



Bristol Tuition Centre  
Quality Assurance Policy  
Version 2

Policy name	Owned by	Ratified by	Date	Review date
Quality Assurance Policy	Bristol Tuition Centre	Jo Vertannes	30.07.2020	19.07.2021

### Policy Updates

Review date	Update Summary	Reviewed by:	Next Review:
27.07.2021	Added 'key activities'.	J.Vertannes	27.07.2022
30.09.2024	Policy Update	S.Alsop	30/9/25

### Introduction

The purpose of the policy is to outline our processes for effective quality assurance and continuous improvement strategies and to also encourage and uphold quality in all that we do.

This supports our mission to provide dynamic and stimulating learning environments where bespoke tuition packages promote the best outcomes for children and young people in Bristol. One of our core values is *creativity* which is about generating new ideas and approaches and bringing the vision, passion and drive to raise standards in all aspects of tuition centre life.

### Objectives

This policy aims to:

- To meet and exceed the requirements placed upon us by; our Providers and contractors; partner organisations; our students; OFSTED; and Government legislation and

regulations.

- To support all employees to have excellent working practices, through provision of formative training, supervision, observation and sampling processes.
- To support and develop tutors in their working practices by affording them the opportunity to receive critically supportive comment on; the assessment decisions reached on portfolio evidence; and training/teaching techniques applied
- To ensure provision of secure, hospitable, inspiring and engaging settings for learners.
- To provide a continuous check on the consistency and quality of delivery and the consistency, quality and fairness of marking, grading and overall assessment of learner evidence.
- To develop and maintain internal and external partnerships based on quality, belief and integrity.

## **Scope**

All employees, tutors and students; Internal Quality Assurance of any work practices, documentations including internal and external quality assurance audits and reviews.

## **Legislation and Frameworks**

The key pieces of legislation that we refer to when conducting both internal and external quality assurance processes are:

- [Health and Safety at Work Act 1974/ 1991](#)
- [The United Nations Convention on the Rights of the Child 1989](#)
- The Children Act 1989
- The Human Rights Act 1988
- The Children Act 2004
- [Equality Act 2010](#)
- [Alternative Provision Statutory guidance for local authorities January 2013](#) • [National Curriculum Framework 2014](#)

- [SEND Code of Practice 2015](#)
- [Alternative provision: The findings from Ofsted's three-year survey of schools' use of off site alternative provision 2016](#)
- [Mental Health and Behaviour in Schools 2018](#)
- [Working Together to Safeguard Children 2023.](#)
- [Keeping Children Safe in Education 2024.](#)

## **Quality Assurance Processes at STC**

### **Internal Quality Assurance**

Internal Quality Assurance (IQA) is the process of the BristolTuition Centre Senior Leadership Team ensuring that training, service delivery and practice related to things like assessments and safeguarding is monitored in order to ensure that they meet or exceed national standards. We operate a robust internal quality assurance system, to maintain the consistency and accuracy of assessments and ensure continual development of our working practices, resources, processes and procedures.

### **Internal Quality Assurance (IQA) processes we carry out**

The following IQA processes are carried out by the Business Manager:

- Contract monitoring of Service Level Agreements
- Customer Feedback Surveys
- Staff Feedback Surveys
- SWOT Analysis (strengths, weaknesses, opportunities and threats)
- Force Field Diagram - strategic planning
- Complaints Policy procedures
- Data analysis of monthly submit from department areas; finance; curriculum; alternative provision service delivery; safeguarding; community service delivery
- Delivering Centre Ethos and pedagogy training and innovative development afternoons • Lead on the creation and implementation of the Annual Business Plan Quarterly Reviews

The following IQA processes are carried out by the Curriculum Manager:

- Tutor Observations
- 1:1 Curriculum Support Meetings
- Pupil folder audits
- Ensuring baseline assessments are completed/ obtaining scoring
- Collating of ongoing assessment and progress monitoring data via assessments, the

#### BKSB and the AQA Unit Award Scheme

- Delivering curriculum training and innovative development afternoons • Reflect & Restore meetings
- Pupil interviews and feedback

