

Observations of learning and key training processes both internally and at any subcontractors – resulting in staff development for those delivering training and undertaking interviews, delivering support, initial assessments, monitoring or assessment visits. Quality checks of key training paperwork such as internal verification, assessment planning, monitoring visits and individual action plans – best practice identified and shared, poor practice acted upon and improvements monitored. Good practice identified and shared including observation of peers

Programme review of each SSA at levels 1 & 2 through reviewing performance of individual programmes on at least an annual basis (to include performance of different sites & subcontractors). Improvement targets set and good practice identified. Includes E & D issues and incorporates production of occupational sub –SARs and quality improvement plans bringing together the findings of programme reviews

Feedback from learners, employers, staff and other interested users (via surveys, focus groups, complaints and compliments, external verification reports, feedback from funding bodies, Ofsted, internal inspection activities). Include actions taken to address concerns raised in feedback of any kind.

Data collection, monitoring, analysis and target setting via MIS reports informing management and programme review of performance in recruitment, retention, achievement & progression of learners. Data & therefore performance reviewed on a monthly basis, identifying trends in attendance etc. early. Benchmarking against similar and aspirational providers (outstanding), inspection reports, national benchmarks. Develop ways of measuring 'value added' to learners using data

Annual self-assessment report & resultant quality improvement plan. Impact on learner at their heart

The inter-relationship between annual quality improvement and self-assessment cycles