NTP (National Tutoring Programme) QA (Quality Assurance) Guidance Handbook

Contents

Introduction

This handbook applies from 1ˢᵗ September 2022 until 31ˢᵗ August 2023 and addresses the arrangements for applications to become a Tuition Partner and Quality Assurance as part of the National Tutoring Programme.

This document provides the key information required for your organisation to meet the quality assurance requirements for 2022-23, providing information and suggested evidence.

This handbook should be used in conjunction with the Quality Standards framework for Tuition Partners and National Tutoring Policy provided by the Department for Education.

Working Together

Effective communication between Tribal, organisations considering applying to become a Tuition Partner and approved Tuition Partners is key to the success of the National Tutoring Programme moving forward.

We believe that continuous improvement occurs when there is a strong working relationship between all parties. We have commenced the journey in engaging current Tuition Partners (TPs) to develop strong professional relationships with the aim of supporting improvement, and the direct impact that this will have on pupil outcomes. These partnerships will be at individual Tuition Partner (TP) level and collaboratively across the Tuition Partners (TPs) ensuring that together we:

- Collaborate with others;
- Build mutual trust;
- Focus on a shared ambition;
- Value expertise and contributions from all stakeholder groups;
- Share learning, research and practice.

We will communicate with you in a variety of ways dependent on the focus of the required outcome.

Our main contact email is ntp@tribalgroup.com for all correspondence related to the Tuition Partner Accreditation and Quality Assurance delivery of the programme for 2022-23.

We will dedicate a member of the team to support you through the accreditation or quality assurance process, they will be your main point of contact.

Quality Assurance

The Quality Assurance Framework establishes an innovative and continuously improving approach to the criteria for organisations wishing to become Tuition Partners, which will underpin the quality of provision within your organisation. These criteria will cover:

- **The tutors that Tuition Partners provide**.

  All tutors will be required to be trained, have relevant qualifications and be of an appropriate academic standard. All tutors that Tuition Partners (TPs) provide to schools will be required to have been subject to appropriate safer recruitment checks and otherwise be suitable to work in schools.

- **The service Tuition Partners offer**.

  Tuition Partners (TPs) will be required to understand schools' expectations of tutoring delivered by Tuition Partners (TPs) and the needs of pupils receiving tutoring. They will also be required to provide a high-quality service so that schools are confident they will be dealt with professionally and that bookings will be fulfilled.

- **Tuition Partners' own management arrangements**.

  Tuition Partners (TPs) will be required to have in place structures, procedures, and governance to enable them to deliver effectively and to report on their delivery and outcomes. This must include appropriate procedures for Tuition Partners (TPs) to report any safeguarding incident/s.

Improvement Focused Quality Assurance

Tuition Partners (TPs) play a valuable role in delivering services to the most vulnerable pupils in the country. Whilst accountability is key, the Quality Assurance Framework is supportive and provides opportunities for Tuition Partners (TPs) to address areas where issues have been identified and improvement is required. Tribal will work closely with Tuition Partners (TPs) to drive quality across the National Tutoring Programme and ensure that a strong and collaborative relationship with Tuition Partners (TPs) and a culture of improvement becomes an intrinsic part of the process. Where issues with compliance, safeguarding or quality have been identified, providers will be offered support to improve. Where there is a concern about a Tuition Partner's (TP's) ability to meet the requirements, Tribal will intervene swiftly.

Guidance

The following guidance is designed to support organisations in gathering information to support their application to become an approved Tuition Partner (TP).

Organisations are reminded that the *documents* listed below are not designed to be a 'checklist' or an exhaustive list of what will be required following the submission of an application. Instead, they are designed to support the organisation to consider the types of *evidence* they are likely to consider as part of their application progresses.

Organisations should not duplicate or separate evidence for the purpose of supporting their application or to 'fit around' the framework. Where evidence supports more than one criterion, organisations should only include this once and signpost exactly where information supports a different element and/or criterion.

Tribal reserves the right to request additional documents not listed below to support this element at any given time.

