

Self–Assessment Report and Quality Improvement Plan

Name of Provider

Date of Report

Author's name and position

Description of the Provider:

(Brief history of the provider - programmes and qualifications provided – partnership and subcontractor arrangements - management and staffing arrangements.)

Self-assessment Overall Effectiveness Grade:

Outstanding
Good
Requires Improvement
Inadequate

Key strengths

(Consider the key aspects of the provision where the organisation performs particularly well – make sure there is a judgmental word in each statement and try to link to a positive impact upon learners)

Key areas for improvement

(Consider the key aspects of the provision where improvements are needed to raise these to the required standard – give some thought to the words you use and if the issue is already making some progress then perhaps use expressions such as ‘Further develop’, ‘Further improve’ or ‘Continue to improve’)

Leadership and Management - Grade

- how successfully ambitions for the provider’s performance are set, reviewed and communicated with staff, learners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners
- how well directors and senior managers provide challenge and hold staff, partners and other stakeholders to account for improving the impact and effectiveness of the provision
- how effectively all stages of the learner journey from recruitment through to programme exit and progression are managed
- how successfully leaders and managers secure and sustain improvements to teaching, learning and assessment through high quality professional development and robust performance management to tackle weaknesses and promote good practice across all types of provision
- the rigour of self-assessment, including through the use of the views of learners and, where applicable, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the provider’s work, including any subcontracted provision
- the extent to which leaders and managers collaborate with other partners to ensure that the range and content of the provision is aligned to local and regional priorities
- how effectively leaders and managers monitor the progress, achievements and destinations of their learners (including whether learners enter secure and sustained employment) and use this information to improve provision
- the extent to which managers and the provider manage and promote all forms of equality and diversity through learning and skills and work activities and fosters greater understanding of, and respect for, people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)
- the extent to which managers and the provider manage and promote all aspects of safeguarding and awareness raising of Prevent and British Values

Quality of education - Grade

- how well teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to develop their knowledge, skills and understanding
- how well learners are supported to achieve their learning goals in learning sessions and at work
- to what extent staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, to reflect best industry practice and to meet employers' needs
- how well the information, advice and guidance provided to learners helps them make the right choices, progress during their time in training and achieve their learning goal
- how well do staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help them achieve as well as they can
- how well staff work with learners to ensure that teaching, learning and assessment are tailored to enable them to make good progress and prepare for their next steps
- how well staff assess learners' progress and standards of work, and ensure that assessments and reviews are timely, regular, fair, informative and reliable
- to what extent do learners receive clear and constructive feedback through assessment and progress reviews so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential
- to what extent are staff aware of and plan for individual learners' diverse needs in teaching, training and work sessions and provide effective support, including making reasonable adjustments for disabled learners and those with special educational needs
- to what extent do teaching, learning and work activities support learners to develop their skills in English, mathematics and employability, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career plans
- to what extent do teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
- to what extent are learners made aware of the key issues with regard to their personal safety and that the Prevent agenda and British Values are well promoted during their time on the training programme.
- learners achieve appropriate learning goals, including qualifications
- learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards
- learners enjoy learning and make progress relative to their prior attainment and potential over time
- learners progress to further learning, employment or self-employment relevant to their skills action plans or equivalent.
- learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or FE and training that have been planned in line with local and national priorities
- are there any significant variations in the achievement of different groups of learners?

Personal development– Grade

- the extent to which learners take pride in their work; they become self-confident, self-assured and know that they have the potential to be a successful learner on their current and future courses, including in work activities
- the proportion of learners who benefit from purposeful work-related learning and how well they contribute to their work activities, where relevant, as a valued member of the workforce
- how well learners develop the personal, social and employability skills, including in English and mathematics, required to achieve their core learning aims, and how well they appreciate the importance of these skills in the context of their next steps and career aspirations
- the extent to which learners achieve relevant additional qualifications or gain additional knowledge and experience that enhances their learning and is likely to increase their future employability
- the extent to which learners' standards of work are appropriate to their level of study and/or the requirements of the relevant industries and workplaces, so that they can work effectively to realistically challenging academic or commercial deadlines and standards
- learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners which help them develop challenging and realistic plans for their development
- the extent to which learners feel and are safe, and have a good understanding of how they can raise concerns if they do not feel safe when attending education, training and work activities
- the extent to which learners understand the principles of the Prevent agenda and British Values.
- learners' understanding of their rights and responsibilities as a learner in training and work activities, and where relevant, as an employee, citizen and consumer in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
- the extent to which learning activities allow all learners to explore personal, social and ethical issues
- how well learners attend learning sessions and work activities and are punctual
- how well learners in education, training and work activities manage their own feelings and behaviour at work and during learning sessions.

Attitudes and Behaviours - Grade

- leaders and staff create a safe, disciplined and positive environment within the provider and the impact this has on the behaviour and attitudes of learners.
- The setting of clear expectations for behaviour across all aspects of provider life, including at work.
- A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills.
- Learner motivation and positive attitudes to learning are important predictors of attainment.
- A positive and respectful provider culture in which staff know and care about learners.
- An environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse– online or offline. Staff deal with any issues quickly, consistently, and effectively.

Sources of evidence used for self-assessment

(Consider who or what has been observed, who has been interviewed and consulted, and what documentation, reports and data has been reviewed to form the judgements in this self-assessment report)

