ELEMENT 1 - LEADERSHIP AND MANAGEMENT
This element is about the way in which the organisation is led and managed to develop an effective service

Criteria	What this might mean	What this might mean in practice	Examples for Student Services	Examples for Whole College
1.1 The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims	Management and staff are able to describe and give examples of measurable aims and objectives of the service and how they link to the wider organisational strategic aims. Managers and staff can describe how they are involved in developing the aims and objectives.	Your organisation needs to demonstrate a clear understanding of where it is heading, how it is going to get there and how you will know when the destination has been reached. Milestones that are used to monitor progress will need to be clear so that you can explain how all the services that you deliver link to the wider organisational strategy.	These may be defined in your Self-Assessment Report or departmental development plan. STRATEGIC AIM: to provide quality learning experiences which enable our learners to flourish AIM: To ensure learners are on the most appropriate programme OBJECTIVE: To reduce the early, i.e. in first 6 weeks of the programme, transfers/drop out by 20%	These may be defined through mission statements and objectives established in your Self-Assessment Report. STRATEGIC AIM: to provide high quality learning opportunities which enable our learners to flourish OBJECTIVE: to increase learner attainment across all programmes by 2% A range of staff across the College will be contributing to the achievement of this objective, for example: • admissions, student services – to ensure learners are guided onto the correct course and have information on student finance available • curriculum staff – providing support whilst on programme, undertaking reviews of progress and pastoral support. Specialist Colleges may also have a range of other staff for example therapies and residential 'student life' staff.
1.2 The service is provided with clear leadership and direction	Managers can describe how they lead and direct people. Staff can describe how well managers lead them to deliver the service.	Your leadership team has effectively communicated what the organisation is striving to achieve and how this relates to the service/s being delivered.	This may be through the Student Services Manager and the Director responsible for learner support. This may be communicated for example through team meetings, training days, on-going discussions.	Leadership will be through the line management structures including departmental and senior leadership teams. Staff at all levels will be able to describe their understanding of the key objectives for the College and how these are to be achieved. These may be communicated through, for example training days, intranet bulletins, department meetings.

ELEMENT 1 - LEADERSHIP AND MANAGEMENT
This element is about the way in which the organisation is led and managed to develop an effective service

Criteria	What this might mean	What this might mean in practice	Examples for Student Services	Examples for Whole College
1.3 The organisation implements policies to promote equality and diversity, impartiality, confidentiality and professional integrity in all aspects of service delivery	Managers and staff can describe and give examples of how they promote equality, diversity, impartiality, confidentiality and professional integrity.	Ensure you can demonstrate how these core policies and practices are effectively implemented. Can you and your team describe what quality assurance methodologies are in place to ensure that these policies and practices are reviewed and kept up to date?	See Whole College Demonstrable evidence of working to relevant standards e.g. professional standards	Firstly, these policies need to be in place and understood by staff, then there needs effective application. Implementation may be seen through the practices of the College e.g. how you promote to all parts of the community, how accessible are the support services to part-time or evening learners or where learners do not have English as their first language? Many Colleges have conducted Equality Impact Assessments to monitor the effectiveness of their service delivery against equal opportunities. If, as above one of the objectives is about increasing attainment levels, how are attainment levels being reviewed between different groups and actions being taken as a result of the analysis.
1.4 The organisation complies with existing and new legislation which might impact upon the service	Managers and staff can describe and give examples of legislation including how it impacts on the service.	Appropriate legislation is likely to vary depending upon the nature of the service being delivered and the client group. It is important that all staff and volunteers can provide examples of appropriate legislation and how they are updated with any changes. For example, can your people demonstrate how the organisation has ensured rigorous safeguarding, and/or how health and safety legislation is an integral part of day to day activities?	See Whole College	It is the College that will be assessed, therefore how do you comply with legislation requirements e.g. data protection, health and safety, safeguarding, Prevent duty? How do you keep up to date? Do you subscribe to alerts when applicable legislation changes?