Organisation

Guiding Principles

Strong organisational foundations for Tuition Partners are vital to ensure stability and success for schools across the National Tutoring Programme.

Key Criteria

Each organisation must be able to demonstrate, as detailed below, the:

- organisation has the capacity to deliver on the National Tutoring Programme;
- organisation is financially sustainable and well run;
- organisation recruits and manages their workforce in line with the needs of the NTP. This standard explicitly covers paid and unpaid employed staff, contractors and volunteers;
- organisation manages and stores their data effectively and in accordance with the law;
- organisation maintains a positive reputation in line with the objectives and purpose of the NTP;
- *Organisation is effective in prioritising the customer experience*.

Element 1: Organisation

The purpose of this element is to ensure that Tuition Partners (TPs) are organised and managed effectively to support the delivery of the programme, and to ensure that they contribute to maintaining a positive reputation for the National Tutoring Programme as a whole.

Criterion	
1.1	**Governance and Management arrangements** – *The organisation has the capacity to deliver tutoring to schools via the National Tutoring Programme:* • A clear governance and management structure is in place, with well identified responsibilities and lines of accountability. • Risk management processes are established throughout the organisation, identifying potential risks and issues, and appropriate controls, mitigations and rectification. • The organisation complies with relevant legislation. • Management processes for tutoring delivered via the National Tutoring Programme are established to support the effective delivery of tuition. • Quality management processes for tutoring delivery are established and are used to drive continuous improvement in tutoring standards and learning outcomes.
1.2	**Financial Management** – *The organisation is financially sustainable and well run:* • Robust financial management and control policies and systems are in place. • The organisation can demonstrate robust economic and financial standing.
1.3	**People Management** – *The organisation recruits and manages their workforce in line with the needs of the NTP. This standard criterion explicitly covers paid and unpaid employed staff, contractors and volunteers:* • Procedures for the selection, recruitment, training and quality review of all personnel comply with employment regulations and laws and safeguarding procedures/statutory guidance. • Records for all personnel are maintained, up to date and in line with data protection regulations and UK GDPR • The TP has in place an up-to-date Single Central Record (SCR) of safer recruitment checks, which confirms that their tutors are suitable to work with pupils. • Human Resources (HR) policies are established, all people working within and on behalf of the organisation receive training in these and confirm acceptance / compliance with these policies.

	• All personnel have a clear job description, receive relevant training and are subject to regular review of performance.
1.4	**Data Management and protection** – *The organisation manages their data effectively and in accordance with the law and the expectations of the programme:* • Data protection and GDPR policies and procedures are in place along with regular staff training. • The organisation has in place a clear Privacy Notice and Data Sharing Agreement that outlines the collection and sharing of data, including personal data, with the DfE (Department for Education), Tribal, approved contractors and schools.
1.5	**Reputation Management** - **–** *The organisation maintains a positive reputation in line with the objectives and purpose of the NTP:* • There are clear and established, rigorous procedures for dealing with any incidents of malpractice and maladministration, complaints and reputational/PR issues. • The Tuition Partner adheres to required NTP/ DfE branding and key messages. • Communication from the organisation will reflect positively on the NTP, DfE, Tribal and partner organisations.
1.6	**Customer Service -** *The effectiveness of the organisation in prioritising the customer experience* • The Tuition Partner will: - respond to requests from schools in a timely manner - ensure that bookings made by schools are fulfilled, or adequate arrangements are made where a booking has to be cancelled - make available to schools clear, accurate and up to date information on all parts of their provision, including on the DfE's 'Find a tuition partner' service. • The Tuition Partner has in place a clear policy and procedures to manage complaints which has been shared with schools and is visible on their website.

Supporting Information

Criterion 1.1 - Governance and Management arrangements

The organisation has the capacity to deliver on the National Tutoring Programme.

A clear governance and management structure is in place, with identified responsibilities and lines of accountability.

Examples of documentation that organisations could provide include (but are not limited to):

- Organisational chart
- Staff handbook
- NTP policy and guidance
- Scheme of delegation
- Board/SMT
- Terms of reference

Risk and issue management processes are established throughout the organisation, identifying potential risks, issues and appropriate controls and mitigations.

