

## **Bauer Academy Quality Assurance Plan**

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**This document will next be reviewed on:** 01/11/2024.

**Policy aim:** this policy outlines the quality assurance processes for all Bauer Academy programmes, ensuring we regularly self-evaluate and implement changes to ensure a high standard of learning for all our learners

### **Contents**

- 1. Overview**
- 2. Self-Assessment Review (SAR)**
- 3. Quality Improvement Plan (QIP)**
- 4. IAG and Induction**
- 5. Delivery Team**
- 6. Observations of Teaching, Learning and assessment**
- 7. Personal Development (Quarterly Contribution Plans & Development Discussions)**
- 8. Staff Training**

### **1. Overview:**

Quality assurance measures are in place for Apprenticeship Standards ensuring that Bauer Academy comply with Ofsted regulatory requirements, and that our provision meets our own internal expectations around high quality delivery.

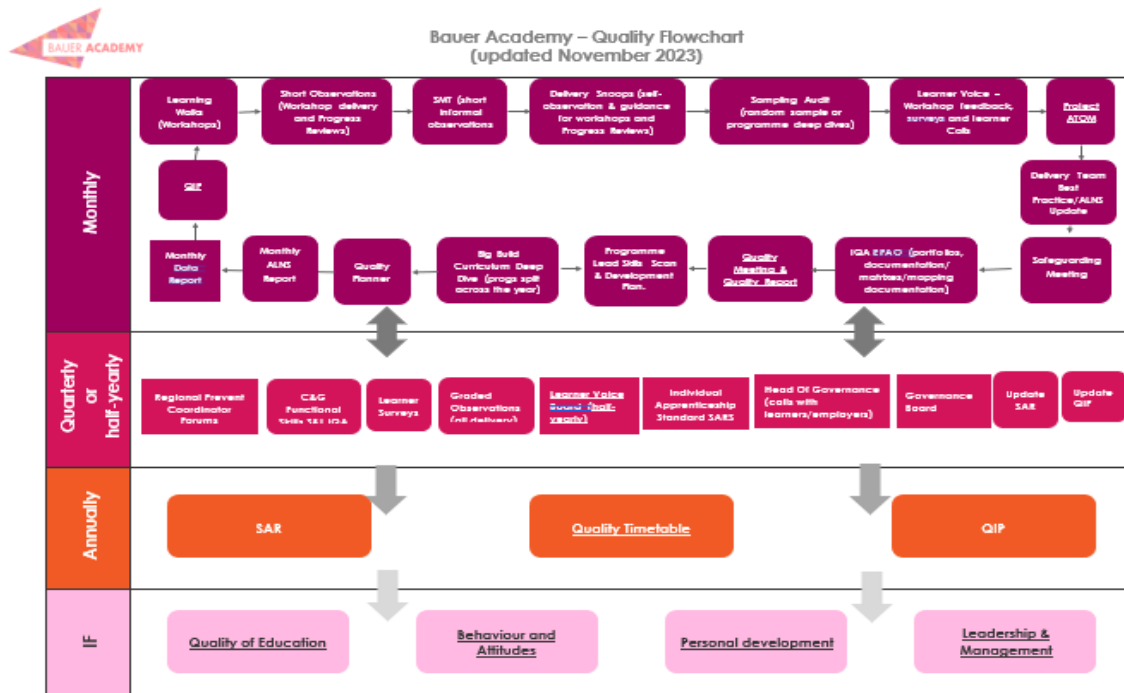
Bauer Academy Apprenticeship Standard programmes are managed through several key processes, which consider the skills gap in the business, and the training needs of the individual apprentice. The apprenticeship programmes processes are monitored and reviewed by both the Head of Quality and also the Senior Leadership Team (SLT), to ensure a high level of quality across all aspects of curriculum design, management, assessment and delivery. SLT plan, monitor and evaluate apprenticeship delivery mapped against the apprenticeship standards, qualification specifications, Bauer Academy 10 Core Principles of Delivery and regulatory requirements (including Ofsted).

As detailed in the Curriculum Strategy document, updated annually, the SLT plan provision that is in line with industry and national skills strategies. SLT have high expectations for the apprenticeship programmes and set clear 'Principles of Delivery' as well as clear KPI targets at the outset, which are communicated across the whole team involved in the programme.

SLT and the delivery team monitor the achievement of the required Off the Job training requirement for each apprentice (20% for those who have enrolled pre August 2022 and baseline of 6 hours minimum for those who enrolled from August 2022 onwards). This is tracked via the Time Log function on Learning Management System (Smart Assessor).

