



BCTG Quality Strategy	
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Quality Strategy

1.0 Our Vision

To lead the transformation towards improved social mobility and a vibrant regional economy by addressing the economic and social needs within our communities.

1.1 Our Mission

Our mission is to consistently deliver excellence and measure value by serving as an agile, responsive 'One Stop Shop' for individuals and employers. Through proactive initiatives and partnerships, we aim to empower individuals, enhance skills, and foster economic growth within our communities.

1.2 Our Values

Empowerment: We empower individuals to reach their full potential and positively contribute to society and the economy.

Collaboration: Together, we change lives by working with partners to address diverse community needs effectively.

Innovation: We embrace creativity to develop tailored solutions for evolving challenges.

Integrity: We hold transparency, ethics and honesty in all interactions and operations.

1.3 Policy Intent:

The intent of this policy is based around the 4 main pillars:



Four pillars of the Learner Journey

Enrolment and Onboarding: The initial phase of the journey marks the commencement of the learner's pathway. This crucial stage fosters active employer engagement in shaping the curriculum, identifying key knowledge, skills, and behaviours essential for equipping learners with the tools for success. Moreover, it affords learners a comprehensive understanding of the programme they aspire to undertake, while allowing tutors to gauge their starting points, thus facilitating the development of a tailored curriculum that encourages high aspirations.

Induction and Curriculum: The subsequent phase ensures learners receive a comprehensive induction into the programme, acquainting them with its expectations and requirements. They gain clarity on the curriculum structure, its progression pathway, and individual advancement prospects.

On-Programme: This phase focuses on imparting knowledge, skills, and behaviours to learners in a logical progression, ensuring readiness for their forthcoming steps in personal progression. Pedagogical teaching methods and assessments are employed to facilitate continuous advancement and the enhancement of learners' competencies.

Exit and Destination: As the final leg of the journey, this stage assesses the programme's impact on learners. Quality Impact Assessments (QIA) are conducted to ascertain learners' readiness for their next educational, training, or employment endeavours, ensuring their transition to suitable and high-quality destinations.

2.0 Quality of Education

2.1 Intent Statement:

BCTG aims to deliver a quality and responsive curriculum that address' the evolving employment and skills needs of the local communities, stakeholders, and employers we serve, thereby opening opportunities for our learners to progress.

2.2 Intent Objective:

- A curriculum that supports the local economy.
- Teachers have expert knowledge of the subject and courses they teach.
- Teachers have planned a curriculum that supports the learners to build on previous teaching and learning and to develop new knowledge and skills.
- A curriculum that is sequenced appropriately that will support learners to develop their knowledge, skills, and behaviours to prepare them for their next stages of education, training, or employment.
- To develop an individual to be a model learner and be motivated and inspired to learn.
- To develop an individual to be a responsible, respectful, and active citizen.
- Provide the learner with impartial Career and Education, information, advice, and guidance, to support them on their next future goals.
- To ensure that the safeguarding agenda is effective.

2.3 Personal Development:

BCTG aim is to develop the knowledge and skills beyond the academic, technical, or vocational components through a well-structured Personal Development Curriculum that offers a wide range of personal development opportunities. We recognise that each learner brings different types of learning abilities and development needs, and this curriculum aims to help learners understand how to engage with society and provide them with plentiful opportunities to do so.

2.3.1 Personal Development Curriculum (Appendix 4)

BCTG will provide a clear and progressive sequence of learning that provides learners with personal development opportunities to encourage learners to aspire to be the best that they can be in all areas of the personal development curriculum. The personal development curriculum is designed so that it is ambitious for all learners, and they can demonstrate progress from their individual starting points.

- Confidence, resilience, motivation
- Inclusivity
- Healthy Relationships
- Careers Information, Advice and Guidance
- Educational Information, Advice and Guidance

2.3.2 Maths, English and Digital Skills Curriculum (Appendix 11)

BCTG aim is to provide a clear and progressive sequence of learning that provides learners with Maths, English and Digital skills opportunities, to encourage learners to develop and improve their skills to support them in progressing further and finding employment and to be the best that they can be in all areas. The Maths, English and Digital Skills curriculum is designed so that it is ambitious for all learners, and they can demonstrate progress from their individual starting points.