Examples of documentation that organisations could provide include (but are not limited to):

- Risk and issue register
- Risk management process
- Leadership/board/management agenda and minutes
- The organisation complies with relevant legislation.

Management processes delivery of tutoring via the National Tutoring Programme are established to support the effective delivery of tuition programmes.

Examples of documentation that organisations could provide include (but are not limited to):

- NTP policy guidance
- Organisational Process manual

Quality management processes for tutoring delivery are established and are used to drive continuous improvement in tutoring standards and learning outcomes.

Examples of documentation that organisations could provide include (but are not limited to):

- Quality checklists associated with key stages of the process

- Roles and responsibilities in relation to quality assurance
- Description of what support is available to train tutors e.g., webinars, learning management systems etc.

Criterion 1.2 - Financial Management

The organisation is financially sustainable and well run.

A clear governance and management structure is in place, with well identified responsibilities and lines of accountability.

Examples of documentation that organisations could provide include (but are not limited to):

- Relevant policies e.g., Conflict of interest policy, Gift acceptance policy, Scheme of delegation, Procurement policy, Remuneration policy, Expenses policy, Reserves policy, Fundraising policy
- Financial management procedures
- Financial management reporting

The organisation can demonstrate robust economic and financial standing (EFS)

- Guidance on 'assessing and monitoring the economic and financial standing of bidder and suppliers' can be found here:

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/987132/Assessing_and_monitoring_the_economic_and_financial_standing_of_suppliers_guidance_note_May_2021.pdf

  Examples of documentation that organisations could provide include (but are not limited to):

- Copies of audited statutory financial statements if available;
- If not available, management accounts for last 2 years including income and expenditure report, balance sheet and cashflows;
- A recent credit rating report;
- A signed and dated Director's Statement, self-certifying that they have not been subject to any sanction under the Companies Act or related legislation; that there are no ongoing tax investigations or overdue liabilities; that there are no bank covenants which have been breached in the last 3 months;
- Any additional relevant supporting information in relation to financial health which would mitigate potential financial risks.

Criterion 1.3 - People Management

The organisation recruits and manages their workforce in line with the needs of the NTP. This standard explicitly covers employed staff, contractors and volunteers.

Procedures for the selection, recruitment, training and quality review of all personnel are in place and comply with employment regulations and laws.

Examples of documentation that organisations could provide include (but are not limited to):

- Recruitment and selection policy and process
- Remuneration policy
- Evidence of compliance with the Equality Act 2010 and Human Rights Act 1998
- Induction process and training
- Appraisal process or document

Records for all personnel are maintained, stored securely and up to date.

Examples of documentation that organisations could provide include (but are not limited to):

- Personnel records should include references, employment checks, right to work, training records, performance records

HR policies are established, all personnel receive training in these and confirm acceptance/ compliance with these policies.

Examples of documentation that organisations could provide include (but are not limited to):

- Evidence of compliance with Equality Act 2010 and Human Rights Act 1998.
- Code of Conduct; Complaints and Appeals; Whistleblowing; Anti Bribery and Corruption; Anti-slavery; Equality, Diversity and Inclusion Policy.

All personnel have a clear job description, receive relevant training and are subject to regular review of performance.

Examples of documentation that organisations could provide include (but are not limited to):

- Role descriptions
- Grading / remuneration policy (if a paid position)
- Induction programme
- Professional development programme

- Performance management framework

Criterion 1.4 - Data Management and Protection

The organisation manages their data effectively and in accordance with the law.

Data protection and GDPR policies and procedures are in place along with regular staff training.

Examples of documentation that organisations could provide include (but are not limited to):

- Evidence of compliance with the Data Protection Act 2018
- Guide to the 'UK General Data Protection Regulation (UK GDPR)' can be found here:

  https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/

There is a clear Privacy Notice in place which outlines the collection and sharing of personal data with DfE and approved contractors and schools.