ELEMENT 1 - LEADERSHIP AND MANAGEMENT
This element is about the way in which the organisation is led and managed to develop an effective service

Criteria	What this might mean	What this might mean in practice	Examples for Student Services	Examples for Whole College
1.5 The organisation defines client outcomes and uses them as a measure of success for the service	Examples of definitions of client outcomes are provided. Managers can describe how they are set and who is involved. They can describe how they are reviewed.	You can describe how as part of your planning process you have identified client outcomes in relation to each service provided. For example, in addition to achieving contractual deliverables what other added value benefits do you offer that will have greater impact on the service being delivered. These will have been identified at the beginning of the clients' journey/intervention. Would your team be able to give examples of how client outcomes have been met?	See whole college	You can describe how as part of your planning process you have identified the impacts/outcomes you expect your IAG service to achieve for your learners. These could include • Increased awareness and understanding of progression routes to • employment or further learning • Awareness of a range of volunteering, work placement or paid • employment opportunities • Informed decision making about the right course/action • Improve employability skills through the development of a CV etc. • Improved confidence and motivation to achieve goals • Barriers to progression are addressed • Learners make progress
1.6 The organisation promotes the service in ways which are accessible to all those eligible to use it	Managers and staff can explain different methods of how the service is promoted - what works well and why in relation to the eligible client group.	Consider how your service is promoted including how different methods of marketing and promotion have been used to ensure that information about the service is accessible to all clients. Do you have a marketing strategy, a statement of service, a website and/or any other promotional materials that outline your service? Do you know, and can you describe, which promotional activity works best and why in relation to the eligible client group?	Often Student Services departments are in a prominent part of the College campus, how are learners who are based at satellites or outreach centres made aware of the support available? How is the work of Student Services promoted generally e.g. website, prospectus? Is the impact of promotional activity measured? E.g. student surveys show how people heard about the service	How do you as a College promote the service you provide? The college may promote itself through advertising on local buses, through newspapers, prospectuses, website, open days – is the IAG aspects of service delivery promoted as part of these wider promotional activities?

ELEMENT 1 - LEADERSHIP AND MANAGEMENT
This element is about the way in which the organisation is led and managed to develop an effective service

Criteria	What this might mean	What this might mean in practice	Examples for Student Services	Examples for Whole College
1.7 Clients and staff influence the design and development of the service	Service design and delivery reflects the views and experiences of staff and clients. Staff and clients are able to describe how they are involved in the design and development of the service and give examples of how they have influenced both.	Do you ensure there are opportunities for clients and staff to influence the service? For example, do you capture the views of clients and staff via questionnaires or focus groups? What do you do with this feedback to help shape the current service?	See whole college	Think about all the different ways in which learners and prospective learners tell you about what they like and what they don't like about the service you are offering e.g. complaints can tell you a lot about how you are doing things, as well as more positive experiences such as feedback questionnaires, suggestions schemes, focus groups, learner voice surveys, student council etc. How do staff help to influence the services provided? Do you have working groups, feedback from training days, meetings etc. Your assessor will be looking for examples of changes as a result of input from learners and staff.
1.8 The organisation establishes effective links with other appropriate partnerships and networks to enhance the service	Managers and staff are able to describe how they establish links with other partnerships and networks and measure the effectiveness of the relationship. Representatives from partnerships and networks are able to give examples of how well their relationship is working with the service.	Can your people describe how and why they have established links with other partnerships and networks? What is the added value of the relationship? How do you measure the effectiveness of these partnerships and networks in relation to strategic and operational activities?	Can you provide evidence of working links with different organisations, for example schools; young people's IAG services; Jobcentre Plus? You may have links with Universities who provide support for UCAS applications. As a discrete department, also consider the internal partnerships you have within the college, this may be other support services such as counselling or curriculum areas. How do you know that these links are effective?	Feedback or the nature of requests from learners may give you information on other services that they need to access. For example, the College may have a partnership with the local adult education provider for those potential learners who are looking for informal learning opportunities, or with Social Services departments to support Looked After Children/Care Leavers. At a strategic level the College may be linked with the local LEP to consider the skills needs of the area.

