

SDS - NTP QUALITY ASSURANCE & IMPROVEMENT FRAMEWORK

1. Service Delivery

Quality Indicator	Theme	Question(s)
1.1 Providers develop and prepare effective work-based learning provision	Initial Assessment and Recruitment	1.1.1 How effective are our processes for recruitment and initial assessment of learners?
	Induction	1.1.2 How effective are our processes for each learner's induction?
	Learning and Assessment Planning	1.1.3 How effective is our learning and assessment planning?
	Equality groups	1.1.4: How well have we designed and prepared our provision specifically to meet the needs of different equality groups?
	Transferable skills (core, meta and career management skills)	1.1.5 How well have we designed and prepared to deliver transferable skills?
	Employer involvement	1.1.6: How effectively have we utilised the employer voice to inform the design and preparation of delivery?
1.2 Providers plan resources for effective delivery of work-based learning provision	Resources (delivery environment, learning materials and technology)	1.2.1: How well do we plan resources to support effective delivery of work-based learning?
1.3 Providers deliver and manage work-based learning provision and ensure quality of delivery	Learner goal setting and progress	1.3.1 How effective are our approaches to setting learner goals and monitoring learner progress?
	Quality Assurance	1.3.2: How well do we review our delivery to ensure its standard and quality?
1.4 Providers manage partners and stakeholders to deliver outcomes for learners and employers	Effectiveness of partnerships to support transitions and/or progression	1.4.1 How well do we work with partners to support transition and/or progression of learners?

	Management of sub-contractors	1.4.2 How effective are we at managing our sub-contracted delivery?
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2. Leadership and Quality Culture		
Quality Indicator	Theme	Question(s)
2.1 The provider's work based learning strategy is based on the current and future needs and expectations of stakeholders, employers and learners	Diverse Recruitment to support youth/employment	2.1.1 How well does our SDS contracted provision support the Scottish Government's Young Persons Guarantee initiative?
	Future focused strategy underpinned by LMI	2.1.2: How well do we consider our own ecosystem in developing and delivering our work-based learning strategy?
2.2 Leaders ensure appropriate staffing resources are in place to deliver the work-based learning strategy	Management and support of staff	2.2.1 How effective are we at managing our staff to deliver SDS funded provision?
2.3 Leaders ensure staff are appropriately skilled and motivated to deliver work-based learning provision	Staff Development	2.3.1: How effective is our staff development to support successful delivery of SDS funded provision?
2.4 Leaders take ownership for the continuous improvement of quality and performance of work based learning provision	Effective self-evaluation and continuous improvement	2.4.1: How effective are our approaches towards self-assessment and continuous improvement?
	Innovation and Change	2.4.2 How well do we seek innovation and ideas to enhance our provision?

3. Outcomes and Impact

Quality Indicator	Theme	Question(s)
3.1 Providers achieve and maintain high levels of service delivery and outcomes for all work-based learning provision, ensuring all regulatory, statutory, equality and funding body requirements are met	Achievement and analysis of SDS Key Performance Indicators	3.1.1 How well are we performing and analysing our performance in relation to SDS key requirements?
	SDS diverse recruitment	3.1.2 How well are we improving the representation of specific equality groups in our SDS funded provision?
	Awarding body and industry body requirements	3.1.3 How well are we meeting the requirements of Awarding Bodies and Industry Bodies?
3.2 Work based learning provision meets the needs of learners, employers and stakeholders	Systematic gathering, analysis and use of employer and stakeholder perception data	3. 2. 1 How satisfied are employers and stakeholders with our service and relationship?
	Systematic gathering, analysis and use of learner perception data	3.2.2 How satisfied are learners with our provision?