2.3.3 Social Values Curriculum Intent (Appendix 10)

BCTG aim is to provide a clear and progressive sequence of social values opportunities to encourage learners to aspire to be the best that they can be in their local community and in society. The social values are designed so that it is ambitious for all learners, to allow them to work on their own values, personal traits, and views, and become better British Citizens.

- BCTG Social Values
- Sub-Contractors Social Values
- Learners' Social Values

2.4 Implementation

To effectively achieve our intent objectives, BCTG have implemented the below to support the learner journey and be able to evidence learners' progress. BCTG have committed to ensuring they maintain the oversight of the quality of education.

2.4.1 Enrolment and On-Boarding

- **01 SWAP Programme Template - Part A:** The purpose of this document is for BCTG to fully understand the intent of the programme, how the provider will meet the requirements of the SWAP programme, and to have oversight on how they intend to deliver the full curriculum. This is required before every cohort to ensure that a provider evaluates the impact of their programme and make necessary changes before the approval of a new cohort.
- **02 Programme Template – Part B:** The purpose of this document is for BCTG to understand the linked employers and the available vacancies for specific cohorts. This then supports the employer on-boarding surveys completed to check engagement with the curriculum.
- **03 Individual Learning Plan (ILP):** This will support the learner experience from on-boarding to their destination. The document supports the providers to hold 1-1 discussions with the learners to understand the learners' starting points, to ensure the learners eligibility, additional needs, barriers to learning, aspirations and commitment to the programme and support the curriculum to be individualised to ensure the learner is able to progress from their own starting points.
- **04 Skills Gap Analysis –** This supports the learners starting points in a quantitative format, the learners are able to identify their knowledge, skills, and behaviours level and

recognise prior learning, in order to plan the curriculum to support the learner starting points.

2.4.2 Induction and Curriculum

- **05 Learner Details:** This is completed following day 1 of the programme, confirming the learners' details of those that have started. This will enable us to communicate with the learners in live timeframes and ensure the learners safety is maintained.
- **06 Attendance Register:** This is to be completed daily by providers in line with Appendix 3.
- **07 Welcome Pack:** The welcome email, Learner Handbook, Focus on Newsletter of the month, and welcome survey via PICSWeb to each learner. The purpose of this is it ensure learners are aware of BCTG, the expectations of the learner, the provider and BCTG. It also offers additional IAG networks to support learners' welfare and questions. This also allows learners to feedback on the on-boarding process, to support BCTG and sub-contractors' continuous development.
- **03 Individual Learning Plan (ILP):** The ILP supports the providers to then be able to provide individualisation and set targets for learners based on their needs, aspirations, and goals in their own personal journey. BCTG offer resources to work alongside the providers core curriculum, to support learners with their own personal development and their understanding of the wider curriculum. (See Appendix 4 and Appendix 5)

2.4.3 On-Programme

- Sub-contractors will implement the curriculum, that is sequenced, designed, and delivered in a way that allows learners to transfer key knowledge to long-term memory. The curriculum engages with diverse pedagogical methods that can improve the overall learning experience for learners, and the use of effective assessments to support learners progress and support clear and achievable targets.
- **03 Individual Learning Plan:** The ILP supports the learners to reflect on their own progress and be able to see how they are developing in their programme, this supported by tutor feedback and individual targets will support the learner to progress and recognise their own achievements. The work experience component will enable the learner to reflect on the work experience and receive feedback from the workplace mentor.

2.4.4 Exit and Destination

- **03 Individual Learning Plan:** The ILP supports the learner to receive feedback that will support the learner on to their next steps and areas for development and measure the interview outcome and the progression routes available.
- **04 Skills Gap Analysis:** The learner has the opportunity to reflect in how they have progressed from their starting points and how their new knowledge, skills and behaviours have developed over the course of the programme.

- **08 ILR Exit Information:** This will collate the outcome of the job interviews and the planned start date of employment, and if unsuccessful the learners next step in their future.
- **09 Learner and Employer Survey:** This will gain learner and employer feedback and the impact the programme has had on the learner or the employer, and evaluations can be done to continuously improve the programme. (Appendix 9)
- **10 Destination Tracker:** This will enable the provider and BCTG to track the learner’s destination. The destination tracker will track the learners from exit, 6 weeks, and 13 weeks. To identify a positive progress route.