ELEMENT 2 - Resources
This element describes the assets invested and applied in providing an effective service

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
2.1 The organisation uses its resources effectively to deliver the service	Managers and staff are able to explain what resources – including human, physical and financial are needed to deliver the service. Managers and staff are able to explain how the level of resource, in relation to client needs, are established and can give examples of how effectively resources are used.	As part of the planning process can you demonstrate that you ensure sufficient resources are available to deliver the service? For example, when providing services on an outreach basis you may want to consider how staff are supported with appropriate equipment to ensure their safety	This may include how staff are allocated to different times of the day, or through the year to ensure that for example traditionally busy times such as following GCSE results sufficient staff are available. Other examples may include licenses for IT based programmes to support career choice or there are sufficient staff allocated to open/careers events.	This may be determined through the Senior Leadership Team or a resources committee. How are resources allocated to enable effective service delivery? For example: • What physical resources are in place? • How do you ensure that staffing is sufficient to meet the demands of the service? For example, do you use a core team which is supplemented by experienced sessional staff? • Have you invested in technology in order to deliver the service effectively?
2.2 Clients are provided with current, accurate and quality assured information which is inclusive	Clients and staff are able to describe and give examples of the types of information they were able to access and explain how appropriate it was to their needs. Managers and staff are able to describe what quality assurance systems are in place to ensure information is current, accurate and is written in plain language, free from bias and takes account of diversity. Managers and staff delivering the service are able to explain how they support clients and how the resources they use are quality assured	Consider your paper based and electronic resources. Are licenses up to date? Have you reviewed the materials on an annual basis to ensure version control and also that there is access to current labour market information, occupational job profiles and training and provider prospectuses?	What information do staff use with learners? For example, do you have the most up to date local university prospectuses? If you access web-based resources how do you ensure they are the most appropriate for your learners? e.g. Cross College activities from HEIs; UCAS.	What resources do curriculum-based staff use to support learners, for example on career opportunities and pathways relating to their curriculum area? Do they rely on previous experience? How do they ensure their knowledge remains up to date? Do they invite people from industry to provide vocationally relevant information?
2.3 The organisation defines the skills, knowledge, competencies and qualifications, in line with current national recognised professional qualifications and frameworks, for individual staff roles, linked to the aims and objectives of the service	Managers can describe and give examples of how they identify and define the skills, knowledge and competencies of staff roles linked to achieving the aims and objectives of the service including being aware of the boundaries of their role. Managers and staff can describe the qualifications and frameworks which are appropriate to their role in delivering the aims and objectives of the service. For careers guidance staff in England this should include professional standards and qualifications determined by the Careers Profession Alliance or other representative bodies.	Reflect upon your staff and their skills, knowledge, competencies and qualifications. How do these compare to professional standards and recent changes, for example within the Qualifications and Credit Framework?	Consider the objectives of the department and the intended learner outcomes of your service, what skills, knowledge, qualifications will your staff need to deliver these? Do your staff need guidance qualifications? Are they in line with the Career Development Institute? (although this is not a requirement)	This links directly back to criteria 1.1, what kind of service are you intending to deliver will determine the nature of the skills, qualifications and competences staff need to demonstrate. For example, if the purpose of the service is to enable learners to make progress on their programmes, then tutorial, learning support and curriculum staff may have teaching, coaching and mentoring or learning support qualifications to support their role. Consider the skills and knowledge of wider staff roles e.g. how do finance staff keep up to date with the changes to student finance?

ELEMENT 2 - Resources
This element describes the assets invested and applied in providing an effective service

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
2.4 Staff are supported in undertaking continuous professional development and provided with opportunities for career progression	Managers and staff can explain and give examples of how they are supported in continually developing their skills, knowledge and competence including any appropriate qualifications for their role. Managers and staff are able to describe how they are involved in the process of identifying their needs and appropriate learning and development activities. Career progression opportunities include those that are both internal and external to the organisation.	Examples here could include short courses (such as motivational interviewing techniques or using career aptitude tests with client groups), shadowing and peer observation of service delivery.	See Whole College	Staff undertake qualifications appropriate to their role e.g. AET etc, once they have successfully completed these programmes what other opportunities are there for curriculum-based staff to continue to develop in their role? For example, do team meetings, either within a curriculum area or cross-college, provide development opportunities? Do staff attend relevant conferences or take part in industry days? What opportunities are there for support staff to engage in continuous professional development? Are staff able to access information via web-based information or e-alert bulletins? Do they attend networking meetings with peers in other Colleges? Are staff required to achieve a minimum number of CPD hours? If so, are these met?
2..5 Effective induction processes are in place for all staff	Managers are able to describe the induction process for all roles including staff employed by the organisation and any volunteers. Newly recruited staff and those who have recently changed roles can describe the induction process and how induction has helped them perform effectively.	Anyone who has recently joined your organisation should be able to outline the effectiveness of their induction. They will need to be able to discuss how the knowledge and skills required to do the job were made available to them and whether they had been introduced to the organisation in an effective way. Also, anyone new to a role within your organisation will be able to confirm that they have been given the support and development necessary to enable them to understand their new role and carry it out to the standard required.	Do student services staff receive induction specific to their role?	How are staff inducted into the College and their role within it? What is the purpose of the induction? If staff change roles e.g. where new responsibilities are added or line management responsibilities are gained, how are staff supported to be effective in these new roles?

