

### **Activity three: Sources of evidence**

#### **How well do Learners achieve and Progress?**

- Learning plan/ action plan (working document) progress review
- Certificates, course work – (hard outcomes)
- Learning stars feedback forms ( soft outcomes)
- Tracking evidence from stakeholders
- Initial assessment
- Non accredited learning RARPA recognition and recording of progress and achievement

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

- Teaching observations
- Feedback questionnaire with open ended and specific questions
- Achievement rates mid way and at end of course
- Use of effective assessment tools to influence learning content
- Gaining appropriate info at initial assessment for appropriate provision
- Differentiation and equal opportunities within lesson plans and evaluations
- Use of surveys to gain feedback from parents and key workers
- IAG at beginning and end of course
- Attendance – they come back to next lesson
- Learners are engaged during lessons, tutors will be able to give feedback

#### **How well do programmes and activities meet the needs and interests of learners?**

- Learner feedback
- Focus groups
- Exit interviews
- Reviews
- ILP's
- Attendance and retention data
- Partner feedback support agencies
- Social workers – housing workers
- Parents feedback
- Staff feedback
- Tutor observations
- Lesson plans
- Progression data routes

#### **How effective are guidance and support?**

- ILP's in place for all learners

- Progress reviews taking place
- Quality marks/ qualifications – links to IAG and support work
- Links with other organisations signposting and referrals
- Evidence IAG is taking place
- Soft outcomes – distance travelled measures such as:
  - Outcome star
  - Case studies of individual learners
  - Learner progress
- Attendance – IAG and drop in sessions, 1;1 with support worker
- Question on feedback forms relating to guidance and support – who, where, how and value
- Achievement qualifications, continuous learning

**How effectively and efficiently does the provider use and manage available resources to meet the needs of its users and provide value for money?**

- Achievement rates against benchmarks qualifications and learner skills
- Attendance rates
- Delivery costs programme and staff
- Staff learner ratios
- Training rooms, classrooms and materials
- Qualification and skills outcomes
- Progress into employment and retention
- Reports plans strategies
- Observation of teaching and CPD intervention
- Financial probity
  - Business plan
  - QI plan
  - KPI's
  - Framework for excellence survey

**How effectively does a provider actively promote equality and diversity and tackle unlawful and unfair discrimination?**

- Equal opportunities policy and procedure
  - How it is used e.g. learner handbook
  - Staff handbook
  - Signed in learner agreement to show they have read it
  - Accessible versions for learners who need more support to understand
- Monitoring of recruitment and other data
- Staff recruitment
- Learner recruitment
- Staff training to tackle discrimination and understand the law
  - Staff training records
  - Training plans
  - Supervision notes

- Lesson observations
  - Team meeting notes
- Learners equal opportunities training as part of induction procedure
  - Learner records
  - ILP's
  - Individual assessment
- Ground rules set by learners for group work e.g. respect others views
- Complaints procedure and record of complaints received and actioned
- Knowledge and analysis of local geography to ensure client group reflects community and local partnerships when appropriate