

Supply Chain Strategy & Operating Standards

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1. Purpose

The supply chain strategy outlines our supply chain aims, rationale and priorities, as well as operating standards, quality controls and measures. It has been compiled to ensure there is a clear rationale for partnership working and clear working relationships.

Our comprehensive supply chain strategy governs when and how we subcontract elements of our delivery, sets out our fees and describes the support we provide to our supply chain. It is reviewed annually and is available for inspection on our website at www.protrain-solutions.co.uk/subcontracting.

It is also imperative that the role of all stakeholders is understood and is key in managing and mitigating regulatory, financial, and more importantly user risk (learner). Ensuring that when certification, a standard is claimed or training has been completed by a learner, it reliably endorses the appropriate expected industry standards and statutory requirements, whilst supporting the learner's career aspirations and local needs.

Rules and Regulations:

We conform to and abide by the rules and regulations on Subcontracting as set down in the ESFA and we will keep abreast of the new subcontracting reforms outlined in the government's statement on 4th March 2021 for implementation in 21/22.

<https://www.gov.uk/government/publications/further-details-about-reforms-to-subcontracting-education-for-learners-over-16/reforms-to-subcontracting-education-for-learners-over-16#next-steps-9>

History of Partnership Working:

Established in 2006, Professional Training Solutions (PTS) is an innovative, high quality independent learning provider, based in Farnham, Surrey. We offer courses in Surrey, the Home Counties, London, Lincoln and nationally. We have extensive experience of both working as a subcontractor, delivering Early Years, Health & Social Care, Business Admin and other apprenticeships under subcontract from 2009-17; and of being the lead partner subcontracting some non-levy apprenticeship delivery to LDN apprenticeships (South London) and Henley College. We provide support and guidance to these providers as well as teaching aspects to learners on programme. Ofsted inspectors in 2018 found 'Leaders have rapidly established Professional Training Solutions Limited as a good-quality independent learning provider, building on their experience of being a subcontractor'.

2. Scope

The supply chain strategy covers any work not fully supplied by PTS and therefore PTS will contract/partner with a 2nd party. Services supplied may span all PTS's funding streams or commercial revenues as appropriate, no matter the financial revenue PTS will apply the same level of expectations and approach to agreeing the partnership.

This may include any of the following working relationships.

- Sub-contracting
- Collaborative
- Commercial partnership
- Consultancy and specialist services

Geographically Distance

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Outside of 16-19yr Study programmes, PTS will assure that any delivery at distance allows us, the main contractor/lead provider, to meet the requirements of all funding rules to oversee and manage the subcontractor. We will work with local networks including Local Authorities to understand the local need and local skills plans to ensure:

- The extent to which the provision being made available is already available via other lead providers in the locality and is accessible to learner in the area where the subcontract operates and why local provision is not meeting the learners' needs.
- The extent to which the lead provider is involved in delivery (for example teaching part of the programme or just providing financial and quality assurance)
- The amount of funding retained by the lead provider to cover the costs incurred in the management and administration of the contract.
- The extent to which a gap in the provision of the type to be delivered under the proposed subcontract has been identified or supported by the local authority or an employer.
- The location of delivery and the nature of travel to learn/travel to work patterns.
- The extent of learner contact with the lead provider
- The oversight arrangements in relation to the delivery of supply chain

Section One – Strategy

3. Supply Chain Strategic Aim and Rationale

PTS are a responsive provider with an accountable approach. We focus on the effectiveness of performance and the positive impact of our service.

As a nation we face a range of challenges and changes – including the climate emergency, trading, an ageing population, poor productivity, regional inequalities, technological change, and changes in the world of work.

We wish to work with a supply chain that supports people to train, retain and upskill, individuals, communities and businesses that otherwise risk being left behind.

Our Aim and Rationale

- PTS will in the first instance consider direct delivery or building PTS capacity when looking to grow and meet the needs of local, regional, and national priorities. However, we recognise the added value that effective supply chain partnerships can bring. PTS will not subcontract to fulfil short-term funding objectives.
- PTS will ensure its supply chain has aligned values and business priorities and be subject to government priorities and funding rules. We will be transparent and fair in our approval process, clearly identifying financial health and quality grading judgements.
- PTS will seek to support a better joined-up education and skills ecosystem, nationally and regionally, in line with Local Skills Improvement Plans (LSIPs) to enhance opportunity and better geographical access to high quality learning.
- PTS's supply chain arrangements will not compete with existing provision unless for strategic or quality enhancement purposes. Employers must be central to our LSIP's and we expect our supply chain to work with us to create/support local, regional, and national networks that open access to a lifetime guarantee to learning.