ELEMENT 3 - Service Delivery
This element describes the way in which the service is delivered effectively

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
3.1 The service is defined so that clients are clear about what they might expect	Managers and staff are able to define the service offering, in relation to their client group including prospective/potential clients and give examples how they ensure clients understand the service offering. Clients can describe and give examples of how they know what to expect from the service.	Your staff can provide examples of how they ensure clients understand possible outcomes that can be achieved by the services delivered. Clients can describe and give examples of how they know what to expect from the service as explained to them at the beginning of their journey.	How do you make learners and potential learners aware of the range of services available? This links back directly to criteria 1.1 and 1.5, what service do you intend to provide and what are the intended outcomes for your learners/potential learners? For example, if your aim is to ensure learners are on the do you explain this clearly to potential learners and describe the service you offer to help achieve this e.g. 1-1 interviews, diagnostic tests. Can learners describe the service that is available?	How does the College make learners and potential learners aware of the range of services available? This links back directly to criteria 1.1 and 1.5, what service do you intend to provide and what are the intended outcomes for your learners/potential learners? For example, if your aim is 'to provide high quality learning opportunities to enable learners to flourish' – do you tell learners/potential learners what is on offer at all stages of their learning journey and what they could achieve?
3.2 The service is delivered effectively to meet its aims and objectives	Managers and staff can describe and give examples of how effective service delivery has been in meeting the aims and objectives. They are able explain what has worked well and why, with measurable examples linked to objectives.	Your people can describe how services that have been delivered were delivered as defined within criteria 1.1.	This links to criteria 1.1; your aim may be to ensure learners are on the right programme, what delivery have you put in place to support this aim For example you may do pre-enrolment briefings, hold 1-1 interviews with all prospective learners which provides an action planning session to explore what learning they have done in the past, any barriers to their learning e.g. shift patterns, overtime requirements, caring responsibilities, why they want to undertake the learning, their preferred learning style e.g. classroom based, self-directed learning , information on a range of learning programmes, including information on the time commitment required and the entry requirements.	Again, links back to what you said you would do i.e. criteria 1.1. For example, your aim may be to help your learners flourish, what delivery have you put in place to support this aim throughout the learner journey? For example, information evenings, taster days, pastoral support, reviews of learning, exit interviews.
3.3 The service provided is impartial and objective	Managers and staff are able to describe how they ensure the service is impartial, free from bias and objective. Clients can describe how they are made aware of any potential conflicts of interest in the advice provided and understand the limitations of the service.	What do you do to ensure that your services delivered are free from bias? Consider how you would explain to an Assessor that the service delivery is centred upon the individual and their needs and goals. You may wish to show examples of client outcomes and destination data to emphasise the breadth of progression pathways/impartiality.	Do staff provide information on other learning providers where your College programmes do not meet the needs of learners/potential learners? Can staff and learners provide examples of when signposting to other services or agencies has taken place? Would staff be able to describe how they have explored the needs of learners and that the service is focussed on those needs? Is this evidenced by, for example, through observation of staff?	How do curriculum-based staff ensure that learners are told about the scope of their delivery e.g. information on courses and progression pathways in their own department? Do staff signpost to other areas of the College e.g. other curriculum areas or Student Services if learners request information outside of their area? Is information/advice based on learner need?

