



Evaluating Quality of Training

2019



European Union
European
Social Fund



Education & Skills
Funding Agency

interlearn.co.uk |    

Contents

1. HOW DO WE ASSESS OUR PERFORMANCE AS A TRAINING PROVIDER?	2
2. HOW WE RESPOND TO FEEDBACK FROM EMPLOYERS AND APPRENTICES	3
3. METHOD OR PROCESS FOR CONTINUOUS IMPROVEMENT OF TRAINING	4
4. HOW YOU IDENTIFY AND ADDRESS ANY UNDER-PERFORMANCE OF TRAINING	5
<i>Aim</i>	<i>5</i>
<i>Scope</i>	<i>5</i>
<i>Monitoring</i>	<i>6</i>

LINE MANAGER RESPONSIBLE:
LAST REVIEW DATE:
NEXT REVIEW DATE:

Claire Howard
30 June 2019
30 June 2020

1. How do we assess our performance as a training provider?

As a business we annually review overall performance through the self-assessment process, which is aligned directly to the Common Inspection Framework (CIF).

As a training provider it is imperative that we adopt an ongoing cycle of review as a means of identifying elements of strength as well as opportunities for future development and growth. As a client centric organisation, we value feedback from all stakeholders through a variety of mediums. We earn our clients' trust by placing them at the core of our organisation and create true value by understanding their needs and delivering bespoke solutions that maximize people potential and business success.

As an organisation we have adopted an action-learning model as a means of supporting and driving a continuous cycle of review. The strong 360 model, provides opportunities for colleagues to strategies, explore, develop, gain new knowledge/skill, reflect, review and embed. There is a robust performance management framework that focusses on a continuous process of improving performance by setting individual and team goals which are aligned to the strategic goals of the organisation, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skills and abilities of people. Underperformance is identified early, and appropriate intervention strategies agreed as a means of supporting what is needed for both the business and the colleague involved.

Continued improvements in Teaching and Learning will only be successful if self-evaluation or quality assurance of teaching and learning is planned for. As a business, it is imperative that delivery staff take greater responsibility for their own performance. Managers, with the support of the Quality Team, will regularly review monitoring reports on the outcomes of observations and quality assurance of teaching and learning. Triangulated evidence on apprentice assessment outcomes & apprentice work, observations of teaching and learning conducted through planned observations and regular learning walks and learners voice will be used to ensure there is an accurate understanding of an individual's performance over time. The triangulation will also be used as a means of identifying opportunities for the development of an individual's professional practice and pedagogy. The OTLA process will also be conducted as a means of identifying and optimising the skills and knowledge of staff across the business using coaching triads as a tool for sharing good practice across different sectors. A support mechanism for underperforming staff is in place with a 10-week coaching programme offered to support and develop these members of staff.

2. How we respond to feedback from employers and apprentices

The Customer Services Strategy aims to provide a process whereby we can gain valuable feedback in relation to the service our employer and apprentices have received throughout their journey with us. Key milestones are;

- 5 weeks
- 12 weeks
- 6 months
- 10 months
- Post EPA

We aim to provide monthly reports that show overall client performance percentages year to date. The report shows the total volume of apprentices and clients that have given feedback and also the number of apprentices and clients who have graded our overall service as Excellent or Good. Proposed KPI's are;

GREEN	90%-100%
AMBER	80% - 89%
RED	Below 79%

As a means of gaining feedback directly from the learner regarding curriculum and the quality of delivery, formal feedback mechanisms are part and parcel of our masterclass delivery, giving learners the opportunity to provide feedback on a monthly basis.

3. Method or process for continuous improvement of training

The quality improvement plan aims to drive a number of areas across the business in any given academic year. The Quality improvement plan is updated on three occasions in year, December, March and June.

As a business we take a bottom up approach to driving continuous improvement. The quality improvement plan is fed into team meetings and the 1:1 process. As a business it is paramount that teams and individuals fully understand how their role aligns to continuous improvement and it is equally important that business KPIs are aligned accordingly to ensure that progress is made.

4. How you identify and address any under-performance of training

The purpose of our Teaching, Learning and Assessment strategy for the Group and to outline our commitment to providing high standards of education and training that meets both employers and individual needs as well as the company's own strategic priorities.

This policy highlights how Observations of Teaching, Learning and Assessment can be conducted across the business to increase the consistency of our delivery both in the training room and in the workplace thus ensuring our apprentices are receiving an outstanding experience.

Aim

Our aim is to provide a high-quality learning experience that encompasses, personalised learning, effective methods of assessment, and the use of technology that increases flexibility and opportunities for individual progression. This will be achieved by fostering positive working relationships with learners in a safe learning environment which is conducive to learning to meet their career aspirations.

Scope

This policy applies to all learning, teaching and assessment delivered under the auspices of the Group.

The teaching, learning and assessment policy will aim to ensure that: -

- All trainers, learning support coaches and assessors are appropriately qualified and experienced in their vocational areas that they teach and assess in.
- All observed delivery sessions are quality assured using a sound internal framework that mirrors the Ofsted Common Inspection Framework.
- The needs of individual learners are quickly identified, and information captured is used to inform personalised learning approaches to aid progress and attainment and, if required, additional support.
- Information learning technology is used effectively to enrich the learning experiences and working practices.
- Assessment of learner's performance and progress is timely, fair, consistent and reliable.
- Learners receive regular constructive feedback on their progress, and they know how they might improve their performance with clear and measurable targets being set to challenge and extend learning.
- Learners receive help to develop their functional skills which is an integral element of the apprenticeship standards and frameworks.
- Teaching, Learning and assessment promote equality and diversity and enrich the learning experiences.

Continued improvements in Teaching and Learning will only be successful if self-evaluation or quality assurance of teaching and learning is planned for. As a business, it is imperative that delivery staff take greater responsibility for their own performance. Partners, with the support of the Quality Team, will regularly review monitoring reports on the outcomes of observations and quality assurance of teaching and learning. Triangulated evidence from 4 agreed KPI's will be used to ensure there is an accurate understanding of an individual's performance over time. The triangulation of these KPI's will also be used as a means of identifying opportunities for the development of an individual's professional practice and pedagogy. The OTLA process will also be conducted as a means of identifying and optimising the skills and knowledge of staff across the business using coaching triads as a tool for sharing good practice across different sectors.

Monitoring

This is systematically checking or scrutinising something for the purpose of collecting specified categories of data for four main purposes:

- To learn from experiences with the view to improving practices and activities in the future
- To have internal and external accountability of the resources used and the results obtained
- To take informed decisions on the future of the initiative
- To promote empowerment of beneficiaries of the initiative

Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.