



WEST YORKSHIRE
LEARNING CONSORTIUM

“Quality Spread”

Development of a Quality Framework for VCS Work Based Learning
Providers



THE SITUATION

- Traditionally Voluntary and Community Sector lag behind private/public sector learning providers in adopting formalised quality systems; particularly in terms of recording and analysing data effectively.
- VCS providers increasingly looking to deliver public funded programmes (e.g. Skills Funding Agency, European Social Fund) – greater need for systems that are easily manageable, and can be benchmarked against others.
- WYLC = Train to Gain contract manager.
 - Spending too much time quality monitoring paperwork from sub-contractors
 - Difficulty obtaining consistent statistical information on learner progress and satisfaction.



THE SOLUTION - QUALITY FRAMEWORK

- Based on the idea of “Quality Spread” - aims to provide, through simple systems, a quality learner cycle including learner feedback.
- Encourages learners to participate in the co-production of their learning experience.
- Focuses on two key areas:
 - Standardisation of processes and paperwork.
 - A strategy for increasing learner involvement.



PROPOSED BENEFITS

- Implementation of the Quality Framework would hope to achieve the following:
 - Efficiency savings: A third of a staff post at the end of year one and reduced frequency of Quality Monitoring visits.
 - Enhance Learner achievement by 10%
 - Enhance Learner satisfaction by 20%



METHOD

We took a step by step approach to developing and implementing the Framework, with the two key aspects running in tandem:

- Audit processes and paperwork currently being used by different learning providers.



- Identify gaps, areas for improvement and best practice in each.



- Create a flowchart that identifies the types of processes and paperwork needed for best practice.

- Identify learner involvement mechanisms currently used by providers.



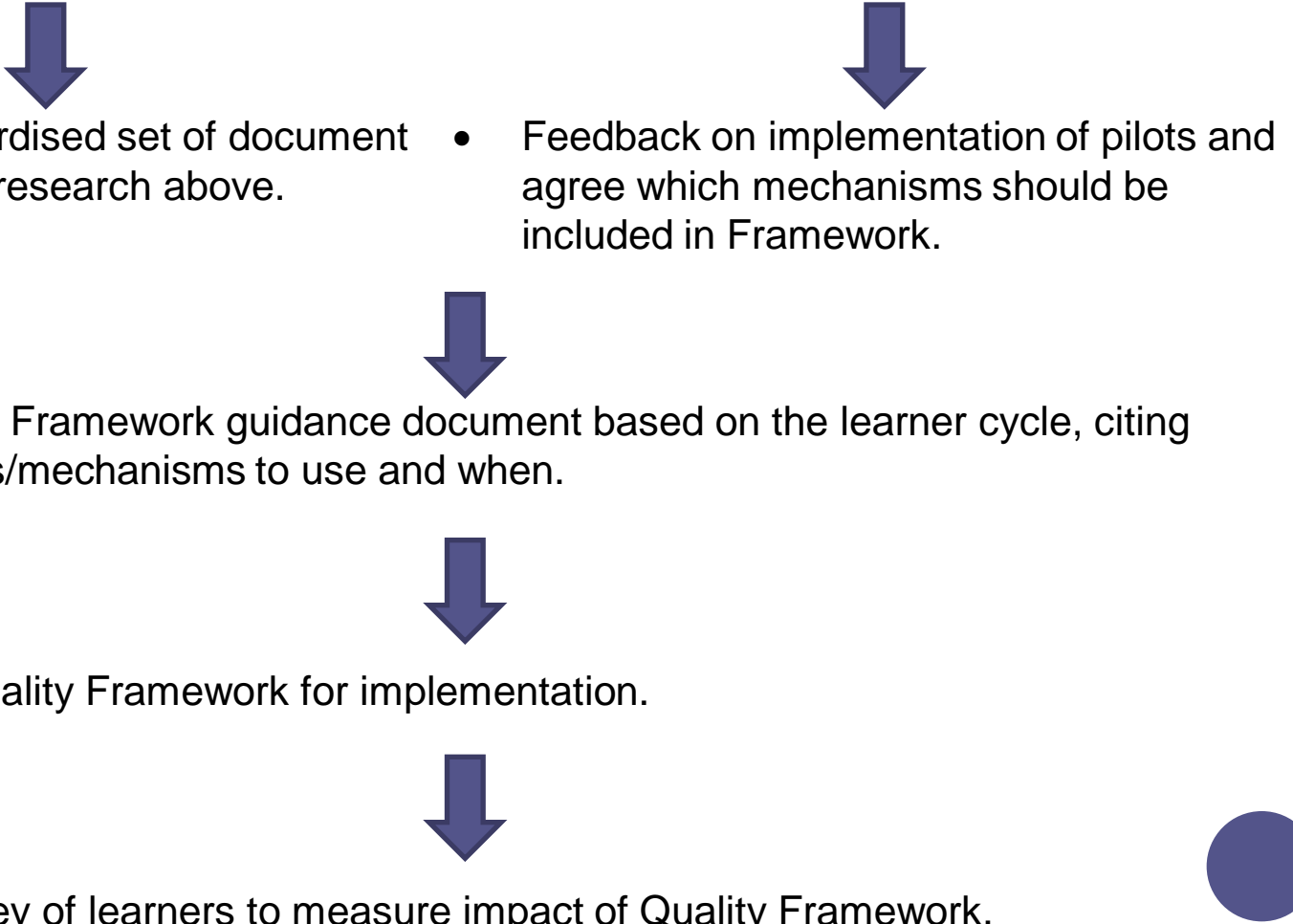
- Survey past learners to establish a benchmark of levels of satisfaction and involvement.