ELEMENT 3 - Service Delivery
This element describes the way in which the service is delivered effectively

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
3.4 Clients are given appropriate options to explore and understand that they are responsible for making their own decisions	Clients are able to describe and give examples of how they have benefited from the support process and how they were able to explore different options that met their expectations. Clients are able to describe what support they were given to understand and make appropriate choices. Clients are able to describe how they came to their decision.	How do people delivering your service check that clients have understood the options open to them and the consequences of alternative courses of action?	Staff may be providing a range of information, advice and support on the options available to learners/potential learners, be that further learning or work opportunities. For example, those looking to go on to HE provision may be provided with information/support on Access courses, higher-level vocational courses, HNC/D, degree provision, along with information on UCAS applications, campus versus city centre universities and how to access student finance information. Staff may be providing information on apprenticeship opportunities and routes into the workplace.	Curriculum staff may be providing support on the range of options available following the completion of a programme e.g. vocational and academic routes, qualification requirements for different job roles, range of jobs in a particular sector. Information may be provided on other support available within the college to address a particular need, for example additional learning support, therapeutic services, financial support.
3.5 When exploring options, clients are provided with and supported to use appropriate resources including access to technology	Clients are able to describe and give examples of what resources were made available when exploring different and appropriate options.	Can your clients describe the provision for accessing technology within the service? This could, for example, include text messaging, the internet and social networking.	Staff may support learners to access a range of resources examples could include: • IT-based job profiles to help consider different types of job roles • Higher Education/University application information and information on student finance • Career planning software	Curriculum staff may make use of information for their sector, for example: • staff delivering health and social care programmes may use NHS Careers to explore job roles with learners • Some curriculum areas may have strong links with businesses/professions who deliver talks on their work area • Tracking systems may help to show learners their current progress and help to support progress discussions
3.6 Clients benefit from signposting and referral to other appropriate agencies or organisations	Clients are able to describe the benefits they received by being referred to other appropriate agencies or organisations. Representatives from partnerships and networks are able to explain what benefits and services clients referred to them have received.	Can any of your clients provide examples of how a referral or signposting activity has impacted upon their journey? Additionally, you may have case studies that demonstrate the benefits of an integrated partnership approach to improve the individual client's outcomes.	Staff may signpost/refer learners to services such as Citizens Advice Bureau for support with a range of issues How do you check that the client has benefitted? What examples of benefits have been captured in recent months?	Curriculum based staff may signpost internally for example to other curriculum or support areas, such as the student finance office or welfare team, or externally to sector appropriate organisations, for example employer or professional bodies, relating to their area of study.

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
4.1 The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements	Managers and staff are able to explain and give measurable examples of how the aims and objectives have been met. Managers and staff can describe how all aspects of the service are reviewed against the measurable aims and objectives including promotion/engagement, service delivery, resources, leadership/management.	There are strong linkages between this criteria, 1.1 and 3.2. Linked together, the criteria help to demonstrate the **organisational** 'plan, do, review' cycle. Consider how effectively your managers are able to explain and give measurable examples of how the aims and objectives outlined within 1.1 have been met. Can your team(s) explain how relevant feedback methodologies gained from the service delivery have informed the future planning and review processes.	To demonstrate the Plan Do Review cycle, then you will need to have followed through from your planning in element 1, doing in elements 2 and 3 and now undertake the review. Plan: STRATEGIC AIM: to provide quality learning experiences which enable our learners to flourish AIM: To ensure learners are on the most appropriate programme OBJECTIVE: To reduce the early, i.e. in first 6 weeks of the programme, transfers/drop out by 20% Do: In order to deliver against this aim, the department have put together a service (3.2) which provides an action planning session with potential learners. Review: Termly, Student Services staff review the number of learners who have started learning programmes and the % who have transferred to another course or who have dropped out (4.1). They have found there has been a 10% decrease but have followed up each learner (4.3) who has transferred/dropped out to determine if the service could be further improved. The evaluation of the measures has found that some learners accessing programmes were unaware of the level of work they would need to undertake outside of the taught sessions and were unable to commit to this. The Student Services Manager has met with the curriculum leaders to determine the overall time commitment requirements of the all programmes and included this information in course information sheets.	To demonstrate the Plan Do Review cycle, then you will need to have followed through from your planning in element 1, doing in elements 2 and 3 and now undertake the review. Plan: AIM: to provide high quality learning opportunities which enable our learners to flourish OBJECTIVE: to increase learner attainment across all programmes by 2% Do: In order to deliver against this aim, curriculum leaders have put together a service (3.2) which describes what is available at all stages of the learner journey. Review: Termly, curriculum staff review the progress of learners on programme to ensure they are 'on track' to achieve their learning goals (4.1). They identified there is a small cohort of 16-19 learners who are not meeting their learning goal expectations, each of these learners have been reviewed individually and feedback sought to determine if there are issues which can be addressed (4.3). This evaluation has found that these learners have low aspirations and therefore a mentoring programme has been established to provide encouragement and role models to these learners.