SLT plan, monitor and evaluate apprenticeship delivery mapped against the apprenticeship standards, Bauer Academy 10 Core Principles of Delivery, and Ofsted requirements. Bi-monthly SLT meetings take place to evaluate programmes using the following information:

- Monthly KPI data
- Quarterly SLT reviews on the Bauer Academy SAR (Self-Assessment Review)
- Individual Apprenticeship Standard SARs (Self-Assessment Reviews) regularly updated by the Programme Leads
- Monthly QIP reviews (Quality Improvement Plan)
- Monthly review of Quality Flowchart and Tracker
- Monthly review of the learner watchlist
- Observations of Teaching and Learning (formal and informal)
- Observations of progress reviews
- Senior management short observations
- Informal learning walks of Teaching and learning
- Delivery Snoops (coaching approach to observations, placing more ownership on the programme lead)
- Internal quality checks on all teaching materials
- Quality review EPA submissions including EPAO mandatory documentation, review of portfolios and mapping documents/matrixes.
- Monthly quality audit sampling
- Monthly review of learner voice workshop feedback
- Monthly review of learner voice calls
- Monthly review meetings of data for learners who have declared ALNS.
- Feedback from line managers and workshops
- Learner Voice focussed forum, led by Head of Governance
- Learner Surveys
- Bauer Academy Governance Board
- IQA sampling of work against the awarding body specification (non apprenticeship)



## 2. Self-Assessment Review (SAR):

In order to assess and continually improve SLT use information drawn from the above reports (identified in point 1) to complete/update the **Self-Assessment Review (SAR)**. The SAR evaluates and summarises our performance in line with Ofsted’s Education Inspection Framework (EIF): Leadership & Management, Safeguarding, Quality of Education, Behaviour and Attitudes and Personal Development. It also identifies Strategic Priorities for the next Academic Year which are then used to form the Quality Improvement Plan.

## 3. Quality Improvement Plan (QIP):

The QIP identifies our key priority areas for improvement, as well as other continuous improvement areas that the Bauer Academy has identified. The QIP identifies what actions need to be carried out, by whom, the completion date and the impact made from the improvement actions. The SAR/QIP is shared with all staff. SLT track, review/update progress made on the QIP. The SAR/QIP are key to ensuring the apprenticeship delivery is of a high standard, KPI targets are met, apprentices are being stretched and challenged to reach their full potential and their long-term goal aspirations.

## 4. IAG and Induction:

- Apprentices receive Information, Advice and Guidance (IAG) and a copy IAG document, which includes contact details for Bauer Academy Support services and other support agencies at their induction.

- Apprentices are informed of all Bauer Academy's policies and procedures at induction; including Equality & Diversity, Safeguarding and Prevent. These policies are accessible via the Bauer Academy website.
- Apprentices receive an overview of their course, details of assessment methods, and the review process
- Enrolment also includes initial assessment, ALNS screener and Initial Assessment call. This informs staff of prior attainment, the level the learner is currently working at and if any additional support is required. Support will be in place for apprentices with additional support requirements and will be closely monitored by our Learning Support Executive.
- If any apprentice does not have the required level 2 in Maths or English, we will support them to achieve this.
- Apprentices receive a copy of the Academy Handbook
- Line Manager briefing meetings also take place to ensure Line Managers understand the commitment and requirements of the apprenticeship and are best placed to support their apprentices throughout their journey.

#### **5. Delivery Team:**

- All the delivery team have excellent subject knowledge and experience in the subject matter they are delivering.
- All the delivery team will complete Bauer Academy induction training to ensure they understand Bauer Academy approach to teaching and learning as well as all policies, procedures and reporting processes. They must also complete Safeguarding and Prevent training.
- The delivery team receive internal training from the outset so that they understand the process and requirements for the apprenticeship programme. This includes the importance of regular assessment methods with written/oral feedback on the apprentice's work.
- All are enhanced DBS cleared.

Internal quality measures related to curriculum design are in place through 'The Big Build' for the Education Director and delivery team to review all course materials, lesson plans and assessments methods to ensure they meet the apprenticeship standard or qualification. All programmes are designed around Baur Academy's approach to teaching and learning and our 10 Core Principles.

