

## **How well do you measure up? Some suggestions**

**Outcomes for learners** (abbreviations refer to Every Child Matters outcomes)

### **How well do learners achieve and enjoy their learning?**

Learners develop personal and social skills, including, as appropriate, spiritual, moral, and cultural aspects (E&A)

*Staff are confident to discuss and challenge perceptions and stereotypes.*

*Tutorials, reviews and other learning opportunities promote understanding of different faiths or belief systems and cultures.*

*Tutorial/mentoring staff have the skills to manage sensitively situations where there may be conflicting cultural perceptions, for example, discussions with regard to homosexuality and transgender.*

### **How well do learners improve their economic and social well-being through learning and development?**

(EWB)

*Learners from all groups develop the relevant knowledge, understanding and skills, including literacy, numeracy, ICT and employability relating to personal presentation, communication and punctuality.*

*The provider monitors the progression of learners at the end of the course and identifies any group that is more likely not to progress into education, employment or training. Steps are taken to improve positive progression for any group identified in this way.*

*Learners understand their rights and responsibilities at work.*

### **How safe do learners feel? (SS)**

*All groups of learners feel safe, including the most vulnerable.*

*Learners know how to recognise bullying, harassment, abuse and unfair discrimination and whom they should talk to about it.*

*The provider has assessed whether there are any groups who are likely to have culturally-related safety concerns. Staff are aware of these risks and know how to deal with any signs.*

*The provider has links with community organisations and support groups which can help learners who need confidential assistance.*

### **How well do learners make a positive contribution to the community?**

(MPC)

*The provider has arrangements in place to enable learners to take part in community-based activities and projects that enable them to work with community-based groups, employers, and learners from other cultures or age groups.*

*Learners develop skills, knowledge and understanding that they can use in their own community.*

*Learners gain understanding of different types of community and how they can make a positive contribution.*

## **Quality of provision**

### **How effectively do teaching training and assessment support learning and development?**

Interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding (E&A)

*Teachers/trainers plan lessons that interest, motivate and engage all learners.*

*Lessons provide suitable challenge to all.*

*Learners have access to a range of resources that meet their learning needs and preferred modes of learning.*

*Where necessary learners are provided with individual support in the class room/training room and in examination/assessment settings.*

*Teaching and learning materials are available in a range of formats.*

*Additional support is available for all learners who need it.*

Learning, teaching, training and assessment promote equality and recognise diversity (E&A)

*Learning materials are free from bias and where appropriate promote diversity.*

*Regular audits of resources take place by managers to ensure that learning is free from bias and that materials develop understanding of equality and diversity.*

*The language used in learning materials is appropriate for the learners.*

*Staff and learners use appropriate language and inappropriate language is challenged.*

*Lessons regularly make reference to equality and diversity and challenge stereotypes and discriminatory behaviour.*

*Observation of all teaching, learning, assessment and progress reviews takes place and includes reporting on equality and diversity aspects.*

*Assessments conducted in the workplace check that equality and diversity are respected and promoted. Outcomes are recorded and training provided as appropriate.*

*Teachers/ trainers and assessors can explain how and why they differentiate their methods to meet learners' needs.*

**How effectively does the provision meet the needs and interests of users?**

**How effectively does the provider use partnerships to develop its provision to meet learners' needs?**

The range, content and context of provision provide learners with a choice of subjects, levels, and qualifications, that are relevant to their medium- and long-term personal, career and /or employment goals

Arrangements for training and assessment are flexible to suit learners' and employers' needs

*Learning programmes are planned to meet the needs of all learners in line with the provider's organisational objectives - for example, those of parents and workers, shift workers and the unemployed.*

*There are different study options such as full-time, part-time or flexible learning.*

*Programmes take account of cultural and religious needs. The provider has made appropriate arrangements to support all learners to apply for courses and other progression routes.*

*Learning is offered in appropriate locations to meet the needs of different groups, especially those identified as under-represented.*

*Physical access to buildings is good, or adaptations are in hand to effect this. Where adaptations are not possible, alternative arrangements are made to enable disabled learners to access learning.*

Provision is well-coordinated, relevant to local communities and promotes social inclusion and sustainable development

*Local communities are consulted and where appropriate engaged in the planning of the content and location of courses. The provider ensures that learners from different communities are supported and encouraged to mix and attend learning in a range of venues.*

Enrichment activities and/or extended services, including work experience, contribute to learners' enjoyment and achievement, and their personal, spiritual, moral, social and cultural development (E&A, MPC)

*The provider encourages all learners to access a range of enrichment activities. Monitoring of the enrichment programme indicates good participation and impact on learners' enjoyment and achievement.*

*There are good opportunities for work experience.*

*Work experience activities are well-planned in cooperation with employers and lead to assessed outcomes for learners.*

*Employers understand the provider's equal opportunities policies and practice and apply them.*

*The provider develops learners' advocacy and representative skills so that they can take an active part in the life of the setting and contribute to quality improvement.*

### **How effective are the care, guidance and support learners receive in helping them to attain their learning goals?**

Learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment. (EWB)

Learners receive individual care and support promote their learning and development and to help them achieve their potential (E&A)

*Initial assessment identifies learners' support needs.*

*Access to support is prompt, planned and consistent.*

*Support is available in the workplace as well as in formal teaching and learning.*

*Tutorials track and monitor learners' progress and identify barriers to learning. Actions and support are promptly put in place.*

*Good links exist between teachers and support staff to improve learners' progress.*

*The provider has a good knowledge of where to refer learners to if it cannot offer the support.*