The following IQA processes are carried out by the Service Delivery Manager/DSL:

- Section 175 Safeguarding Audit (internal but shared externally).
- SCR and DBS audit - 6 weekly.
- Staff Supervision Sessions (1- 1.5 hours every 6 weeks)
- Record of participation in multi agency meetings
- Delivering safeguarding training and innovative development afternoons
- Training matrix updates
- Learning needs Questionnaire
- Attendance and engagement data
- Learner retention data
- Reflect & Restore meetings
- Staff Debrief Forms

The following IQA processes are shared responsibilities carried out by the SLT:

- SLT Learning walks and quality checks
- Sampling of lesson plans and Scheme of Works
- Annual Health and Safety audit
- Comments and complaints e-forms on website
- SLT Curriculum and Progress Review Meetings
- End of Term Reports and Targets checked and agreed by management
- Policy reviews (regularly or at minimum annually)
- Exit Leaver Forms
- Evaluation of feedback at monthly SLT meetings feeding into the Quarterly Business Reviews.
- Contribution to the creation and implementation of the Annual Business Plan including setting KPI targets

The following IQA processes are carried out by all alternative provision staff members:

- All necessary contact with parents, providers and other professionals recorded on the Capsule database.
- Capability Framework (used during six month probation period)
- Annual Appraisals including the use of 360' feedback forms
- Updated job descriptions
- Performance Improvement Plans (if necessary)
- Case study requests
- Supervision sessions (6 weekly)
- Mandatory and optional training

The following IQA processes are carried out by all community staff members:

- All necessary contact with parents, providers and other professionals shared with the Admin Team via email
- 0- hour Terms of Employment Contract or Service Level Agreement used for subcontracted tutors
- Supervision catch ups offered via online methods
- Case study requests
- Supervision catch ups (time dependant on programme length)
- Mandatory and optional training

#### External Quality Assurance (EQA)

The schools, partner organisations and Bristol City Council have access to our provision so that they are able to examine evidence and make judgements as to the effectiveness of the provision to meet the needs of pupils.

External Quality Assurance (EQA) audits and reviews we take part in:

- Bristol City Council (BCC) Section 147 Safeguarding Audit (on an annual basis) • Safeguarding visits from BCC or providers/contractors.
- Alternative Provision Quality Assurance Audits undertaken annually by providers/contractors
- Quarterly curriculum review meetings offered to all providers/contractors
- Ofsted inspections (when inspecting on behalf of a contracting school)
- Ofsted inspections (for being on the voluntary register)

## Key activities

Key activities that we observe and audit are:

- Engagement processes
- Commitment and sign-up process
- Onboarding processes
- Training process
- Supervision and coaching process
- Feedback approaches
- Safeguarding processes
- Customer care practice
- HR processes
- Internal assessment processes
- External assessment preparation processes
- The learners voice
- The customer/ providers voice
- Any other process that we may need to improve on

## **Learner Voice**

Learners' representation is valued as an effective means of ensuring that learners feedback on the quality of provision is heard. At Bristol Tuition Centre we use feedback surveys, case studies and interviews for our community tutees and the RARPA tool (Recognising and Recording Progress and Achievement) for our alternative provision pupils. We also listen to the Learner's voice at Restore & Reflect meetings, adapting the delivery of their tuition by listening to their views. All Key Tutors must make provision for learners to comment on their learning experience through questionnaire, forms, case studies. These in turn feed into the annual monitoring and review.

## **Procedures for carrying out Quality Assurance Processes**

The feedback following observation and a quality check is directly given to the team member alongside a performance improvement plan if necessary - this then feeds into the HR process. Identification of key improvement themes are discussed at SLT meetings and cascading messages are arranged to be disseminated to the whole team or particular teams where quality improvement needs to be seen.