## BAUER ACADEMY APPROACH

### 10 CORE PRINCIPLES

- Content is **industry relevant**
- Content is **employer-led**
- Content is translated to **meet the individual needs of learners**
- Learning is designed in a way that is **practical and experiential** – following the learn, apply, reflect philosophy
- Learning is designed in a way that **regularly relates back to the learner's own role**
- **Activities are varied and engaging**, using innovative approaches and tools to 'delight and surprise',
- Learners are required to **actively participate and engage every 15 mins** (so no longer than 15 mins of tutor talking at a time)
- **Instructions are simplified, clear and easy to follow**. Learners know what they need to do and how they will be assessed/judged.
- Workshops and sessions are designed in a way that provides a **good flow of activities (sequencing)**, evidenced through **effective lesson planning** and the wider programme specification (scheme of work).
- **Learning is assessed both in workshops and afterward**. Using clear mechanisms to check and evidence learning/understanding of learners.



### Monthly audits

Monthly audits take place across all apprenticeship programmes, these may be a random sample, a deep dive into a programme or a sample based on the monthly data report. The audit report is shared by our Head of Quality with Programmes Leads/Heads OF and at the monthly quality meeting. The monthly quality report, which covers all aspects of the Quality Flowchart, is shared with the SLT, in line with their 'Strategic Objectives' meetings.

### 6. Observations of Teaching, Learning and assessment:

- Observations of teaching, learning and assessment will take place to ensure the quality of delivery.
- Observations of Progress Reviews
- The observation will help to evaluate the learning that is taking place, the assessment method is appropriate and that all learners are being stretched and challenged to reach their full potential.
- SLT & Governors carry out short observations.
- Unannounced informal learning walks will take place regularly and will involve informal discussions for evaluation purposes.
- Delivery snoops\* carried out by the Education Director with Programme Leads or Heads Of (subject specialists)
- Delivery Snoops\* of Progress Reviews carried out by the Quality Team

\* 'Snoops' are a term used within Bauer Audio for our on air production teams and are meetings where presenters, producers and senior managers listen back to a radio show and presenters / producers identify strengths and areas for development. We've adopted this same approach for our teaching team, empowering them to identify their own development needs, supported and guided by the Education Director and Quality Team

Observations will also cover:

- The delivery team's regular contact with the apprentice ensuring they are on target, monitoring/logging progress, recording feedback from the apprentice and setting SMART achievable targets.
- The 8 to 10 week review to assess progress with the delivery team, the apprentice and the apprentice line manager must attend.
- The delivery team may be required to observe the apprentice in the workplace.
- The delivery team will reflect with the apprentice on what impact the learning has had on their behaviour at work and the impact the apprenticeship has had to date on both their personal/work development.
- The distance travelled, reflective learning logs, reviews and KPI data will evaluate outcomes for learners.

The Education Director, the Head of Quality or a member of SLT, will carry out observations.

All staff observed will receive constructive feedback, identify what was good and what improvements need to be made. Any staff who do not meet the minimum grade of 'good' will be supported, any additional training needs will be arranged, and they will be re-observed.

Reports from observations will be one of the performance measures of the Quarterly Development Discussions and Contribution Plans (previously known as Personal Development Reviews)

As part of our internal quality measures observers will be observed, observing wither workshop delivery or progress reviews to ensure the process is fair and appropriate.

In addition, delivery team Best Practice sessions take place monthly to spotlight good practice and share development areas identified throughout the wider team.

## **7. Quarterly Contribution Plans and Development Discussions (previously PDR) /Training:**

All staff will complete Quarterly Contribution Plans and Development Discussions to reflect on their performance. Line managers will meet with staff individually to discuss performance based on KPI's, observations and previous targets. This involves:

- Reviewee will review current responsibilities, review team strategy and business priorities and will draft SMART objectives on how they will contribute to the success of the team and the wider business.
- These will be reviewed quarterly to discuss achievements; identify any issues that have arisen or excellence achieved.
- Aligned to the Quarterly Contribution Plan is the Development Discussion which takes place within the same 1 to 1 meeting. This is where career discussions take place about development plans and aspirations.
- Training requirements are be identified by the reviewee and/or line manager to enhance performance and support the employee to achieve their objectives.

- New objectives will be agreed/set at each quarterly discussion.

#### **8. Staff Training:**

Both individual and whole team development needs are identified through the Quality measures listed in this policy and are addressed via various mechanisms to ensure development needs are agile in responding to active needs quickly.

All staff must attend regular Bauer Academy mandatory training sessions (the content of which is informed through our Quality Processes) and Best Practice Huddles to update fully on policies and best practice.