Examples of documentation that organisations could provide include (but are not limited to):

- Organisation's/officers' full contact details;
- What systems the organisation uses to store data e.g., Salesforce, Google Drive, Password-protected spreadsheets;
- The types of personal data the organisation collects;
- Where the organisation accessed personnel data from, if it was not from them;
- Why the organisation has people's information and what the organisation is doing with it;
- The organisation's lawful basis and legitimate interests where relevant;
- Who the organisation will share people's information with;
- How long the organisation holds people's information for before getting rid of it securely
- The organisation's process for the 'Right to Erasure' – guidance below:

  https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-to-erasure/

- Guide to the 'How to write a privacy notice and what goes in it' can be found here:

  https://ico.org.uk/for-organisations/sme-web-hub/how-to-write-a-privacy-notice-and-what-goes-in-it/

Criterion 1.5 – Reputation Management

The organisation maintains a positive reputation in line with the brand of the NTP.

There are clear and established, rigorous procedures for dealing with any incidents of malpractice and maladministration, including an externally facing complaints procedure.

Examples of documentation that organisations could provide include (but are not limited to):

- Procedure for complaints, allegations, whistleblowing, malpractice / maladministration

The Tuition Partner adheres to required NTP branding and key messages.

Examples of documentation that organisations could provide include (but are not limited to):

- Marketing plan and materials
- Website
- Social media presence
- Policies
- Brand guidelines (if available)
- NTP section of the TP's website

Criterion 1.6 - Customer Service

The effectiveness of the organisation in prioritising the customer experience

There is evidence to demonstrate that the Tuition Partner engages with customers which result in positive resolution to support the delivery of tutoring, this engagement is timely and addresses the key priorities for the schools.

Examples of documentation that organisations could provide include (but are not limited to):

- Feedback from school leaders on the delivery of tuition services
- School engagement analysis
- Questionnaire feedback from schools focussed on engagement

Safeguarding and Safer Recruitment

Guiding Principles

*'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play…[including] identifying concerns, sharing information and taking prompt action.' (*Keeping Children Safe in Education (KCSIE) 2022; DfE P6).

'It is vital that as part of their whole school or college approach to safeguarding governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in their school or college. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.' (Keeping children safe in education (KCSIE) 2022; DfE P51).

Key criteria

The safeguarding and welfare of all children and young people, as part of the National Tutoring Programme, is central to each organisation's ethos and practice.

Each organisation must be able to demonstrate, as detailed below and in accordance with KCSIE, the:

- organisation has robust policies and procedures in place to safeguard young people;
- organisation promotes safeguarding as a central pillar to their organisation;
- organisation ensures that safer recruitment is central to their practice;
- organisations using overseas tutors provide comparable protections*;*
- organisation is robust about reviewing the risks and needs associated with safeguarding;
- provision ensures that the organisation is proactive in keeping children and young people safe;
- provision ensures that all parties involved in the provision for the pupil share their practice.
- organisation ensures that any online tutoring provided by an overseas tutor ensure that comparable protections take place to that provided in the UK, and that a UK DBS check must still obtained regardless of whether the individual has even been to the UK;
- provision ensures that all Tuition Partners are compliant with the safeguarding regulations.

Element 2: Safeguarding and Safer Recruitment

The purpose of this element is to ensure that Tuition Partners (TPs) can demonstrate that they comply with statutory guidance for safeguarding, and that safeguarding provision is central to all work carried out by the Tuition Partners (TPs).

