



## EVALUATING QUALITY OUTCOMES

### **Purpose:**

The Skills Centre have set clear expectations in our Mission, Vision and Values

### **Our mission:**

To support local people journey to opportunity

### **Our Vision:**

To deliver world class, innovative, flexible training to local employers and residents.

### **Our Values:**

Bridge the Skills Gaps

Local Community Engagement

Inspire young People

Upskill the existing Workforce

In addition to our Mission, Vision and Values, we use a variety of key performance indicators (KPI's). These KPI's are set annually and robustly monitor throughout the year, to ensure we achieve our targets.

The Skills Centre KPIs are set by senior management and lead by Centre Manager to assess our performance against set objectives. These are set every year and reviewed at various points throughout the year during senior management meetings.

Our KPI's which we use to measure our outcomes are:

- Achievement rates
- Recruitment data
- Learner and employer satisfaction
- Progression and destination data
- Learning walks outcomes
- Self-assessment
- Quality Improvement Plan



KPI's are reviewed by the senior management team which includes the review of age, gender, ethnicity, learning disability; and if applicable, disadvantage. Our performance is reviewed regularly where we compare ourselves against national averages.

### **Feedback from Employers**

Employers are provided with feedback reports on their apprentices' progress and achievements; in addition to online tracking systems that monitor distance travelled and off-the-job training. Employer feedback is completed every 6 months reviewed by Centre Manager. The Centre Manager analyses the outcomes and uses this information in team meetings to feedback to staff. The employer receives feedback based on the outcome of the meeting, in the event of any actions to ensure employer satisfaction.

### **Feedback from Apprentices**

Learner feedback is gained every 6 months via questionnaire, which is provided to apprentices from the Centre Manager. The Centre Manager analyses the outcomes and uses this information in team meetings to feedback to staff. Additional feedback is gained at various points throughout the learners' course – at induction, mid-course and end of apprenticeship as part of the apprentices Individual Learning Plan (ILP)

Additional feedback is received during tutorials, reviews, professional discussions and learner interviews during Internal Quality Assurance (IQA) process.

Learner voice – the learner voice forms a key element of our evaluation and improvement cycles, and we implement multiple methods for gathering this information, including a strategic forum, learner council and paper and online evaluations. We support learner autonomy in this development where possible and the council and forum are empowered to originate their own development ideas and feedback elements. We also provide guidance and support where requested by learners while supporting the primacy of the learner voice. Information from these processes is incorporated into the annual review of our quality and TLA strategy, with the Centre Manager and Teaching and Learning Manager working together to implement all feedback and providing written responses to learners to let them know the result of the request they made. We commit to implementing all practicable and affordable requests, ensuring learners' interests are recognised and support real change.

Apprentices are encouraged throughout their course to approach the Centre Manager regarding any issues or concerns within their training. All feedback is reviewed by Centre Manager and discussed at team meetings, drawing up an

action plan if necessary, to address any concerns. Action plans are reviewed on a quarterly basis at team meetings.

## Self-Assessment

The teaching team complete self-assessment to critically evaluate the previous year's strengths, weaknesses, opportunities and threats (SWOT). Teaching staff come together to review and reflect on the SWOT; which leads to the outcomes being mapped over to the Education Inspection Framework by the Teaching and Learning Manager.

The Self-Assessment Report (SAR) then corresponds with the Quality Improvement Plan (QIP) at the end of each year, to measure and monitor continuous improvement.

Teaching, learning and assessment will be observed within learning walks on at least 3 occasions across the academic year. These learning walks have 4 key themes to check for: evidence of planning; development of knowledge, skills and behaviours; assessment; positive, motivational and inspiring learning environment. The outcomes are used as part of a discussion which lead into a set of agreed developmental targets for teaching staff to work towards as part of their professional development. The following learning walks measure the targets and provide support or help to address any additional CPD plans or further training required.

## Identifying low levels of performance

Apprenticeship reviews are conducted to identify any apprentice under-performance issues. Measurements are made against the Individual Learning Plan (ILP) target dates to check the apprentice is on track to complete. All learners are Red Amber, Green (RAG) rated and recorded on an online tracking platform which is visible for apprentices and employers to see.

Learning Walks identify tutor's performance using a developmental 3 stage observation criteria. If low levels of performance are identified at observation, immediate support is provided by Teaching and Learning Manager, using mentoring, feedback and additional informal learning walks - using themes from the observation, followed by a suitable re-observation date.



**Overall Effectiveness**

EQA Reports

Learner Survey

CPD

Employer Feedback

Team Meetings

**Quality of Teaching, Learning and Assessment**

Support SWOT

Tutor SWOT

Manager SWOT

Director SWOT

**Teaching and Learning Observations**

**Feedback and Action Plan**

**Developmental Support and Learning Walks**

**Self-Assessment Report (SAR)**