deep dive begins, along with clear instructions on the information required to support the review.
- Deliver a report to the Head of Department, outlining strengths, areas for improvement, and recommended actions. Verbal feedback is available upon request. Findings will also be used to update the relevant Quality Improvement Plan (QIP).
- Track and demonstrate progress on identified improvements through the ongoing quality improvement planning process.

Heads of Department Responsibilities:

- Ensure full compliance with requests for access to data and files needed for the deep dive process.
- Provide ongoing support to your team throughout the deep dive.
- After receiving the report, guide your team in reviewing the findings and ensure active participation in the quality improvement process.
- Ensure the quality team provides the necessary TLA support and monitor this through the Mentoring for Success (MfS) scheme. Confirm this with the TLA Manager.
- If there are concerns about the professionalism or accuracy of the quality team or the deep dive process, report them to the Group Director of Quality (QD).

Strand 2

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

Purpose of Mentoring for success**Group 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 for 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 documentation 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. The action plan will be monitored by the Group TLA Lead, to support staff in closing down the actions that have been transferred to the action plan, supporting continuous improvement.
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.
7. The Group Quality TLA Manager will communicate findings of monthly TLA interactions via email, with Head(s) of Department/Managers to provide key updates for their caseloads and what actions are being implemented to support staff with improvements towards TLA practices.

Tutor/ Coach 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. Sharing best practice with your TLA leads 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.

Head 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 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: -

- Adult Skills Fund
- Skills Bootcamps
- Apprenticeships

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

Quality Team responsibilities:

- The Group Quality Coordinator will share the 'Learner in Scope' document with department heads to ascertain the number of learners in scope for the survey, per month, so that learner satisfaction and response rate can be accurately reviewed.
- Group Associate Director of Quality to continuously review surveys with departmental heads to identify areas to include in future surveys or to highlight key focus areas to be incorporated into the overall Quality Improvement Plan.

Heads of Departments responsibilities:

- Review and reflect on learner voice results, targeting a 95% satisfaction rate and a 80% 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