- Research other types of potential mechanism using internet, networking etc.



METHOD

- Create an audit checklist based on the above to give providers the ability to monitor the quality of their own provision.
 - Agree mechanisms to pilot with providers, noting how they will be implemented and monitored.
 - Develop standardised set of document templates from research above.
 - Feedback on implementation of pilots and agree which mechanisms should be included in Framework.
 - Develop Quality Framework guidance document based on the learner cycle, citing which templates/mechanisms to use and when.
 - Disseminate Quality Framework for implementation.
 - Undertake survey of learners to measure impact of Quality Framework.
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KEY LEARNER INVOLVEMENT MECHANISMS USED

- More integration of learners into general processes
- Virtual Learner Forums e.g.
 - VLE (Moodle)
 - Facebook
 - Google Groups
- Learner Journey Mapping Exercise



KEY OUTPUTS

- Quality Framework Document
 - Guidance
 - Document Templates
 - Learner Tracking Database Template

KEY BENEFITS ALREADY SEEN

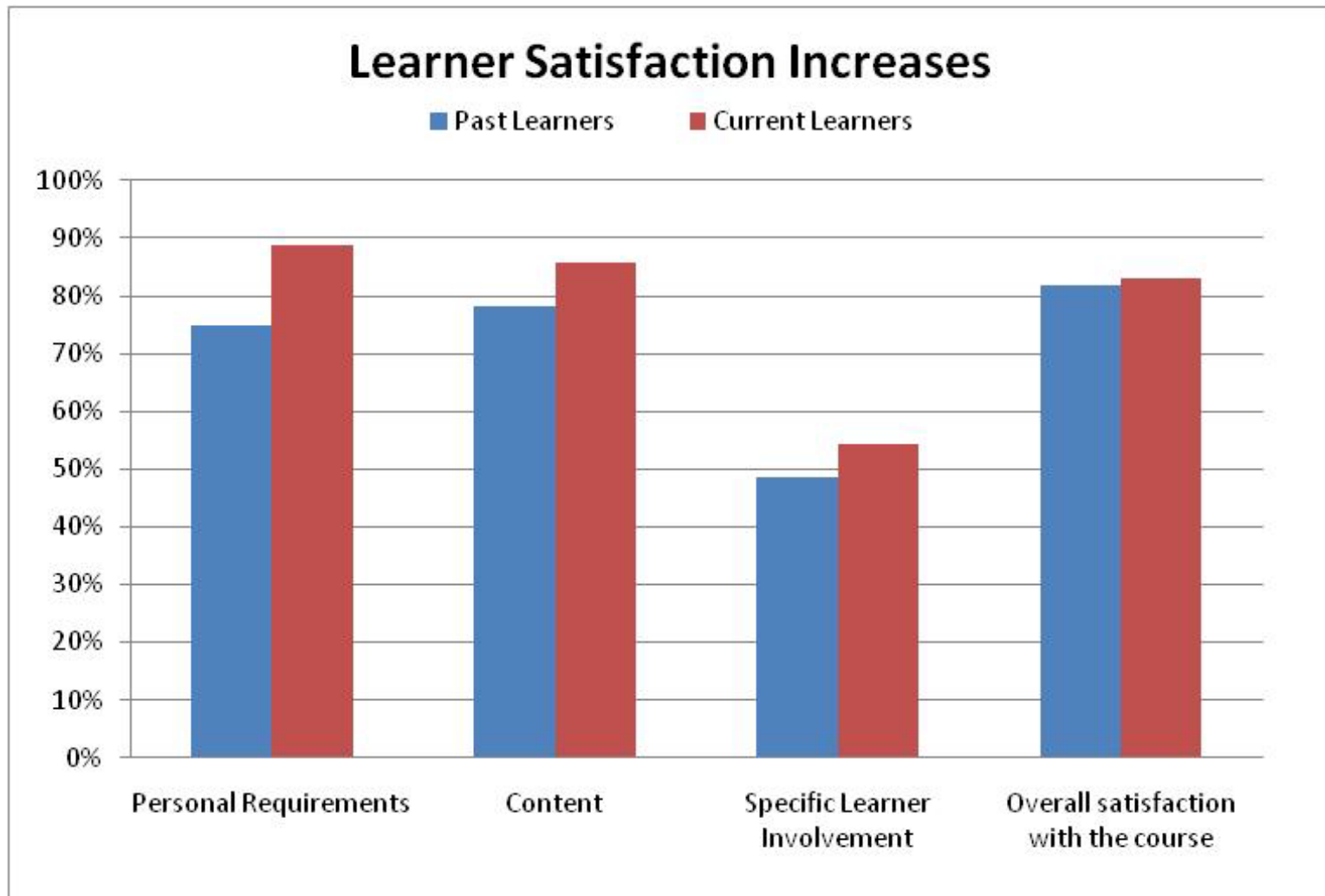
- Learner Cycle: Key Processes and Paperwork” flowchart and associated file audit checklist
 - Offer the clear direction that providers had previously felt was missing and now allow them to better monitor and audit *themselves*.
- Providers reporting increased confidence in their understanding of what documents need completing, but more importantly *why*.



LEARNER SURVEY: SOME RESULTS

Survey questions split into sections and average results for each section calculated.

However all sections have questions regarding learner involvement in them.