The SLT Leaders and managers meet on a monthly (or as needed) basis where issues are identified, discussed and solved. Termly Whole Team Meetings and weekly Development Afternoons are used to drive the quality of the programmes forward. Leaders and Managers

take it in turns to drive quality improvement forwards through cascading messages and checking for understanding with the whole team meetings or the individual supervision sessions. Good and innovative practice in learning, teaching, coaching and assessment is recognised and shared regularly with all staff.

Regular quarterly and annual training sessions (a mixture of in-house and external) are organised for the whole or individuals on topics that will ensure clarification of aims and quality improvement. Ongoing access to key training is available via access to the online Flick Learning account for all staff.

Good and innovative practice in learning, teaching, coaching and assessment is identified and endorsed for dissemination to the rest of the team. Good and innovative practice in learning, teaching, coaching and assessment is recognised and shared regularly with all staff in the moment and at Best Practice Meetings.

Quarterly Business Reviews are conducted by the SLT where progression towards company goals and KPI targets are evaluated and next actions (SMART targets) decided. The Annual Business Review in September evaluates the performance of the entire previous year against company goals and KPIs and uses the measurement of these alongside company feedback and strategic planning tools such e.g. SWOT analysis and Force Field Diagram to decide on the next year's company goals and KPIs, aligning these to our Mission and Vision.

#### Self-assessment Tool, Quality Improvement Plan (QIP) and Annual Business Plan

The Provision Self Assessment Tool is completed for each Provider on an annual basis and is used to identify key strengths and areas for improvement in relation to Ofsted requirements and Provider's recommendations. The Self Assessment Tool informs our Quality Improvement Plan (QIP) which is referred to at all monthly SLT meetings and checked for actions/ progress.

*\*Please note the Quality Assurance Plan was previously named the SLT Strategic Calendar.*

The Quality Improvement Plan encompasses activities that need to be continuously monitored for improvement, outlining key dates and responsibilities such as supervisions, appraisals, tutor observations, training and development afternoons, policy review dates and deadlines for the collection of data.

The QIP drives the formation of new company goals and improvement initiatives for the Annual Business Plan. The Annual Business Plan not only looks at goals for the year but specifically highlights actions needed to drive quality throughout the quarters of the upcoming year.

### **Continuous Improvement Cycle**

At Bristol Tuition Centre we follow a continuous improvement model in order to help us keep the focus on improving the way things are done on a regular basis. This includes both regular incremental improvements or by focusing on achieving larger process improvements.



Various strategies and methodologies can be used when focusing on continuous improvement. Carrying out ongoing auditing and improvement initiatives in performance, commitment, strategy, and process all help build up the company's bottom line. This image (above) also illustrates that any improvements in these four categories will also help build up improvement in the overall quality of the company.

## **Plan - Do - Check - Act**

The PDCA (plan - do - check - act) is an iterative design and management method used by BristolTuition Centre for the control and continuous improvement of processes. The cycle is a continuous loop of planning, doing, checking, and acting. It provides a simple and effective approach for solving problems and managing change. By continuing to cycle through these steps, improvement is always being worked on and evaluated. Each step builds on the previous step, and then feeds into the next.





**Plan** - In the planning phase, the BTC team will measure current standards, come up with ideas for improvements, identify how those improvements should be implemented, set objectives, and make the plan of action.

**Do** - Implement the plan that was created in the first step. This includes not only changing processes, but also providing any necessary training, increasing awareness, and adding in any controls to avoid potential problems.

**Check** - Taking new measurements to compare with those taken prior to the change is an important step here. Analyse those results and take any corrective or preventive actions to ensure the desired results are being achieved.

**Act** - All the data from the change is analysed by management teams to determine whether the change will become permanent or if further adjustments are needed. The act step feeds into the plan step since once a change has been fully implemented, it is time to begin looking for new ways to make further improvement.

## Links with other policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Safeguarding Children and Young People Policy
- Behaviour Policy

- Health and Safety Policy
- Supervision and Appraisal Policy
- Employee Code of Conduct
- Equality and Diversity Policy

### **Policy Review**

This policy supersedes all previous policies and will be revised periodically as needed or at a minimum on an annual basis.