



Title		Version
Quality Monitoring & Evaluation Policy		3
Approval Body	Date	Review Date
Corporation : Ignite Training	01/10/2021	01/10/2022
Lead Person	Justin Merritt	

## **Quality, Monitoring and Evaluation Policy**

### **Scope**

Ignite Training is committed to a cycle of continuous improvement. Informed through feedback, evaluation and monitoring to implement improvements in provision to increase engagement, progress and satisfaction of learner and employers.

This policy will cover:

- Tutor/assessor observations
- Standardisation practice
- Peer observations
- Learner Sampling & Feedback
- Onfile management reporting

### **Tutor/assessor observations**

Observations will be scheduled throughout the year;

- Experienced qualified tutors: a minimum of two observations will be performed on each tutor.
- Newly qualified tutor/assessors: a minimum of 4 observations will be performed on each tutor.
- Trainee Tutor/Assessors: a minimum of 6 observations will be performed on each tutor.

Observations for Ignite Training are not graded but use the Ofsted assessment instrument.

The observer must identify clear strengths and area for improvements.

Moderation of the observations will take place afterwards by the Teaching and Learning Team.

An appropriate action plan must be agreed during this time.

Any needed CPD will be identified during moderation.

The first observation of every year must be a live observation. Depending on the outcome, recording of the second or later observations are permitted. This must be decided during moderation.

### **Recording Delivery Procedures**

Ignite Training recognises there are occasions when video observation is an effective method of observation.

Ignite Training strongly recommends the tutor performs a lighting and sound quality check, prior to recording.

Videos that do not meet the requirements below may not be accepted:

- The assessment must be recorded in one take.
- Any videos that have been edited will be automatically void.
- The learner and all participants must be in camera shot throughout the lesson.
- The camera must remain still at all times.

## **Peer Observation**

Every year each tutor must complete a minimum of one peer observation.

The observer will agree with a member of the Teaching and Learning team what the focus of the observation will be. The observer will make the necessary arrangements with the chosen tutor.

The observer must complete an observation form, highlighting strengths and areas for improvement.

After the observation is completed, the observer must submit their feedback to a member of the Teaching and Learning team.

Ofsted grading tool:

## **Moderation Guidelines**

Note: grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **Outstanding (1)**

- Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.
- Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.
- Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners, who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve.
- Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up.
- Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.
- Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps.
- Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.
- Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience.
- Staff promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.

## **Good (2)**

- Most learners enjoy their learning across the provision.
- enables them to develop, consolidate and deepen their knowledge, understanding and skills well. ☑ Most learners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe and skilfully question learners during learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.
- Staff give learners feedback that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.
- Staff assess learners' knowledge and understanding frequently to ensure that they are making at least the expected progress throughout their time with the provider, including the time spent at work or on work experience. Staff use this information well to plan activities in which learners undertake demanding work that helps them to make strong progress. They identify and support effectively those learners who start to fall behind.
- Staff set work that builds on previous learning, extends learners' knowledge and understanding and develops their skills to ensure that they are prepared for their future.
- Where appropriate, parents and/or employers are informed about learners' progress in relation to the standards expected.
- Staff challenge stereotypes and the use of derogatory language, including at work. Staff promote equality of opportunity and diversity in teaching and learning.
- Staff develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression

## **Requires improvement (3)**

- Teaching, learning and assessment are not yet good.

## **Inadequate (4)**

**The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following applies.**

Teaching and/or assessment is poorly planned.

- Weak assessment practice means that teaching fails to meet learners' needs. ☑ Learners or particular groups of learners are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Learners are not developing English, mathematics, ICT or employability skills adequately to equip them for their future progression.
- Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners.
- As a result of weak teaching, learning and assessment over time, learners or groups of learners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.
- Staff lack expertise and the ability to promote learning and learners do not see its relevance to their everyday lives and planned next steps.

## **Desk Based Sampling**

### **Sample Size Rational**

The sample size will reflect the status, experience and performance of the tutor/assessor.

The IQA can adopt 3 methods:

- 1: Full Cohort assessment with percentage of sampled units as detailed below
- 2: Full unit assessment with a percentage of the cohort
- 3: 100% sampling if requested by EPAO or Awarding Organisation

### **Experienced Qualified Assessor**

All cohorts will be sampled with 30-40% of learners/units to be sampled.

Should the IV disagree with any assessment decision from this sample, all learners within the course will need to be sampled by the IQA.

### **Newly qualified/Newly appointed Assessor**

All cohorts will be sampled with 40-50% of learners/units to be sampled.

Should the IV disagree with any assessment decision from this sample, all learners within the course will need to be sampled by the IQA.

### **Trainee assessors**

All cohorts will be sampled with a minimum of 70% of learners/units to be sampled.

Should the IV disagree with any assessment decision from this sample, all learners within the course will need to be sampled by the IQA.

## **Sampling plans**

Sampling plans to have a rationale to reflect appropriate quantity of sampling of each qualification/course that the tutor/assessor is involved in.

Sampling will be conducted using a formative strategy and will involve:

- On programme sampling
- Gateway/mock EPA sampling

## **Special Assessment Needs**

IQA will check enrolments to identify learners with learning difficulties or disabilities.

If required that Special Assessment needs to be checked to see if AO needs to be notified and approval has been given. IQA should interview any learners highlighted as requiring additional support.

## **Standardisation**

Evidence required of a minimum of 2 standardisation events per year and 2 E-Clinics to be attended by each staff member.

## **CPD Records**

CPD records need to be submitted every 12 months.

### **Self Assessment**

Self-Assessment is on-going and will be measured as follows;

- Annually resulting in the Self-Assessment report and Quality Improvement Plan
- monitoring to ensure successful implementation of the Quality Improvement plan
- Monthly data reviews to ensure successful monitoring

### **Annual Self Assessment**

Formed using;

- Feedback from learners, employers and employees
- Reports ie. OFSTED, Matrix, EQA feedback
- Internal Quality Assurance feedback
- Previous SAR / QIP
- Stakeholder consultation groups
- Data – overall / timely achievement rates, progression and destination data, qualification achievement gaps – gender, disability and ethnicity.

Evaluated against the CIF to evaluate strengths and areas improvements in the following areas;

- Effectiveness of Leadership and Management
- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Learners

This is the responsibility of senior management and the areas for improvement are taken to form the Quality Improvement Plan, where SMART actions should be agreed to ensure improvements.

### **Self- Assessment**

Used to;

- Monitor progress of the Quality Improvement Plan
- Discuss outcomes of observations
- Monitor feedback from IQA / EQA Sampling
- Plan continuous improvement
- Review feedback from stakeholders

It is the responsibility of all senior management to meet and evaluate self-assessment.

### **Feedback**

Informal feedback is captured and logged on the complaints and compliments log, immediate concerns are addressed through the complaints and appeals procedure but this is also evaluated in line with our quality improvement process to ensure that any trends are identified and incorporated into the improvement plans.

Learner and employer surveys are issued at the start, mid and end point of all training to capture any feedback which is also reviewed as part of the quality improvement plan.

### **Monthly Data Review**

These take place to ensure that learners remain on track for each training programme and will review;

- Timely/ Overall / best possible achievement rates
- Retention rate
- % of learners past planned end date

- % actual vs planned progress
- Total learners on programme / per tutor
- Learners 'at risk'

The Monthly data review takes place between senior managers and the delivery team