

Quality Review

Document Reference: 21057

Provider Name:				Date:	
Skills South Tyneside Quality Representative		Provider Quality Representative			

NB-If you have already submitted this evidence/documentation to your ESO please tick the box 'submitted to ESO' and we will source this evidence internally

Theme	Quality Indicator	EIF criteria this supports	Evidence Ref	Documentation/ Evidence	Provider to Complete			Skills South Tyneside to Complete		
					Submitted to ESO?	Uploaded for quality review?	Provider Comments	Reviewed?	Grade	Feedback
Policies and ESF Compliance	Policies and procedures are in place and supported by leaderships and management, and understood by the team	LM 1.1 LM 1.6 LM 1.8 LM 1.9	EV1	Policies- Must include Environmental Sustainability Policy and Equal Opportunities Policy						
			EV 2	Screen shot of ESF logo on website						
			EV 3	Photo of ESF plaque or poster on delivery premises						
Staffing	A staff induction process is in place Staff responsibilities, authorities and accountabilities are clearly defined, allocated and understood There is sufficient competent and knowledgeable delivery staff and Internal Quality Assurers involved in the delivery of Skills South Tyneside provision, with robust CPD practices.	LM 1.2 LM 1.5 QE 2.1	EV 4	Organisational Chart						
			EV 5	Staff Details Forms						
			EV 6	Specific Point of Contact Form						
			EV 7	Staff inductions						
			EV 8	Staff qualifications						
			EV 9	Staff Handbook						
			EV 10	Staff CPD records						
			EV 11	Staff delivery plan/ timetable						

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Continuous Improvement	Leaders have a clear and ambitious vision and have recognised, understood and acted upon areas for development	LM 1.1	EV 12	Assessment Report (SAR)/ Self-assessment activities						
			EV 13	Business Improvement Plan (BIP)/ Quality Improvement Plan (QIP)						
Feedback	Feedback is used to evaluate the quality and effectiveness of provision, leading to continuous improvement	LM 1.6	EV 14	Learner evaluation forms/ surveys						
			EV 15	Staff evaluation forms/ surveys						
			EV 16	Analysis of feedback/evaluations						
Meetings	Appropriate time is allocated for regular team meetings and standardisation for all staff involved in the Skills South Tyneside contract	LM 1.5	EV 17	Team meeting agenda/minutes						
			EV 18	Standardisation meeting agenda/minutes						
Tracking and Destinations	All learning builds towards an end point and learners are going to appropriate, high quality destinations	QE 3.3 QE 3.5	EV 19	Impact Tracking Process/Documentation						
			EV 20	Progression and Destination data						
			EV 21	Prevent Risk Assessment						
			EV 22	Online safety procedures						
Marketing	Marketing and advertising of the qualification/award(s) is clear, accurate and not misleading Use of our logos meet our branding guidelines		EV 23	Advertising, promotional activity						
			EV 24	Course Information for Skills South Tyneside Website						



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Quality Assurance	Internal quality assurance procedures and activities are clearly documented, consistent with national requirements and will ensure the quality and consistency of assessment Records of internal quality assurance activity is maintained in line with our requirements and is made available for the purposes of auditing	LM 1.1 LM 1.2 LM 1.3 LM 1.5	EV 25	IQA sampling strategy and schedule of activity						
			EV 26	IQA reports and evidence of corrective actions taken						
			EV 27	Qualification Development Plan						
			EV 28	External Quality Assurer reports						
Planning	There are planned programmes of delivery and assessment for qualifications delivered on the Skills South Tyneside contract	QE 1.1 QE 1.3 QE 2.5 PD 1.1 PD 1.2 PD 1.4	EV 29	SOW for all schedules and courses on Skills South Tyneside Contracts						
			EV 30	Lesson Plans for all schedules and courses on Skills South Tyneside Contracts						
IAG	All learner have access to Matrix accredited IAG either directly or through a Matrix accredited third party.		EV 31	Matrix Accreditation Evidence						
Learner Voice	Learner Voice takes place and supports a culture where learners have an opportunity to play an active role in decision making, planning and reviewing any action that might affect their learning and well-being.	LM 1.4 QE 2.7	EV 32	Learner Voice Strategy						
			EV 33	Results of Learner Voice						

Skills South Tyneside Feedback

Action and Desired Outcome	Action Start Date	Action Due Date

Provider Feedback