

Reed in Partnership

Quality Improvement Policy

‘We work together to improve quality’

Reed in Partnership’s long-term vision is to be an outstanding provider of training and Information Advice and Guidance within the communities we deliver. We are committed to providing our Learners, Members, Young People and Participants with the skills, knowledge and abilities they need to enable them to progress and succeed in their chosen careers and futures.

To achieve this Reed in Partnership will:

- 1. Drive high quality performance by setting challenging targets and regularly monitoring progress via rigorous management methodology and self-assessment.**
- 2. Ensure policies to support high quality provision are embedded into delivery and promoted throughout the company.**
- 3. Encourage continuous improvement in the quality of teaching and learning and Information Advice and Guidance (IAG).**
- 4. Strive continuously to improve the quality of provision for Learners, Members and Participants through regular and rigorous checks.**
- 5. Ensure all Co-Members have the appropriate skills and experience to meet the needs of Learners, Members and Participants; and help them to promote their Continuous Professional Development.**
- 6. Effectively manage the quality of Supply Chain Providers.**

The Reed in Partnership Board have signed off this policy and ownership of it lies with the Continuous Improvement department. The policy will be reviewed annually.

April 2019 (Version 7.1)



1. Drive high quality performance by setting challenging targets and regularly monitoring progress via rigorous management methodology and self-assessment.

Reed in Partnership is committed to achieving challenging quality and performance targets for all programmes across our internal delivery and our supply chain delivery.

Quality Targets: We strive to meet and where possible exceed service delivery criteria and targets (i.e. engagement rates, contact rates, conversion rates) defined for each programme and work hard to ensure that we have high Learner, Member, Young Person and Participant satisfaction scores.

Performance Targets: These are used as a bench mark to track the achievements and progression of our Learners, Members, Young People and Participants and to validate that we are delivering a high quality service.

Management Methodology:

- Quality is high on the agenda in all internal delivery and supply chain management meetings and quality targets are reviewed alongside the performance targets regularly.
- To ensure quality of service for all types of user groups we check regularly for any variances in user group data. Where variances are identified we aim to work with the Learners, Members, Young People and Participants to identify areas we can improve to increase the quality of our service, with actions captured in Quality Improvement Plans (QIPs).
- Any areas that are identified for improvement are discussed with Co-Members, Learners, Members, Young People and Participants to identify innovative methods and practices that can be implemented to improve quality and performance.

Self-Assessment:

- We are committed to a rigorous Self-Assessment process that ensures Self-Assessment Reports (SARs) are completed annually and produced for each large-scale welfare to work programme and for the Skills Business collectively.
- The SARs enables us to identify areas for improvement. Each SAR has an associated Quality Improvement Plan (QIP) which includes actions that need to be completed to improve delivery. The QIPs are reviewed quarterly with programme leads.
- The Reed in Partnership QIP allows for common themes to be captured and actions that impact on the whole business to be put in place. This is reviewed quarterly with the Operations Director and Managing Director.



2. Ensure policies to support high quality provision are embedded into delivery and promoted throughout the company

Reed in Partnership ensures that all policies which protect and support Learners, Members, Young People and Participants are embedded into the provision. These include:

- Diversity and Bullying, Harassment and Sexual Harassment
- Health and Safety
- Safeguarding – Children and Young People and Adults at Risk
- Prevent
- Environmental and Sustainability
- Observation
- File Check
- Whistleblowing
- IT/Cyber Safety
- Member and Learner Engagement
- Work Placement
- Data Protection

The policies are reviewed annually or in line with legislative changes and all are signed off by the Board. All policies are widely available to all Co-Members via the internal directory and Co-Members are notified when policies are updated. Co-Members are also fully trained on the most up to date information about all the policies through e-Learning modules and interactive workshops. Refresher training takes place at least every two years.

3. Encourage continuous improvement in the quality of teaching and learning and IAG

We are committed to developing a range of accredited, non-accredited programmes which provide Learners, Members, Young People and Participants with opportunities for progression into sustainable employment, education, further training and/or personal development. To ensure the programmes supports the needs of the Learners, Members, young People and Participants we gather their feedback and use this to further develop our programmes. We ensure that the programmes include consistent assessment procedures, which meet the standards of the external bodies we work with.