2.5 Impact

In order for BCTG to measure the impact the programmes have had on the learners. BCTG will aim to triangulate the learner journey in order to identify the quality of education, and the impact it has had on the learner’s experience, and whether it has met the intended objectives. This will be done using a variety of different quality activities across the four main pillars:

- Session visits
- Work scrutiny.
- Resource scrutiny: curriculum plan, teaching materials, assessment resources.
- Learner interviews
- Employer interviews
- Tutor interviews
- Curriculum intent meeting
- Data Analysis:
 - Attendance & punctuality
 - Skills gap analysis
 - Job Offer, outcomes, sustained.
 - Learner survey analysis
 - Employer survey analysis
 - Destination tracking

The four main pillars have different measurement components that holds a different weighted value.

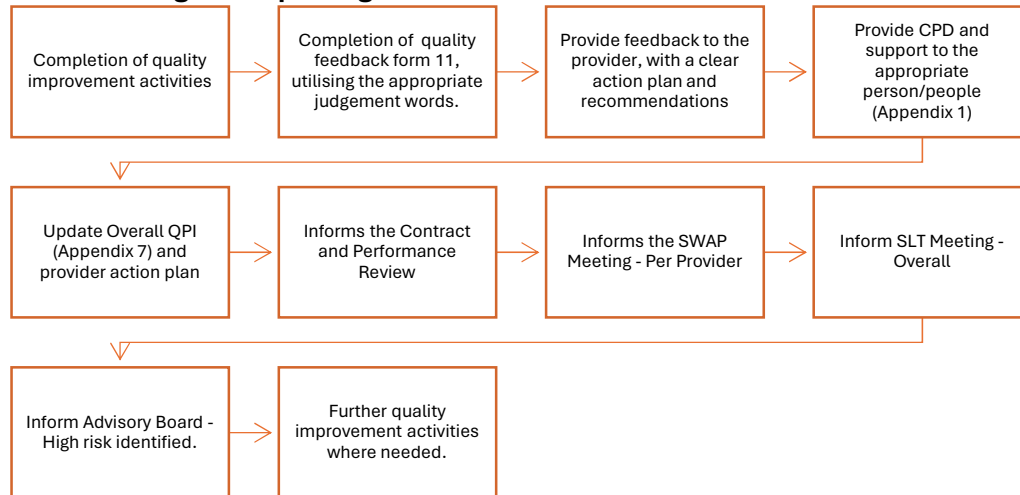
1	Low Value
2	Medium Value
3	High Value

The quality activities will be completed across the measurement components under the four main pillars, in order to triangulate the quality of education. (See Appendix 6)

Following the quality activities, a judgement grade will be given in quality of education, personal development, and behaviours and attitudes, in line with the grade descriptors of the Education Inspection Framework (EIF). This will then provider an overall risk rating of the sub-contractors in line with the Sub-Contractor Risk Management Criteria. (Appendix 8)

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

2.6 Recording and reporting



Our approach to improving the quality, is based on a four-stage process which supports the continual improvement/ This process uses a similar theme to the Deming Cycle (Plan-Do-Check-Act) as shown below.

The cycle supports continual change and improvement, following this model gives opportunity to realise a positive impact in improving the quality of education. Following entering the review phase this would then begin the quality cycle again. The cycle is completed multiple times throughout the academic year, to ensure changes and improvements can be made cohort to cohort to positively impact on the learners and subsequent the provision.



3.0 BCTG Safeguarding Overview (BCTG Safeguarding Policy and Procedure)

BCTG aims to assure a robust and effective safeguarding culture that is centred on the welfare of the staff and learners by protecting them and creating conditions for them to thrive. By ensuring staff are skilled and supported, minimising the risk of harm, and ensuring anyone in, or impacted by BCTG is empowered to report any concern at any time. BCTG aims to protect learners and staff, including those in provision delivered by sub-contractors. The BCTG policy outlines organisational policy, responsibility, and strategic implementation. This full policy provides the necessary information about safeguarding, including definitions of abuse, the reporting process, and procedures. BCTG recognise that the Prevent Duty forms a crucial part of safeguarding, a full overview can be found in the Prevent policy and procedure.

This is supported by the BCTG Safeguarding Policy and Procedure and Appendix 5.