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- PTS is dedicated to the goal of increasing social inclusion and social mobility by providing high quality services that improve the lives of individuals and communities across England. We design and deliver programmes that equip individuals, communities and businesses with the skills, advice, attitude and support they need to move their lives or business on.
- We will be clear on what value the partnership brings from the outset, the amount of funding retained by PTS and what the charges/fees cover or add to the relationship as well as what role PTS will play in the learner journey.
- Ensure we complete the ESFA sub-contracting declaration and seek if required approval to extend our supply chain.

We will consider seeking supply chain partnerships in the following circumstances:

- Where our existing learners or stakeholders require additional or specialist provision which is beyond our existing scope or capacity at the time.
- Where subcontracting will allow us to build capacity in new areas, both geographical and within new sectors or skills areas.
- Enable us to build strong local partnerships with like-minded organisations to broaden our offer in a single geographical area.
- Fill in gaps in niche or expert provision or to provide better access to training facilities, which PTS would not be able to adequately resource.
- Enhance the offer to our learners and businesses, creating a wider network of opportunities and offer an entry point for disadvantaged learners or new or growing businesses.
- Where subcontracting would create an enhanced and innovative enterprise offer.
- To share good practice, business models and grow excellence in teaching.

Long term Vision

PTS recognises that the ESFA has set out 10 proposals for reforming the future arrangements for subcontracting of ESFA funded post-16 education and training. With the proposals seeking to reduce the overall volume of subcontracted delivery across the post 16 training sector.

In response PTS have a clear and defensible educational rationale; PTS will create a shared charter with each of our supply chain partners to communicate the educational rationale and define the shared values, ensuring visibility and transparently to all stakeholders including within institutes. PTS will not enter in an agreement or continue a partnership if provision is poorly managed and delivered by the supply chain.

This will ensure there is a robust oversight of the use public funds, ensuring these are spent appropriately, providing value for money our strategy seeks to build capacity within our own institute and that of our supply chain over a three-year period. Learning, growing, and sharing expertise to address local and regional priorities.

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4. PTS Intent, Implementation, and Impact statement

The following statement serves as a statement of service objectives and approaches, in seeking approval of our supply chain we will review service alignment and business priorities against our sub-contracting strategic aims and our service Intent, Implementation and Impacts statements.

Intent

PTS has an ambitious and broad curriculum which is designed and developed to meet the needs of its learners and employer. With our support, we aim to provide you with training and qualifications which will offer top performing, motivated and enthusiastic staff who are an asset to any business, and will produce improved efficiencies, better customer service as well as increasing retention and reducing staff turnover. In turn, this will result in greater business success which ultimately improves business turnover and margins.

Our motto is “inspiring tomorrow’s workforce”.

Values - 'ACHIEVE'

- Aspire to inspirational learning
- Celebrate and reward success
- Help staff and learners to achieve their full potential
- Involve employers, learners and staff Ensuring professional delivery and support
- Value and appreciate staff and learners Equality of opportunity for all

Implementation

The curriculum supports learners with acquiring new knowledge, skills, and behaviours, building upon what they already know and what they need to learn. The Tutor/Assessors effectively engage the learners in classroom, online and one to one support sessions. Prior to March 2020 this was typically in a face-to-face setting, however because of the coronavirus crisis and subsequent national lockdown, PTS moved the delivery of the curriculum online, using MS Teams as the main vehicle for delivery and the plan is to utilise this experience to strengthen the PTS blended model for the future.

Impact

We judge our success of our programmes by the outcome (achievement) and impact to lives. Enabling personal growth that impacts social mobility, social payback and job success, retention, and business improvement including positively impacting the local economy and levelling up.

5. Supply Chain Partnerships

A sub-contract is an agreement between a main contractor / prime provider of government funding with a sub-contractor to delivery on behalf of the lead/prime.