LEARNER SURVEY: SOME RESULTS

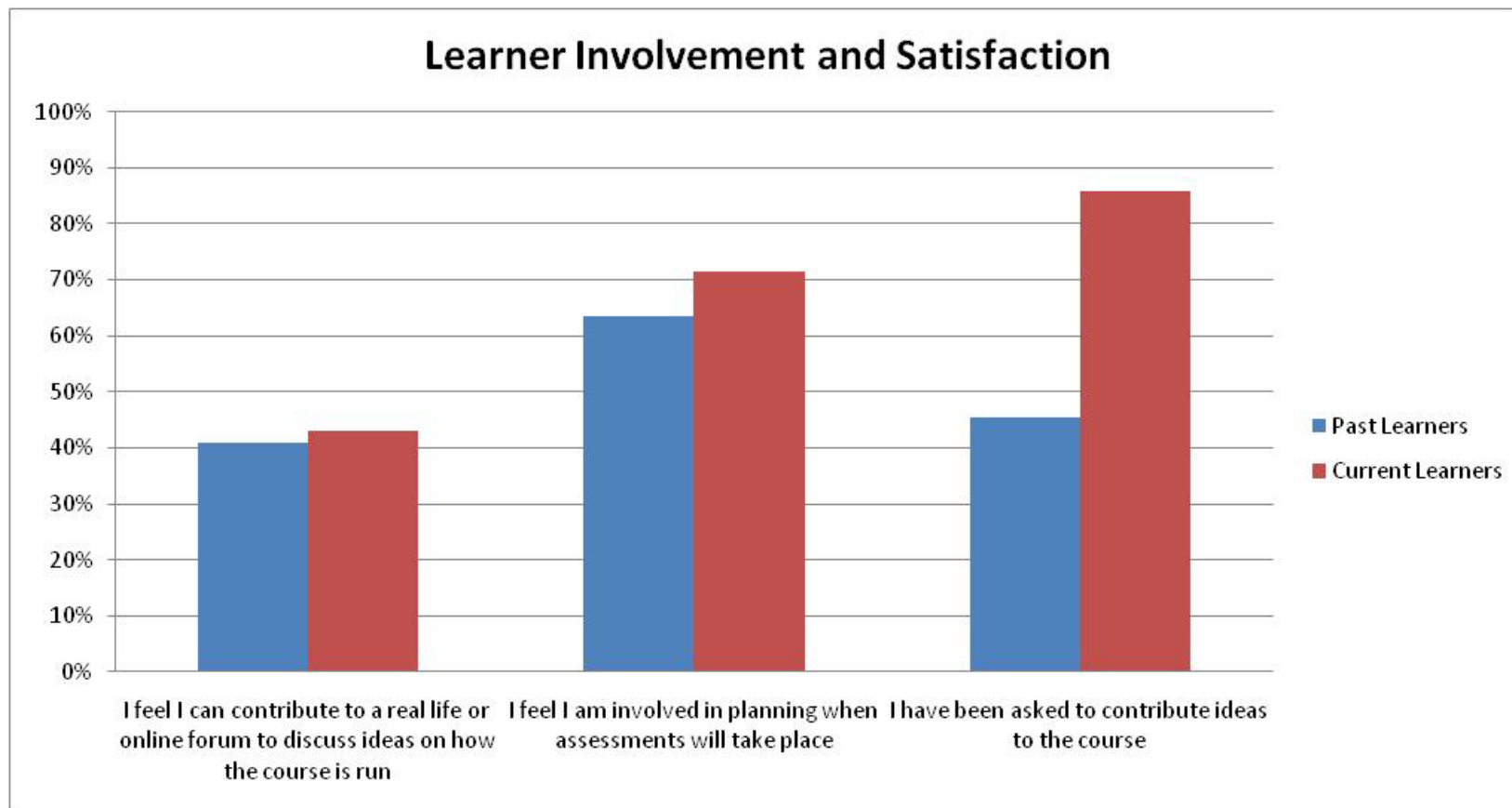
- **Personal Requirements** section looks at learner needs being considered when looking at:
 - course structure,
 - content,
 - location
 - personal aspirations and potential.

14% increase in satisfaction already!
- **Content** section specifically asks learner
 - *“how involved they are in the planning of the course content to ensure it matches their individual needs, abilities and skills.”*

8% increase in satisfaction already!



LEARNER SURVEY: SPECIFIC QUESTIONS



The most substantial increase in the survey (**over 40%**) can be seen in the percentage of learners feeling they are asked to contribute ideas to their learning programme.



KEY BENEFITS ALREADY SEEN

- ✓ This project has brought about an overall shift in the attitude of providers to involve learners more in the co-production of their learning experience.
- ✓ The result shown above demonstrate we are well on target to achieve an overall increase in learner satisfaction of 20% by the end of the first full year of implementation!
- ✓ A third of a staff post in terms of financial savings = £8433
 - ✓ Using the multiplier effect = £16,866
- ✓ Administrative savings to providers = £4000 X 4 = £12,000
 - ✓ Using multiplier effect = £24,000
- ✓ Total financial savings = £40,866



LESSONS LEARNT AND TIPS

- Contingency Planning ESSENTIAL
 - OFSTED + Staffing Issues = Fall behind Schedule!
- Have the right person in place to co-ordinate the project
- Have buy-in from the right people.
- Monitor online forums carefully!
 - Introduce them at Induction
 - Set an “agenda!
 - Be clear what is and what isn't to be discussed!



LESSONS LEARNT AND TIPS

Learner Voice is Key!

- Involve learners from the start!
- Talking to learner's to get their views before you make any decisions is of vital importance in order to make sure that any processes or systems you implement will be embraced by your learners.