We aim to provide programmes that support the needs of employers and match labour market trends to ensure Learners, Members and Participants are getting the most up to date information and can meet the local labour market requirements.



4. Strive continuously to improve the quality of provision for Learners, Members, Young People and Participants through regular and rigorous checks

It is important to Reed in Partnership that the quality of provision is verified by objective and standardised assessments and checks. The following five areas are to be verified by objective measures:

- *High standards of teaching and learning and IAG.* Observations of delivery are conducted to review this on a regular basis. Observations take place in line with the Observation Policies and Co-Members are graded on the Ofsted one to four scale. Support is provided to Co-Members who are not yet delivering at the required level. Observations of supply chain delivery takes place in line with the relevant Observation Policy.
- *Good practice in terms of record keeping and planning the Learner, Member or Participant journey.* To support this, file checks are conducted at regular intervals in line with the File Check Policy (Internal and Supply Chain). Co-Members are given a score using the Ofsted grading matrix and supported to improve where required.
- *Using Learner, Member, young People and Participant feedback to evaluate the service.* Evaluation of service (EoS) of Learners, Members, Young People, Participants, employers, schools and supply chain providers are used. Reed has dedicated times of year where Learners, Members and Participants are asked to complete the EoS, focus groups also take place at least annually. Feedback is sort at the end of all training courses (accredited and non-accredited). Reports are produced to highlight the areas for improvement and strengths. The feedback is used to improve the service and ensure it is Learner, Member, Young Person and Participant focused.
- *All Learners, Members and Participants complete and initial assessment when they join the programme, this includes ‘distance travelled’ questions to measure their confidence and motivation when they start the programme.* This is then repeated at set intervals (usually every three months) to measure the impact the programme is having on them.
- *Management procedures are used to monitor quality of delivery and support and develop Co-members.* Each Period Co-Members meet with their Manager to review their performance and set targets and actions for the next period. This gives the manager the opportunity to deliver coaching and support them to improve the quality of their delivery and are used to give structure to ensure that Learners, Members, Young People and Participants achieve, succeed and progress.



5. Ensure all Co-Members have the appropriate skills and experience to meet the needs of Learners, Members, Young People and Participants; and help them to promote their Continuous Professional Development

Reed in Partnership is committed to ensuring Co-Members have the correct skills, qualifications and experience to effectively meet the needs of Learners, Members, Young People and Participants. In order to achieve this there is a rigorous recruitment and induction process in place. Co-Members are required to hold appropriate qualifications or work towards required qualifications within their probation period. A log of all staff qualifications, experiences and competencies is kept up to date, along with Co-Member portfolios for Trainers who deliver accredited qualifications. All staff are responsible, along with their line manager, for their continued professional development (CPD). There is a bank of qualifications and training courses which are available to Co-Members if required.

6. Effectively manage the quality of Supply Chain Providers

Not only is Reed in Partnership fully committed to ensuring the quality of our internal delivery, but also the delivery of our Supply Chain Providers. In order to achieve this all supply chain providers have a dedicated point of contact who work to the comprehensive quality and performance management framework. This involves regular on-site visits comprising observations, file checks and a review of quality and performance targets. Supply Chain providers and internal delivery managers meet once at least once a quarter to discuss progress and share best practice. A robust Supply Chain Management Framework is in place. Where appropriate, supply chain providers are invited to attend training to support the successful delivery of programmes.

7. Version Control

Version	Notes	Update/ Review Date	Author	Sign-off
1.0	First version	October 2013	CI	Board
2.0	Annual review and update	November 2014	CI	Board
3.0	Annual review and update	November 2015	CI	Board
4.0	Annual review and update	December 2016	CI	Board
5.0	Annual review and update	January 2017	CI	Board
6.0	Annual review and update	March 2018	QI	Board
7.0	Annual review and update	April 2019	QI	Board
7.1	Update of QI to CI Team	May 2019	CI	Board

