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Overall Effectiveness

Assurance Managers will refer and award grades to each of the three aspects of the framework; Leadership and Management, Quality of Training and Personal Development, Behaviour and Welfare, including sub-sections as detailed in the framework. These grades will inform the overarching grade of Overall Effectiveness.

The criteria will be used by the Assurance Managers and training providers in setting final judgements and for use by training providers in grading their own provision as part of the self-evaluation process.

Assurance Managers will use a range of evidence and professional judgements to arrive at the final decisions of grades. The grade descriptors are not prescriptive or exhaustive and should be used for **guidance** only.

Grade descriptors for Overall Effectiveness

Gold

Overall effectiveness will be gold standard when Leadership and Management, Quality of Training, and Personal Development, Behaviour and Welfare are GOLD.

Safeguarding is effective.

Silver

Overall effectiveness will be silver when all of the following Leadership and Management, Quality of Training, and Personal Development, Behaviour and Welfare are at least SILVER

Safeguarding is effective.

Bronze

Overall effectiveness will require improvement when any of Leadership and Management, Quality of Training, and Personal Development, Behaviour and Welfare are rated BRONZE

Safeguarding is effective.

Inadequate

One or more of the following Leadership and Management, Quality of Training, and Personal Development and Behaviour are INADEQUATE

Safeguarding is effective/ineffective.

1.0 Leadership & Management

Excellent organisation's have leaders and managers who shape the future and make it happen, acting as role models for its values, ethics and inspiring trust at all times. They are flexible, enabling the organisation to anticipate and react in a timely manner to ensure the ongoing success of the organisation. Leadership and management of the organisation is a critical measure of the ability of the provider to deliver relevant, quality training programmes that is needed across the rail industry.

Evidence

The Assurance Manager(s) will take into account:

1. The Provider has high expectations of all learners and the extent to which these are embedded in day-to-day interactions with and support for learners.
2. The extent to which managers focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement.
3. Whether continuing professional development for trainers and other staff is aligned with the curriculum, and the extent to which this develops trainers' subject expertise and pedagogical knowledge over time, so that they deliver high-quality education and training.
4. The extent to which managers ensure that learners benefit from effective training and high expectations in classrooms, in workshops, and practical activities.
5. The extent to which leaders' and managers' high ambitions are for all learners, including those who are difficult to engage
6. Managers provide challenge and hold staff to account for improving the quality of learning and the effectiveness of performance management systems.
7. Whether managers and trainers engage with learners, their community and employers to plan and support the training that learners receive.

Grading Structure for Leadership & Management

- Gold** In addition to the characteristics outlined below as Silver and Bronze, leaders and managers are ambitious yet realistic in their drive to secure improvement. They are highly successful at driving quality improvement and have a high achievement rate for learners. Quality assurance and self-assessment structures secure the rigorous evaluation of all aspects of operations and honestly identify improvements to be made. Any unevenness between outcomes for different groups is recognised, minimal or reducing rapidly. There is very effective practice in equality and diversity. Communication within the organisation is exemplary, transparent and well structured. The assured provider delivers outstanding value for money through highly effective management of resources, focused at all times on maximising the benefits for learners. Finance and associated risk management is closely and regularly examined in line with the Business Plan. Staff, are highly involved in their own development, with records supporting regular self-reflection on practice and continual professional development (CPD) available. Performance management of staff is highly developed with succession planning evident, planned for and risk assessed.
- Silver** In addition to the characteristic outlined below as Bronze, leaders and managers are effective in sharing ambitious plans with staff and providing clear direction. Working relationships with staff are good and support the development of all learners. Quality assurance and self- assessment are effective in securing improvements in the quality of provision and outcomes for learners. Learners' achievements are at or above national averages and there is a clear explanation of how the gaps between groups of learners has been closed. Equality and diversity are promoted well. Staffing, specialist resources and accommodation are generally good and well managed and value for money is good. Engagement with learners and other users make a strong contribution to the learners improving outcomes.

Bronze

Leaders and managers secure modest improvements in performance across the provision. They focus on areas of underperformance to raise standards. They raise expectations and set appropriate targets but many of these are not ambitious enough to drive improvements as quickly as they might. Staff know the assured provider's major strengths and weaknesses through self-assessment and action plans focus well on securing improvements, but not in all subject areas. Managers have accurate data and use it effectively to manage and improve their provision. Management of resources contribute to generally satisfactory outcomes for learners and satisfactory value for money. There are no major lapses in applying safety procedures. Learners feel safe and secure and operate safe working practices. Equality and Diversity are promoted, and data is analysed to assess the impact of policies and review the performances of different groups of learners. Managers make appropriate use of learners and employers views to evaluate the provision and bring about improvements.

Inadequate

Leadership and management are likely to be inadequate where one or more of the following applies:

- Monitoring, evaluating and planning are weak and do not lead to improved learner outcomes
- Equality and diversity are not promoted, and unlawful discrimination is not tackled
- The assured provider is failing to reduce any achievement gaps between particular groups and their peers in assured providers and/or national averages
- Resources are poorly managed and do not provide value for money
- Links with learners, employers and other partners are poorly developed and do not promote improvement.

2.0 Quality of Training

Excellent organisations implement their Mission and Vision by developing a stakeholder focused strategy. Policies, plans, objectives and processes are developed and deployed to deliver the strategy.