- A prime provider is a college, training organisation or employer that has a direct contractual relationship with the ESFA.
- A subcontractor is an organisation that is engaged in a contractual and legally binding arrangement with one or more lead providers, to deliver education and training provision that the ESFA funds.

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PTS will work to the ESFA required permissions for subcontracting work and will seek to obtain the ESFA's written permission before doing so.

- We will not allow second level sub-contracting
- Provide a clear description, before each subcontracting relationship is agreed.
- The reason for subcontracting and all services they will provide and the associated costs when doing so. This will include a list of specific costs for managing the subcontractor, quality monitoring activities, and for any other support activities offered by the main provider to the subcontractor.
- ensure all costs are individually itemised and describe how each cost contributes to delivering high-quality learning. We will also explain how such costs are reasonable and proportionate to delivery of the learning or apprenticeship training.
- Include a breakdown of all services and costs in each subcontract.

The ESFA funding agreements contain a clause about an annual subcontracting assurance requirement. The clause requires the lead provider, which is PTS that will subcontract more than a defined level of provision to obtain a report from an external auditor that provides assurance on the arrangements in place to manage and control their subcontractors. The clause requires lead providers in scope to supply us with a certificate confirming that the report provides satisfactory assurance.

The list of declared subcontractors provides information about subcontractors that hold contracts worth at least £100,000 in aggregate with one or more ESFA-funded providers of adult education and training services, including apprenticeships and traineeships. This will be checked annual and there will be an expectation that subcontractor tell us of any changes.

Delivery Partners

Generally deliver the end-to-end service in their own area, thus maximising flexibility. End-to-end delivery partners manage their own delivery of their share of the contract, under the overall leadership of PTS' Supply Chain Manager.

Collaborative and specialist

This is still a contractual agreement with the same expectations, rationale and ESFA oversight but in most partnerships the lead/prime will retain the overall ownership of the learner.

Collaborative and specialist agreements seek to utilise expertise across institutes for a niche part of a programme where capacity or capability needs to be built or a collective approach that provides an enhanced entry point, wider access, or an innovative experience.

An example of collaborative – PTS seek to work with a cyber expert to build their own capability in this area and offer learners enhanced digital skills. An agreed fee for the value and proportion of the work is agreed.

ESF supply chain additions

sub-contractors must comply with the European Social Fund.

<https://www.gov.uk/government/publications/european-structural-and-investment-funds-programme-guidance>.

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6. Fees and Charges

PTS will always declare and be transparent in its supply chain fees and charges.

We will:

- Ensure all costs are individually itemised and describe how each cost contributes to delivering high-quality learning. We will also explain how such costs are reasonable and proportionate to delivery of the learning or apprenticeship training.
- We will include a breakdown of all services and costs in each subcontract.

For subcontracting we will not exceed the 20% funding retained as specified by ESFA however in entering a supply chain contract we will negotiate the support needs and the appropriate breakdown of cost required to ensure there is robust oversight of the use public funds, provide value for money and a high-quality service.

Collaborative and specialist agreements will differ slightly and therefore be negotiated depending on the agreement but will not exceed the 20% funding retained.

Section Two – Standard Operating procedures

This section will define PTS's standard operating standards, Our Supply Chain Standard Operating Procedure flow charts, can be in appendix two. Template's appendix 3-8

7. Supply chain management & Monitoring

a) Management structure and roles and responsibilities

As the lead/ prime partner and contract holder, PTS retains contractual accountability for delivery of the contract, including quality assurance, monitoring performance, and guaranteeing financial accountability.

To ensure effective oversight PTS have a dedicated team and a Supply Chain Manager -Zoe Huggins

Our Supply Chain Standard Operating Procedure flow charts has further details on processes and roles and responsibilities.

b) Supply chain management & monitoring

PTS apply a robust tendering processing for the approval of our supply chain. We will either put out a call, invite, or extend current partnership contract partnerships. All interested organisations are required to complete an application, prequalifying checks, and full due diligence.
Including

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- Financial health and going concern checks.
- Register of Training Organisation (ROTO) or new register / assessed standards implemented by the ESFA.
- References
- Minimum standards
 - Policies & processes
 - Matrix
 - Quality audits - Ofsted or EQA

Our supply chain due diligence check list and criteria has full details.

We expect all our supply chain to meet a minimum level of strategic and operational management, and this will be scrutinised annually.