Criteria	
Organisation	
2.1	**Policies and Procedures –** T*he organisation has robust policies and procedures in place to safeguard young people:* • Clear policies and procedures are in place which reflect the robust systems and processes which are in place for safeguarding and are in line with statutory guidance including Keeping Children Safe in Education (KCSIE). • Safeguarding strategy is aligned to practice to ensure the organisation creates safe environments for pupils. • The risk register identifies the most relevant potential risks and has appropriate controls and mitigations.
2.2	**Values, culture and awareness** – *The organisation promotes safeguarding as a central pillar to their organisation, as set out in Parts One and Two of KCSIE:* • Safeguarding is an intrinsic part of organisational values and culture and is promoted through all organisational messaging. • All personnel within the organisation reflect consistent safeguarding messaging. • There is clarity of safeguarding messaging between all stakeholder groups engaged with the Tuition Partner.
2.3	**Recruitment –** *The organisation ensures that safer recruitment is central to their practice:* • Robust safer recruitment procedures are in place for all personnel paid or unpaid working with or on behalf of the organisation, in line with Part 3 of KCSIE • TP's must maintain a comprehensive single central record of all safer recruitment checks as specified, and provide this on request to Tribal and or the DfE. • All staff paid or unpaid, supervised or unsupervised are to be subject to the pre-employment vetting checks set out at paragraph 232 of KCSIE 2022, including: - Verification of candidate's identity - An enhanced UK DBS check including children's barred list information - Verification of the candidate's mental and physical fitness to carry out their work responsibilities - verify the person's right to work in the UK, including EU nationals. • If the member of personnel has lived or worked outside the UK for any period of time, where available, they will be required to provide: • criminal records check from that country (or countries);

		• a letter from the professional regulating authority; • full employment history and reference checks.
2.4		**Overseas Tutors -** *TPs using overseas tutors provide comparable protections* • Tuition Partners intending to provide any of their online tuition through tutors based overseas should apply robust checks and policies to ensure both tutors and pupils are afforded comparable protections as with tuition taking place wholly within the UK • Overseas tutors should demonstrate compliance with GDPR, criminal record checks, policies that ensure fair pay and conditions for overseas staff including the provision of appropriate qualifications. • Tuition Partners will be required to obtain and provide an Enhanced UK DBS certificate with children's barred list check even if they have never been to the UK.
2.5		**Monitoring and Reporting** – *The organisation is robust about reviewing the risks and needs associated with safeguarding:* • There are accurate and timely monitoring reports which reflect a proactive approach to monitoring and safeguarding the welfare of pupils, which are consistent with the school/colleges safeguarding and child protection policies and KCSIE. • Strategic reporting of safeguarding reporting reflects key indicators of risk and the mitigations in place. • There is evidence of ongoing review and evaluation of safeguarding practices and action taken to address issues that arise.
Provision		
2.6		**Training, Support and Guidance** – *Safeguarding is an intrinsic part of the provision of the organisation:* • Proactive training aligned with key legislation and statutory guidance is evident across all tiers of the organisation and translated into practice. • Support and guidance focused on safeguarding priorities is embedded within everyday practice. • Tutors are clear about their roles and responsibilities for keeping pupils safe and apply this understanding into their everyday practice.
2.7		**Learning delivery methods** – *provision ensures that the organisation is proactive in keeping children and young people safe:* • All tutors are aware of the requirements to keep pupils safe online and translate this into their practice. • In person learning opportunities reflect the key criteria to safeguard pupils.

2.8	**Partnership –** *provision ensures that all parties involved in the provision for the pupil share their practice:*
	• Safeguarding is at the core of the relationship that Tuition Partners (TPs) and Tutors develop with schools. • School leaders are confident with the safeguarding practices promoted by the Tuition Partner (TP) through the Tutor. • School leaders are aware of the policies and procedures for raising safeguarding concerns with the Tuition Partners (TPs).
2.9	**Compliance –** *provision ensures that all Tuition Partners are compliant with the safeguarding regulations*
	• Data relating to safeguarding and safer recruitment checks are properly managed and stored, as approriate. • The data is readily available to the DfE and Tribal for quality assurance purposes, which may include regular audits, sampling, or any other applicable review of their safeguarding arrangements. • Tuition Partners are able to provide a full list by way of single central record of all active tutors working with them at any given time, including information set out in part 3 of KCSIE.

Supporting information

All evidence is underpinned by the statutory guidance Keeping Children Safe in Education (KCSIE - DfE September 2022)

Criterion 2.1 – Policies and Procedures

The organisation has robust policies and procedures in place to safeguard young people.