3.1 Safeguarding Implementation

- **Annual Safeguarding review (Yearly):** The purpose is to review the provider safeguarding culture and how this is communicated to the learners and staff. This is completed with the Leaders, Managers and DSLs.
- **Safeguarding Face to Face Visit (Every cohort – Supported by the Quality Team):** This is to quality assure the safeguarding practices and cultures with the learners.
- **Safeguarding Communications (Monthly):** To provide resources that support the safeguarding agenda for the DSLs, tutors, and learners. This is done through DSL updates that reviews the local risks in areas of delivery, Focus on Newsletter that builds learners awareness, BCTG Induction, that provider will use to ensure the core aspects of the curriculum are being covered and BCTG support in ensuring a safeguarding agenda.
- **Safeguarding Curriculum (Every cohort – Supported by the Quality Team) (Appendix 5):** Will provide a clear progressive sequence of learning that encourages learners to aspire to be the best they can be in all areas.

3.2 Safeguarding Impact

In order for BCTG to measure the impact of the safeguarding culture, we will aim to triangulate the safeguarding agenda and the impact it has had on the learner’s experience, and whether it has met the intended objectives. This will be done using a variety of different quality activities across the four main pillars:

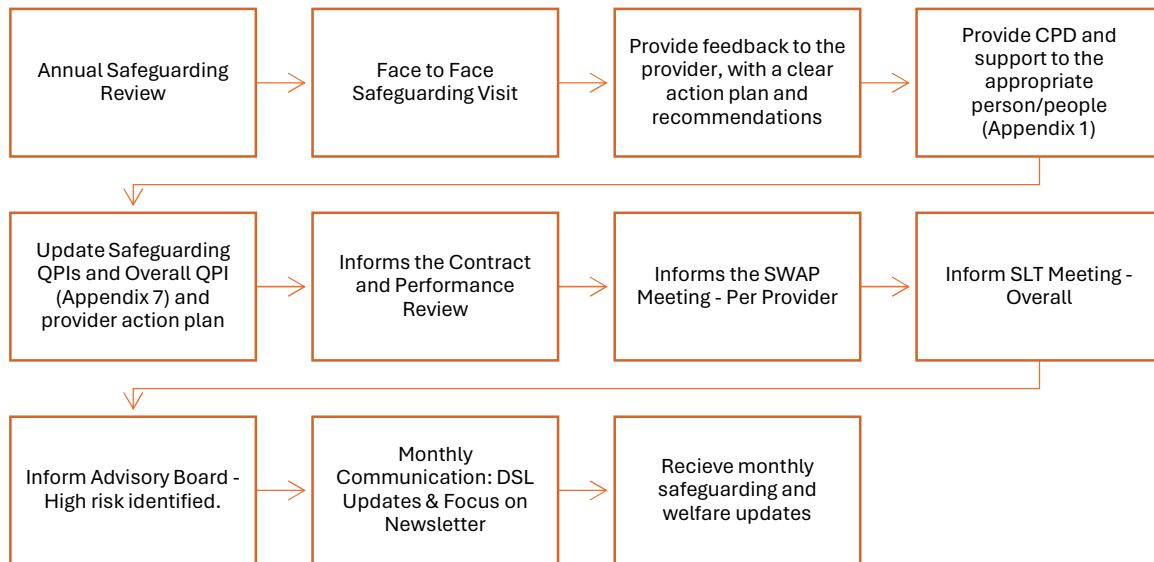
- Resource scrutiny: Curriculum Plan, teaching materials, assessment resources.
- Learner Interviews
- Employer Interviews
- Tutor Interviews
- Data Analysis:
 - Safeguarding and Welfare Concerns
 - Learner Surveys

Following the safeguarding quality activities, a judgement grade will be given for Safeguarding, using the Safeguarding Quality and Performance Indicators (Appendix 7), which is in line with the Safeguarding Effectiveness of the Education Inspection Framework (EIF). This will then provider an overall risk rating of the sub-contractors in line with the Sub-Contractor Risk Management Criteria. (Appendix 8)

Grade 1	Outstanding
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Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

3.3 Reporting and recording



Our approach to improving the quality, is based on a four-stage process which supports the continual improvement/ This process uses a similar theme to the Deming Cycle (Plan-Do-Check-Act) as shown below.

The cycle supports continual change and improvement, following this model gives opportunity to realise a positive impact in improving the quality of education. Following entering the review phase this would then begin the quality cycle again. The cycle is completed multiple times throughout the academic year, to ensure changes and improvements can be made cohort to cohort to positively impact on the learners and subsequent the provision.



