



## 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
- Future Skills

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 Director of Delivery 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, employer and staff 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 apprentice's 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 the Director of Delivery. The Director of Delivery 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 Learners and Apprentices**

Apprentice feedback is gained every 6 months using Survey Monkey; with learners on level one pre-employability programmes, completing their feedback on week 4. The Director of Apprenticeships analyses the outcomes and uses this information within 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 Agreement (ILA)

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

Learner voice – the learner voice forms a key element of our evaluation and improvement cycles, and we implement two methods for gathering this information:

- One learner attends quarterly meetings with the governance board (sense check) and feedbacks to the panel. For example, the board present ideas for future plans and the learner has the opportunity to state if this would have a positive or negative impact
- Online evaluations/surveys which are collected and shared with both the apprenticeship and lead and Director of Delivery

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 their tutor or Centre Manager regarding any issues or concerns within their training. All feedback is reviewed by Director of Apprenticeships and discussed at team meetings, drawing up an action plan if necessary to address concerns. Action plans are reviewed on a quarterly basis at team meetings.

## Feedback from Staff

The centre supports its staff and contractors by providing:

Employee Assistance Programme – provides 24-hour counselling and support to staff and contractors for wellbeing

Employee Wellbeing Surgery – gathers feedback from staff and uses this data to support employee wellbeing

## Self-Assessment

The Head of Teaching and Learning meets with the team to complete self-assessment to critically evaluate the previous year's strengths, weaknesses, opportunities and threats (SWOT). Teaching staff and managers come together to review and reflect on the SWOT; which leads to the outcomes being mapped over to the Education Inspection Framework (EIF) by the Head of Teaching and Learning. 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 lesson observations and learning walks at various points throughout the year – depending on the risk rating of the tutor. These observations have four key themes to check for: evidence of planning; development of knowledge, skills and behaviours; assessment; positive, motivational and inspiring learning environment. The observation outcome is used to form part of a discussion, which leads into a set of agreed developmental targets for teaching staff to work towards as part of their professional development. The next round of observations measure the targets and provide support or help to address any additional CPD plans or further training required.

Additional learning walks are used to follow-up if additional support is required; or to monitor any tutor deemed as high-risk

## Identifying low levels of performance

Apprenticeship reviews are conducted to identify any apprentice under-performance issues. Measurements are made against the Individual Learning Agreement (ILA) with target dates to check the apprentice is on track to complete. All apprentices are risk rated red, amber or green (RAG) and recorded on PICS. Any high-risk apprentices are brought to the attention of the Apprenticeship Lead and Director of Apprenticeships to ensure an action plan is put into place.

Monthly quality data meetings are conducted to review KPIs. Data is collected and presented using the dashboard provided.

Lesson observations 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 Head of Teaching and Learning, using mentoring, feedback and additional informal learning walks - using themes from the observation, followed by a suitable re-observation date.