Organisations will need to ensure that they comply with all statutory guidance, as outline in KCSIE.

Examples of documentation that organisations could provide include (but are not limited to):

- The organisation's most recent child protection and safeguarding policy, including information regarding:
  - child sexual exploitation
  - child criminal exploitation
  - female genital mutilation
  - child-on-child abuse
  - domestic abuse
  - mental health
  - prevent, extremism and radicalisation
- Procedures for reporting and managing concerns about a child

- The organisation's behaviour policy, including information regarding:
  - Bullying
  - Cyber bullying
  - Prejudice based and discriminatory bullying

- The organisation's induction handbook and/or staff behaviour policy (Code of Conduct), including information about:
  - how to report concerns (including low-level concerns);
  - how allegations against staff including volunteers are reported and managed
  - whistleblowing procedures

- A Single Central Register, confirming that all personnel including tutors working on behalf of the organisation:
  - have had their identity checked, in accordance with government guidelines
  - hold a valid DBS certificate suitable for their position and level of contact with pupils, including a children's barred list check
  - are not subject to a teaching prohibition order
  - hold valid professional qualifications, suitable to their role
  - are allowed to work in the UK

- have read at least 'Part one' of the most recent KCSIE document (DfE September 2022) as well as the Prevent Duty (DfE 2015) and received training and guidance regarding these
- have received safeguarding and child protection training as part of their induction (including online safety), including annual refresher training (where applicable)
- that data relating to safeguarding and safer recruitment is properly managed and securely stored (in accordance with GDPR regulations and guidelines)
- a Single Central Record (SCR) is in place, kept up to date and that all staff as part of the Tuition Provider are deemed suitable to work with pupils.
- have sufficient references
- have fitness to work checks
- have any relevant oversees checks
- Provide sufficient work history to identify any gaps
- Engage in the DBS update service (if applicable)

Additional supporting information and guidance can be found below:

Working Together to Safeguard Children (DfE 2018)

Prevent Duty (2015)

The Teaching Standards (2011)

Data Protection Act (2018)

Data Protection Guidance

General Data Protection Regulation (GDPR)

Criterion 2.2 - Values, culture and awareness

The organisation promotes safeguarding as a central pillar to their organisation.

- Organisations need to be able to demonstrate how they promote safeguarding as part of their ethos and culture. While there are no statutory documents required for this criterion, organisations may wish to include their staff handbook, mission statement, a copy of their organisation's aims and objectives, reference to key documents on their website, partnership agreements, job descriptions and safeguarding training materials as evidence.

Criterion 2.3 – Recruitment

The organisation ensures that safer recruitment is central to their practice.

- Organisations will be expected to demonstrate how safer recruitment practices are adopted for all personnel, including those working on behalf of the organisation, as part of the NTP programme. As outlined on Page 51 of KCSIE, organisations will need to show evidence of:

  - personnel recruitment and selection processes;
  - pre-appointment and vetting checks, and how they record information (nb supervision does not negate the need to carry out the pre-recruitment checks set out above);

- other checks which may be required for personnel and tutors working on behalf of the organisation;
- how they ensure the ongoing safeguarding of pupils and the legal reporting duties for employers.

PLEASE NOTE: supervision of individuals does not negate the need to carry out all of the checks listed above.

Criterion 2.4 - Overseas Tutors

The organisations using overseas tutors provide comparable protections

- Organisations will only need to respond to this criterion if they are proposing to use online tutors based overseas.

Criterion 2.5 - Monitoring and Reporting

The organisation is robust about reviewing the risks and needs associated with safeguarding.

- Organisations will need to be able to demonstrate how they monitor safeguarding and manage reporting arrangements. In part, this is likely to be outlined in the organisation's safeguarding policy but additional evidence which may wish to considered is through the organisations 'risk management plan.' Examples of the templates used to record safeguarding concerns are likely to be submitted, which will outline the end-to-end process adopted by the organisation.

Criterion 2.6 - Training, Support and Guidance

Safeguarding is an intrinsic part of the provision of the organisation.