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
4.2 The organisation monitors and evaluates client outcomes to support and improve service delivery	Managers, staff and where appropriate clients are able to describe and give examples of how client outcomes are used to improve the service.	There are strong linkages between this criteria, 1.1 and 1.5. The linkage of the criteria helps to demonstrate the **client's** journey and the outcomes realised. Can you show how your monitoring cycle and reports link to improvement plans?		There are strong linkages between this criterion, 1.5 and 3.1. The linkage of the criteria helps to demonstrate the learner or client's journey and the outcomes realised. You need to provide information on how your learners or clients have achieved the outcomes you defined in criterion 1.5 and what improvements you have implemented, as a result. You may have this information as survey results, through using distance travelled tools or other monitoring processes. The emphasis is on what improvements you have implemented as a result of knowing the outcomes of your learners or clients. For example: Those seeking employment have a clear planned destination and are able to confirm the employability skills they have gained such as; developing a CV and covering letter, experienced taster sessions used to establish and inform destination goals, access to work experience or volunteering opportunities. • Clear links to softer outcomes such as low levels of confidence noted as a barrier to progression and how these are used to show learners the progress and their distance travelled. • Learners are aware of their SMART targets, the review process and can see their progress as a result of the IAG service

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
4.3 The organisation evaluates feedback on the service to build upon its strengths and addresses any areas for improvement	Managers and staff are able to explain how all forms of feedback and evaluation information are used to establish areas of strength and areas for improvement. Clients are aware of who to contact with a compliment, comment or complaint and the process the organisation will follow in dealing with them. Managers and staff are able to explain how complaints are recorded, investigated and what action is taken.	There are strong linkages between this criteria,1.1, 3.2 and 4.1 Can your people explain how all forms of feedback and evaluation are used to demonstrate improvement? Do you have access to the analysis of your client surveys? Can you provide examples that show measurable outcomes and links to service improvements? Can you review and evaluate all formal and informal comments on the service and take appropriate action as a result?	What specific feedback has been gained on the services provided by Student Services? For example, has there been a learner forum on support to learners? How have you used feedback from your learners to make changes to your service?	Consider the variety of ways that learners provide feedback through learner voice activities, for example: • Surveys • Learner forums and focus groups • Learner representative contributions • Comments, compliments and complaints What have you learnt from this feedback and what improvements have you implemented as a result?
4.4 The organisation evaluates the effectiveness of its partnerships and networks to improve the service	Clients, staff and other stakeholders are able to describe the evaluation process and give examples of how the information is used to improve the service. Examples should show measurable outcomes and link to improvements.	This criteria links to 1.8. Do you review the effectiveness of partnership and network feedback to inform future improvement areas? For example, an organisation may evaluate a partner organisation that is frequently used for an added value service to look at the impact this additional service brings to the target audience.	As a Student Services department you may have partnerships with a range of local agencies and organisations for example, Supported Housing Projects, CAB, Social Services Departments, Jobcentre Plus, employers. Have you considered: • are these still the additional areas of support your learners need? • Are these partnerships effective? • How do you identify new partnerships/networks? Are staff and learners involved in this/ (link to 1.7)	The College is likely to be contributing to local and regional learning activities and be part of a range of partnerships and networks, for example: • 14 -19 partnerships • Local Enterprise Partnerships • Benchmarking clubs Have you considered: • are these still the additional areas of support your learners need? • Are these partnerships effective? • How do you identify new partnerships/networks? Are staff and learners involved in this/ (link to 1.7)

