



QUALITY & FEEDBACK POLICY & PROCEDURE

DOCUMENT CONTROL	
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Policy owner/s	Curriculum and Quality Manager Head of Skills and Training
Scope: applies to who	Students, Employers, Internal Quality Assurers, Teaching and Support Staff



Introduction

The Quality and Feedback Policy outlines the quality assurance processes that are part of the Quality Cycle over the course of the academic year.

The Aims of the Policy are:

- To continuously self-reflect and review our processes to improve.
- To provide learners and staff with the opportunity to provide feedback throughout the year so that any feedback can be acted upon.
- To review milestones, key performance indicators to date and distance travelled measures to ensure that we are on track to meet our targets.
- To drive quality initiatives forward to continuously improve and deliver the best experience for our learners.

The quality processes below feed into the fortnightly Quality Review Group (QRG) and the Governance Board which takes place every six weeks. Members of the QRG are responsible for updating the Governance Committee which provides support and challenge to ensure that data is robust and that Committee members are accountable to ensure that the learners receive the best experience possible.

Please find an overview below of the main quality processes that fall over the academic year. Further detailed information can be found within the Quality Cycle/ Calendar which is followed on a month-on-month basis.

Self-Assessment and the Quality Improvement Plan

PDTT reviews the current provision each academic year which includes identifying its strengths and areas for improvement. Staff are consulted as part of this process as well as data from a range of sources. The draft report firstly goes to the Quality Review Group for approval followed by final approval at the Governance Committee Board.

The Quality Improvement Plan is driven by and is updated throughout the year continuously with the priority areas for improvement. The agreed areas come from the self-assessment process and feedback in year based a range of indicators (learner feedback and key performance indicators). Each theme in the Quality Improvement Plan is rag rated including progress made to date.

Course Reviews

Course reviews are curriculum based and take place three times a year. They cover a range of measures as per the Quality Cycle depending on the time of year (term 1, 2 or 3). These are conducted with each Tutor which covers a review of the areas that they teach. The course reviews cover:

- Attendance, punctuality and retention (KPIs)
- Sampling of learner portfolios and progress made
- English, maths and ICT
- Learner feedback
- Teaching, learning and assessment
- Feedback from employers



- Schemes of work
- Internal quality assurance
- External visit feedback
- Professional development.

Internal Quality Assurers and linked Support Workers are also invited to take part in the course reviews. Course reviews continually link into teaching, learning and assessment, key performance indicators and feedback from learners and employers.

Learner Feedback and Surveys

There are learner focus groups throughout the year and several surveys depending on various stages of the year. Occasionally this timing may vary if the Governance Committee (GC) or Quality Review Group (QRG) decide a specific area needs more investigation. The surveys also feed into the Newsletters and "You said, we did". The findings feed into team meetings. Reports from the surveys and other research are also fed back to the QRG and from that body to the GC. The Curriculum and Quality Team and the Head of Skills and Training meet with each Tutor individually to go through the learner feedback from focus groups, surveys and feedback received. The meetings take place either as team meetings or on a one-to-one basis as required depending on the timing and subject matter of the surveys.

Teaching, Learning and Assessment

We follow the Observation of Teaching, Learning and Assessment Policy which has three methods of observing Tutors throughout the year. In term one Peer Observation takes place with Tutors being paired with a colleague. The Quality team agree the pairing with the tutors. Following this, themed Learning Visits take place based on priority themes derived from previous observations of teaching, learning and assessment. In Term two developmental observations take place with feedback provided to help the tutors to improve which links into the Tutor meets CPD and priority themes as well as the Quality Improvement Plan. In term two formal graded observations follow a period of continuing professional development which has taken place to support the tutors.

Tutor Meets

Tutor Meets are fortnightly CPD sessions for Tutors, Support Workers, and Internal Quality Assurers. These sessions are fluid based on priority themes from the self-assessment report, quality improvement plan and in-year themes from learning visits and observations. Occasionally these sessions are also used to help to standardise new processes.

Subcontractor Monitoring

Subcontractor/s to PDTT are also monitored throughout the year and have termly Quality Assurance Audits. Registers are uploaded at least monthly including evaluations of lessons of teaching, learning and assessment. Individual learning plans and learner reviews follow the same process as at PDTT. Observations take place as per the Subcontractor Policy although PDTT will also observe the subcontractor as part of its own audit processes.

Please find an overview below of the main Quality Assurance Activities that take place over the academic year.



Quality Cycle Term 1

Self-Assessment Report and Data
Quality Improvement Plan
Learner Voice Post Exit Survey Feedback and Newsletter
Scheduling Tutor Observations (Peer Term 1) theme based
IQA Quality & Standardisation Meetings
Planning Student Voice feedback (results) “You said, we did”
Completion of the Onboarding Survey & Learner Feedback
Plan and undertake learning Visits based on themed priority improvement areas
Subcontractor monitoring / Visit
Scheduling in fortnightly Tutor Meets (CPD Support)
Course Reviews 1 (Attendance, ILPs and targets)
BKSBS English, maths and ICT Reporting
Launch Destination Survey
CPD Quarterly Review and Impact
Checking and revisions to schemes of work and Curriculum Intent Documents

Quality Cycle Term 2

Developmental observations
Planning the Spring Newsletter
Share learner feedback Student Focus Group in team meets and/or one to one
Course Reviews 2 (Attendance, retention, achievement, quality of teaching, assessment and feedback, learner feedback, internal quality assurance and standards of work)
Tutor Meets
BKSBS English, maths and ICT Reporting
CPD Quarterly Review and Impact
Recruitment and retention data
Quality IQA & Standardisation Meetings
Formal observations
EQA themes and reporting
Pre-Exit survey
Appraisals
Subcontractor monitoring / Visit

Quality Cycle Term 3

Course Review 3 (Attendance, retention, achievement, quality of teaching, employer feedback, learner feedback, internal quality assurance and standards of work)
BKSBS English, maths and ICT Reporting
Learner Focus Groups & share feedback in team meets or one to one
Tutor Meets
Careers Fair
Learner Voice – Pre exit survey feedback “You said, we did”
Employer survey
Self- assessment report



Annual policy and procedure review
Curriculum planning 23/24
Subcontractor monitoring / Visit
Destination survey
Annual training for staff (safeguarding, Prevent and Safer Recruitment)
KCSIE Part 1 Standardisation & Declaration
CPD Quarterly Review and Impact

Please refer to the full Quality Cycle of Activity for a month-on-month list of all scheduled activities.

Policy Review

The PDTT Quality and Feedback Policy is reviewed annually and is due for review in October 2023. This policy is a sub-policy of PDT wide policies and processes.