- Organisations will want to demonstrate their commitment to safeguarding through their delivery of training for both personnel and those working on behalf of the organisation. Examples of evidence may include:
  - role of the designated senior lead (DSL), and any deputy DSLs, including the names of these members of the organisation, the level of training they have received and when this was successfully completed;
  - the aims and objectives of the training personnel receive (including confirmation of whether the training was delivered internally by the organisation, including online, or by an external provider); the date each member of staff received training, including the date this is due for renewal and any update training received;
  - an outline and overview of the training for all personnel.

Criterion 2.7 - Learning delivery methods

Provision ensures that the organisation is proactive in keeping children and young people safe.

- Organisations will deliver safeguarding training in different ways. Examples of evidence which they may wish to include are:

- a copy of any training slides;
- pre-recorded *videos;*
- and access to online training materials and activities used.
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Please note: The phrase 'in person' used in the framework is not only to suggest meetings which are held 'in person' at live training events, it is also to encompass the delivery of training delivered 'live' online.

Criterion 2.8 – Partnership

Provision ensures that all parties involved in the provision for the pupil share their practice.

- Organisations will need to demonstrate how they work in partnership with personnel, their tutors and school leaders to ensure the safety and well-being of all pupils. Evidence which they may wish to consider includes:
  - a copy of the organisation's partnership agreement with schools
  - school satisfaction surveys
  - a copy of the organisation's complaints and appeals policy and the procedures in place to manage allegations against personnel and tutors
  - schools may also wish to include anonymised logs of reported safeguarding incidents to showcase how policy and procedure has been followed

Criterion 2.9 - Compliance – *provision ensures that all Tuition Partners are compliant with the safeguarding regulations*

- Organisations will need to demonstrate that the management and storage of checks is properly managed, this should be in the form of a single central record which includes information on all active tutors working with the organisation at any point in time.

Quality of Provision

Guiding Principles

Quality provision is at the heart of the delivery of the National Tutoring Programme, to ensure the organisation has effective methods to assess their performance and take the necessary action to ensure that the most vulnerable pupils have opportunities to succeed. In partnership with stakeholders, the organisation has a strong commitment to continuous improvement.

Key Criteria

Each organisation must be able to demonstrate, as detailed below:

- *A strategic approach to improving outcomes is central to the organisation;*
- *The organisation prioritises the quality of their delivery through their workforce;*
- *A strategic approach to identified needs promotes growth and improvement;*
- *The effectiveness of partnership drives improved outcomes for pupils.*

Element 3: Quality of Provision

The purpose of this element is to evaluate the effectiveness of Tuition Partners (TPs) in evaluating their performance and necessary actions for improvement to deliver a high-quality service to pupils. It also includes the importance in maintaining positive and productive relationships with schools, stakeholders and external providers to support continuous improvement.

Criterion	
3.1	**Self-evaluation and improvement planning** - *A strategic approach to improving outcomes is central to the organisation:* • Regular reviews of overall performance against the NTP Framework leads to self-evaluation which accurately identifies the strengths of provision and key priorities for improvement. • Each element of the organisational structure plays a key role in driving continuous improvement through the regular evaluation of the tutoring provision and its impact on pupil outcomes.
3.2	**Quality of tutoring** – *The organisation prioritises the quality of their delivery through their workforce:* • Tutors have received appropriate training and have the necessary skills and experience to be accurately matched to the needs of the pupils they are serving. • Tutoring delivery methods are aligned with, and complement, the curriculum of the school the tutors are working with. • Online tutoring is supported by effective technology to ensure continuity and quality of delivery. • Tutors are regularly observed, and their performance in improving pupil outcomes is evaluated against a competency framework. • Best practice, research and shared knowledge is used and promoted with NTP to support continuous improvement.