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
4.5 The organisation defines quality assurance approaches which are used to improve the service	Managers and staff are able to describe how the service is quality assured and what plans, policies, procedures and/or processes are in place and how they are implemented.	Can you define what relevant quality assurance methodologies are used to measure service improvement? How are your staff kept informed of policy and procedures updates?	Student Services department may undertake some of their own quality assurance activity for example; • staff may audit the information resources they hold and access to ensure they are up to date, • subscriptions may be held with a range of information providers to ensure career planning software is updated • Observations of 1-1 and group delivery	Quality team staff may be involved in a range of quality assurance activity which may include: self-review against a range of frameworks, benchmarking with other Colleges, observation activity in order to continually review the quality of the service and identify improvements. The Self-Assessment Report process may support how you bring together all of the aspects affecting service delivery and the impact of it. Is the full range of the service covered by this process including the IAG aspects?
4.6 Staff performance, linked to their role within the aims and objectives of the service, is reviewed and evaluated to improve the service	Managers and staff can describe the process for evaluating performance in relation to roles, aims and objectives of the service. Managers are able to give measurable examples of how effective staff performance has been in relation to service aims and objectives.	Can you and your team give examples of how they receive constructive feedback on their performance regularly and when appropriate? Can you describe how you are involved in contributing to the success of service aims and objectives and what impact this has had on service improvement? The staff performance outcomes of review and evaluation practices are used to inform your future planning activities.	How do you know your staff are doing a good job? And how do they know they are doing a good job? How are staff contributing to the aims and objectives of the service (in 1.1)	How are staff reviewed in their support role? For example, teaching staff will be observed in their teaching role? What about their wider support role, how do you know they are effective at providing support? Do staff have a regular review which considers their contribution to the aims and objectives of the service?
4.7 Effective use is made of technology to improve the service	Clients, managers and staff are able to describe and give examples of how technology has enhanced the way they deliver the service.	What improvements have been made to your service that relate to the use of technology? How effective have these been and how do you know? Staff and clients should be able to describe what technology is effectively used to deliver your service. For example, are you maximising social networking opportunities?	A range of technology may be used to improve the service, for example: • staff may now be using a range of social media to keep in touch with learners • The services offered may now be offered remotely using the College intranet or Moodle site What types of technology do your learners like using? What do learners think about the technology currently in use and are there other uses they would like to see?	A range of technology may be used to improve the service, for example: • Curriculum staff may make use of the appropriate employer body website for their vocational area to support the provision of information for their learners • A Virtual Learning Environment may be used to hold information that learners need to access What types of technology do your learners like using? What do learners think about the technology currently in use and are there other uses they would like to see?

ELEMENT 4 - Continuous Quality Improvement

This element describes the way in which the service provided is reviewed and performance improves as a result.

Criteria	What this means	What this might mean in practice	Examples for student services	Examples for Whole College
4.8 The organisation continually reviews improvements to help inform the future aims and objectives of the service	Managers and staff are able to provide examples of actions which have been taken to improve the service on an on-going basis.	This criteria is the overarching business review cycle that closely relates to 1.1, 1.5 3.2, 4.1 and 4.2, and 4.3. What evidence or examples do you have to show your Assessor of 'plan, do, review' at an organisational, service and client level? You may for instance have Self-Assessment Reports and Quality Improvement Plans. Can you provide examples of what has changed or improved as a result of these review activities?	See Whole College	This brings together all the evaluation activity in order to inform future planning. Have you ensured you have linked through the Plan Do Review cycle so that there is a coherent system in place which helps to inform future planning and activity? You will undertake regular Self-Assessment activity, which produces development plans. Can you give examples where support to learners at different stages of their journey with you has been reviewed and this has led to changes to your objectives? For example: • An objective may have been to increase learner attainment by 2% • A range of actions were implemented • When the results were reviewed, all areas of the College had met the objective with one area being particularly outstanding • The work of this area was reviewed, and it was found that they arranged for employers to visit and talk about their work area which meant learners had specific knowledge of employers' requirements of their employees and so raised their motivation. • An objective was then established to engage employers in all appropriate curriculum areas to provide information on sector requirements.