4.0 Quality Activity Frequency

The strategy requires the quality improvement activities are undertaken when:

- The risk rating overall of the safeguarding, quality of education, personal development, behaviours, and attitudes are grade 3 or below, and the provider has delivery stopped until improvements have been completed.
- Any measurement components within the four main pillars individually graded 3 or below.
- The launch of any new BCTG requirements or sub-contractor requirements.
- Any changes to the delivery or provision.

5.0 Roles and Responsibilities

Contract and Performance Manager (CPM):

- Complete sub-contractor performance management reviews, whereby the CPM will:
 - Monitor and manage the sub-contractors against the contract.
 - Monitor and measure their performance and take actions when needed.
 - Analyse and manage the data against the contract and BCTG’s KPIs.
- In collaboration with the Quality Team, to identify risk and implement a clear action plan for improvement.
- Report into SLT.

Quality Team:

- Complete quality activities across the learner journey in order to triangulate the learners experience, this will include activities, such as:
 - Session Observations
 - Work Scrutiny
 - Learner Interviews
 - Employer interviews
 - Tutor Interview
 - Curriculum Intent meetings.
- Provide feedback of actions and recommendations to improve the experience.
- Provide CPD to sub-contractors and their team, to improve the quality of education and the learner experience. (Appendix 1)
- In collaboration with the CPM, to identify risk and support the implementation a clear action plan for improvement.
- Report into SLT.

Designated Safeguarding Lead (part of the Quality Team):

- Complete annual safeguarding reviews or the sub-contractors, to ensure consistency and safety of our learners.
- Complete face to face safeguarding activities, to understand how learners are being kept safe and prepared to be better citizens. These activities include:
 - Review of the learning environment
 - Learner interviews
 - Curriculum Intent scrutiny.
- Provide feedback of actions and recommendations to improve the experience.
- Provide CPD to sub-contractors and their team, to improve the safeguarding culture. (Appendix 1)
- In collaboration with the CPM, to identify risk and support the implementation of a clear action plan for improvement.
- Report into SLT.

Performance and Quality Co-Ordinator:

- Provide the quality and performance with the necessary data required.
- Analyse the data provided to identify trends or concerns, to be addressed within the quality and performance team.
- Report into the SWAP Team

Senior Leadership Team:

- Support and champion the Quality Strategy, ensuring that all employees, learners, and stakeholders, apply the strategy.
- Produce and monitor the effectiveness of the strategy.
- Support the development of the Self-Assessment Report and Quality Improvement Plan.
- Report the effectiveness of the strategy to the Advisory Board.

Advisory Board:

- Ensure BCTG complies with the Quality Strategy to ensure high quality of education.
- Complete an observation of the quality improvement activities to measure the impact.
- Provide challenge and guidance to support the continuous improvement.

6.0 Quality Strategy Review

The quality strategy is supported by the Senior Leadership Team and the Advisory Board and supports BCTG Annual Self-Assessment report and Quality Improvement Plan.

The strategy will be reviewed annually by BCTG SLT and Advisory Board.

7.0 Related policies and procedures, appendix, supporting documents.

Appendix	
Appendix 1	CPD Guidance
Appendix 2	CEIAG Policy
Appendix 3	Absence Management Policy
Appendix 4	Personal Development Curriculum Intent
Appendix 5	Safeguarding Curriculum Intent
Appendix 6	Quality Measure Values
Appendix 7	Safeguarding Quality and Performance Indicators
Appendix 8	Overall Quality and Performance Indicators
Appendix 9	Learner and Employer Survey Process
Appendix 10	Social Values Curriculum Intent
Appendix 11	Maths, English and Digital Skills Curriculum Intent

Policies	
Safeguarding Policy and Procedure	
Prevent Policy and Procedure	
Equality, Diversity and Inclusion Policy and Procedure	

Supporting Documents	
01	Programme Template – Part A
02	Programme Template – Part 2
03	Individual Learning Plan
04	Skills Gap Analysis
05	New learner details
06	Attendance Register
07	Welcome Pack
08	ILR Exit Information
09	Learner and Employer Surveys
10	Destination Tracker
11	Quality Form (QIA)

Signature Certificate

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Signer

Timestamp

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