Evidence

Assurance Manager(s) should take into account, where relevant

1. Training and assessment methods and resources inspire and challenge all learners including the most able and the most disadvantaged.
2. Learners are supported to achieve their learning goals and staff identify learners' support and additional learning needs quickly and accurately.
3. The providers, trainers/assessors have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners' abilities.
4. Staff are aware of and plan for individual learners' needs and provide effective support, including making reasonable adjustments.
5. The providers, trainers/assessors work with learners to ensure that training, learning and assessment are tailored to enable them to make good progress.
6. Trainers enable learners to understand key concepts, presenting information clearly and promoting discussion.
7. Assessments are timely, regular, fair, informative and reliable.
8. Learners receive clear and constructive feedback through assessment so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential.
9. Training, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.
10. Training, learning and assessment and work activities support learners to develop their skills in English, mathematics and employability, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career plans.
11. Trainers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts.
12. Learners make progress during their education and training compared to their starting points. There are no significant variations in the achievement of different groups of learners.
13. Learner's work meets or exceeds the requirements of the qualifications, learning goals or rail standards.

Grading Structure – Quality of Training

Gold	In addition to the characteristics outlined below as Silver and Bronze, delivery is highly effective and sometimes inspirational . Activities are sharply and accurately focused on meeting individual learner needs and promote very effective learning. Programs and activities are highly affective, and many are innovative in meeting learners' needs.
Silver	In addition to the characteristic outlined below as Bronze, training and assessment are used very effectively to enable learners to learn well. Programs and activities are well matched to learners' different needs.
Bronze	Training and assessment have no major weaknesses and may well be good in some subjects. Learning activities are planned well, inspire learners to meet their needs. Training staff have a sound knowledge of their subject areas or are suitably skilled and experienced in their subject areas. Appropriate use is made of technology to support and promote learning. Assessments and the views of learner's progress is fair and well managed and learners receive constructive feedback on the quality of their work and what they need to improve. Appropriate support is available to support individual learners, ensuring that additional support and other needs are accurately identified. Learning programmes match learner's personal, career and employment goals, taking into account the needs and views of employers. All activities promote equality and support diversity. Consequently, outcomes for learners are generally satisfactory and sometimes good.
Inadequate	<p>The quality of provision is likely to be inadequate where one or more of the following applies:</p> <ul style="list-style-type: none">• Training and assessment do not adequately support learning and development• The programmes and activities do not adequately meet the needs and interests of learners.

3.0 Personal Development, Behavior and Welfare

It is extremely important that there is a positive culture across all areas of the provider to ensure learners achieve the qualification they have enrolled on, improve their employability skills to enable progress and where appropriate behaviour towards others. This will further their understanding of how to keep themselves safe within the rail Industry.

Evidence

Assurance Manager(s) should take into account, where relevant.

1. Learners take pride in their work; they become self-confident, self-assured and know that they have the potential to be a successful learner on their current and future courses.
2. A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.
3. Learners benefit from purposeful work-related learning.
4. Learners develop the personal, social and employability skills, including English and mathematics, required to achieve their core learning aims. Learners appreciate the importance of these skills in the context of their next steps and career plans.
5. Learners achieve qualifications and relevant additional skills that enhance their learning and are likely to increase their future employability
6. Learners' standards of work are appropriate to their level of study and/or the requirements of the relevant parts of the rail industry. Learners can work effectively to realistically challenging academic or commercial deadlines and standards
7. Learners develop challenging and realistic plans for their future career plans
8. Learners feel they are safe, and have a good understanding of how they can raise concerns if they do not feel safe when attending learning and in work activities
9. Learners understand their rights and responsibilities as a learner. Learners work cooperatively with others in all settings and promote good and productive working relationships with their peers, trainers and employers
10. Learners attend learning sessions and are punctual
11. Learners comply with any guidelines for behaviour and conduct and manage their own feelings and behaviour during learning sessions.

Grading structure - Personal Development, Behaviour and Welfare

Gold	Learners are confident and self-assured. Their excellent attitude to learning has a strong, positive impact on their progress. They are proud of their achievements and take pride in the work they complete with the provider. Learners discuss and debate issues in a considered way, showing respect for others' ideas and points of view. They are prepared for the next stage of their career plans. Learners understand how their training equip them with the behaviours and attitudes necessary for success in the future as reflected by the excellent employability skills they acquire and the achievement of relevant qualifications. These learners often become an asset to the business and make a highly valued contribution. Learners are very motivated to learn; attendance and punctuality at learning sessions are consistently excellent. They meet challenging deadlines well. Staff and learners deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. The provider's open culture actively promotes all aspects of learners' welfare. Learners are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings.
Silver	Learners are confident and self-assured. They take pride in their work during training. Learners' attitudes to all aspects of their learning is consistently positive. These positive attitudes have an impact on the progress they make. Learners show respect for others' ideas and views. Learners are punctual and prepared for learning sessions at the provider. They are prepared for the training. Learners value their training. No groups of learners are disadvantaged by low attendance. Learners develop employability skills that prepare them for work in the rail industry and achievement of relevant qualifications and deadlines. Learners respond quickly to instructions and requests from staff, allowing learning sessions to flow smoothly and without interruption. Learners' good conduct reflects the provider's efforts to promote high standards. Staff are quick to tackle the rare use of derogatory or aggressive language during training. Learners are safe and feel safe.
Bronze	Personal development, behaviour and welfare are not yet good. Learners are safe and feel safe at the provider.
Inadequate	Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies. Learners' lack of engagement, motivation or enthusiasm inhibits their progress and development. A significant minority of learners show a lack of respect and self-discipline. Learners ignore or rebut requests to moderate their conduct. Attendance rates are consistently low and show little sign of sustained improvement. There are incidents of bullying, prejudiced and discriminatory behavior. Learners have little confidence in the provider's ability to tackle bullying successfully.