3.3	**Quality of support** - *A strategic approach to identified needs promotes growth and improvement:*
	- The organisation makes effective use of stakeholder feedback to analyse the quality of support provided through tutoring and its impact on pupil outcomes to drive continuous improvement. - The organisation is conscientious in its approach to supporting tutors, making available time and resources to ensure that they can receive timely advice and support when needed. - The information gained from observations of tutoring accurately identifies tutor support and training needs.
3.4	**Partnerships and Communication** – *The effectiveness of partnership drives improved outcomes for pupils:*
	- The organisation demonstrates effective working partnerships with schools with a shared aim to promote improved pupil outcomes. - The organisation works collaboratively with schools to ensure the impact of tutoring on pupil outcomes targets next steps in learning.

Supporting information

Criterion 3.1 – Self-evaluation and improvement planning

A strategic approach to improving outcomes is central to the organisation.

Organisations will be required to demonstrate how well they know their strengths and areas for improvement through regular evaluation of tutoring quality, and the extent to which processes are effective in gaining this information. These processes may be informal, such as discussions with key personnel, or more formal arrangements such as regular stakeholder surveys.

Criterion 3.2 – Quality of Tutoring

The organisation prioritises the quality of their delivery through their workforce.

The organisation must be able to demonstrate that tutors' skills and experiences are matched to the needs of the pupils they are tutoring.

Organisations may choose to deliver tutoring in a range of ways, including use of hard copy materials and online resources., but the organisation must be able to demonstrate how effectively the delivery methods match or complement the school's curriculum.

Organisations will be expected to demonstrate how effectively tutoring meets the needs of individuals or groups of students. Groups of students may be defined in different ways. These could include SEND (Special Educational Needs and Disabilities) or specific groups e.g., those with identified communication and language needs.

Organisations are required to account for how effectively they evaluate the quality of tutoring against set expectations.

Criterion 3.3 - Quality of support

A strategic approach to identified needs promotes growth and improvement.

Organisations will be required to demonstrate how they seek the views of a range of stakeholders engaged with the tutoring service to evaluate the quality and impact of delivery. This may include pupils, teachers and parents, for example.

Resources used by organisations could include people resource rather than specific materials, such as books and manipulatives.

Criterion 3.4 – Partnerships and Communication

The effectiveness of partnership drives improved outcomes for pupils.

In demonstrating the effectiveness of partnerships and communication with schools, organisations may demonstrate how, for example, they respond to questions in a timely manner, make contingency arrangements where a booking has to be cancelled, and have a clear complaints procedure that is easily accessible to schools. Organisations must demonstrate how they ensure that clear and accurate information is available to schools about all aspects of their provision.

In supporting the growth and development of organisations to ensure they are sustainable and impactful in the longer term; organisations should be open to ongoing research to inform their decision-making processes. This research may come through partnerships with other Tuition Partners, independent research or developing thought leadership groups to evaluate opportunities.

Glossary

Term	Description
Compliance	Abide by a set of regulations or expectations
Culture	The ideas, values and behaviours of an organisation
DfE	Department for Education
GDPR	General Data Protection Regulation
Groups of pupils	the identified needs of pupils - eg SEND, EAL, phase and age
In-person learning	Refers to online and face-to-face learning
Job description	An account of personnel responsibilities
KCSIE	Keeping Children Safe in Education 2022
Legislation	The laws to be followed
Management and Governance	The authority which leads and is accountable for the organisation
NTP	National Tutoring Programme
Organisation	The entity applying to become a Tuition Partner
Organisational vision	The aims and values which underpin the organisation
Personnel	The people acting on behalf of the organisation, tutors, administrative staff etc
Policy and procedure	The course of action expected by an organisation
Provision	Tutoring services offered to the schools
Pupils	The recipients of the tutoring
Risk Management Plan	A plan which identifies the actions against the identified risks
Risk Register	A tool used to manage risk
Self-Evaluation	The process of strategic review by the organisation
Single Central Register	The organisation's central register for ascertaining a person's suitability to work with pupils.
Stakeholders	Personnel involved with the organisation, school leaders, pupils
Statutory guidance	The guidance required by law
Strategy	A plan designed to achieve a long-term goal
TP	Tuition Partner
Tuition Partners	The organisation once approved to operate within the NTP
Values	The principles or standards set by the organisation