**Purpose of the process**

This process shows:

* How we assess our performance as an apprenticeship training provider
* How we respond to feedback from employers and apprentices
* Our methods and procedures for continuous improvement of training
* How we identify and address any under-performance of training
* How we identify appropriate outcomes, monitor performance and address any issues

**1. How we assess our performance as an apprenticeship training provider**

TheLightBulb carries out an annual self assessment exercise, using the Ofsted Common Inspection Framework, to produce a Self Assessment Report (SAR). The SAR identifies strengths and areas for improvement whilst reviewing impact on apprentices of all learning activities. The areas for improvement are used as a basis for the Quality Improvement Plan (QIP).

The SAR is written by the Operations Director, reviewed in draft format by all managers and then authorised by the Managing Director and Non Excecutive Chair. It uses a whole organisational approach, gathering information and feedback from team members through, but not limited to, the following:

* Surveys
* Team meetings
* Team activities
* Discussions
* QIP activities
* Standardisation meetings
* 1:1’s

The SAR is informed through analysis of, but not limited to, the following:

* Statistical data and reports on apprentice peformance including:
	+ achievement grades and rates (QAR) actual and forecast split by apprentice characteristic/sector subject area/specific standard
	+ benchmarking against national success rates, Ofsted grade tables, awarding body data and FE Choices results
	+ destination data (gathered annually)
	+ attendance records
	+ distance travelled skills gap analysis
* Staff performance data including:
	+ OTLA grades and action plans
	+ IQA activities and reports
	+ Training logs
	+ Caseload reviews
	+ Other performance management activities
* Awarding body feedback
	+ EQA activities and reports
* Employer feedback
	+ 3, 6, 10 month structured feedback calls/meetings by employer engagers
	+ Annual survey to grade the programmes impact
	+ Contract review meetings
	+ Ad hoc collection of feedback
* Apprentice feedback
	+ At regular reviews
	+ Annual impact survey
	+ Annual destination survey
	+ Milestone surveys using survey monkey
	+ Learner interviews
	+ Feedback forms following training activities grading their impact
	+ Other ad hoc methods used to clarify

**2 How we respond to feedback from employers and apprentices**

Use surveys and other feedback gathering exercises extensively to provide learner and employer feedback before, during and post training to grade the programmes impact and use results to inform both the SAR and QIP. In previous surveys, when analysed, we have averaged 95% of learners & 89% of employers grading impact Outstanding or Good.

Our response to the feedback we receive is to use the data from these surveys/feedback exercises to identify specific areas requiring improvement, add them to the QIP and therefore use them to improve quality of teaching and IAG. Examples of recent improvements identified through apprentice/employer feedback includes; creation of a guide to the EPA process for learners, redesign of the e-portfolio system for standards delivery and creation of a suite of workbooks for Level 2 standards.

**3 Our methods and procedures for continuous improvement of training**

A whole organisational approach is used effectively for a Quality Improvement Plan (QIP) which is “detailed & highlights all areas for improvement” (Ofsted), it records improvement activity against development actions for each point. The QIP captures any areas for improvement identified in the SAR and other reports, such as Matrix and Ofsted Inspection. It enables the Directors to allocate responsibility for and monitor all improvement activities.

Our reporting schedule collects and analyses in year outcome data/information on results of apprenticeships vs intended results and quality improvement plan (QIP) progress. We use this internal data combined with benchmarking against national success rates, Ofsted Grade tables, awarding body data and FE Choices results amongst others to set new outcome targets. The use of benchmarking highlights any areas for improvement and allows us to incorporate these into the QIP for further development and review.

Monthly QIP review meetings are scheduled as part of the quality calendar. During each review different themes are examined, reviewed, actions closed and new activities/actions identified for each point with a Director and the team responsible for that theme. These reviews can result in additional data being sourced through adhoc reports, surveys and/or staff feedback/performance reviews.

Formal curriculum reviews for standards take place monthly through standards development days, with the delivery team as a group providing feedback on delivery models and methods, creating/amending delivery plans, identifying good practice and any potential issues and overall enabling management of delivery to be adjusted.

Individual feedback takes place monthly in caseload review panel meetings, which have a set format - every learner is discussed, RAG rated against expected achievement, progress monitored and delivery models reviewed for individuals. Information from both methods feed into the SAR & QIP.

**4 How we identify and address any under-performance of training**

We continually, in year, monitor the performance of each apprenticeship framework/ standard and sector subject area through reporting, caseload reviews, staff performance management and other activities as listed above. This monitoring allows for early identification of any weak or potentially underperforming areas.

We use external bodies including awarding organisations to quality assure our delivery and advise on under performance of training in specific areas/sectors.

Once the potential for underperformance is identified we create an action plan to improve performance, with rigorous and robust targets. The plan will contain actions/activities which are then linked to the QIP and reviewed monthly. Example actions could include performance management of staff, recruitment of new staff, changes in delivery or apprentice recruitment models, use of external consultants to advise/drive retention up or the business decision for small co-horts to stop recruitment of new starts.

**5 How we identify appropriate outcomes, monitor performance and address any issues**

Appropriate outcomes are identified through a variety of methods, including but not limited to the following;

* using external benchmarking data against own statistics see section 1 for list
* through use of robust initial assessments to mark a learners starting point and use of end point diagnostic tools and EPA grades to measure distance travelled
* through gathering of internal data see section 1 and target setting/KPI’s by Board
* use of information provided by ESFA, Ofsted and the LEP (SELEP) on priorities and expectations within the sector

Performance on outcomes is monitored through organisational, departmental and individual achievement of KPI’s and reporting to the board on progress against these. It forms part of the individual staff members performance management process and is reviewed through 1:1’s, caseload reviews and annual appraisals. The SAR process uses reports on outcomes to identify strengths and areas for improvement.

Any areas for improvement or issues are used to inform the QIP and these are then rigorously monitored as part of the QIP process and actions put in place to address.