Reviews

Formal review of delivery partners' performance against KPIs takes place bimonthly, using a detailed quality monitoring checklist. Our Business Support Team use PICS to carry out detailed analysis of KPIs against contract targets. This data is reviewed weekly and combined with qualitative data (e.g., Observations of Teaching & Learning, learner & employer feedback, SAR/QIP) to produce monthly Management Reports showing performance vs KPIs; identifying successes/issues using a red-amber-green metric; and proposing solutions. 5-10% underperformance results in an amber rating, while >10% underperformance triggers a red warning. Amber and Red ratings trigger (i) detailed analysis to identify the underlying issue(s); (ii) where necessary development of a SMART Performance Improvement Plan (PIP) specifying corrective actions; timescales and targets for improvement; and naming a responsible staff member or delivery partner.

Quality/MIS and Data meet together weekly to analyse this performance data and take performance improvement decisions. Examples of remedial actions include better use of ONAs; targeted marketing/support; staff training to support more effective caseload management; changes to time/method of delivery; staff CPD; additional support given to trainees. The Supply Chain Manager monitors progress against the PIP weekly until improvement is achieved. If necessary, the Supply Chain Manager will impose penalties (e.g., reduced allocations) on the underperforming partner. The ultimate sanction available for both staff and delivery partners is removal from the programme, with PTS taking over the delivery of outstanding training and support for all the learners with the minimal of disruption.

Reporting Protocols:

All contract activity is recorded electronically using Pellcomp's ILR- compatible PICS information management software. Delivery partners are responsible for documenting their own performance and reporting it monthly to PTS to enable unified monitoring, reporting and claims to be submitted to the funder.

Delivery partners are required to supply the following information by returning a completed deliverables spreadsheet to PTS not later than 7 working days before the end of each month.

- Participants' ILR data.
- Numbers of outputs claimed.
- Equality & Diversity data
- Any other information required from time to time including learner and employer feedback/satisfaction.

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Claim & Payment Arrangements:

Claims. All subcontractor claims must be uploaded electronically no later than 5 working days of the month end – monthly schedules and deadlines are detailed in the SLA. A monthly financial reconciliation takes place to ensure payments are made in relation to actual delivery Year to Date (YTD). Following the monthly reconciliation, each subcontractor is provided with the relevant evidence and requested to submit an invoice. To claim payment, delivery partners must submit an invoice to PTS together with the monthly deliverables and required Management Information no later than 10 days before the end of the month.

Payment is by BACS within 10 working days of receipt of the delivery partner's invoice, provided that the partner's services have been supplied in accordance with the terms of their SLA and provided that payment has been received from the ESFA.

Payments. We pay all our suppliers the same month we receive payment from our commissioners. Payments will be made to each subcontractor in accordance with the terms specified in its contract. No payments will be made until the ESFA has approved the claim and PTS is in receipt of the funds.

Delivery partners are paid by PTS on a monthly basis, less management fees, provided:

- i) Satisfactory claims are submitted to PTS.
- ii) PTS receives payment from the ESFA.

Payments will only be made on actual delivery evidenced through the ILR. We reserve the right to restrict payments to the contract's maximum funding value

Impact of Covid-19:

Since the onset of the pandemic, subcontractor visits have been minimised and the majority of these activities have been carried out remotely via Microsoft Teams, online auditing of MI data, and remote OTLA and standardisation. Our Covid-19 Working Group meets weekly and cascades changes using a change control procedure including weekly email updates to all staff, subcontractors and stakeholders. We review our CV-19 Risk Assessment at least monthly and provide training to staff and subcontractors.

We can provide subcontractors with appropriately branded materials, shared resources (e.g., use of technology during Covid-19), clear eligibility guidelines.

Monitor their progress against clear monthly recruitment and delivery profiles and equalities targets.

c) Quality control and assurance

Quality Management Strategy Statement

PTS quality management strategy statement serves as a framework for a systematic integration and alignment of the organisation culture and approach to quality management

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and an expectation of our supply chain. Quality is important to us because we value our customers and the impact education and training has on people's lives and businesses. We are committed to continuous improvement and have set out our values, principles, policies and approach in the management of our quality of services.

PTS maintains a set of core quality objectives and principles that are based on our values and whilst our supply chain may have their own values, we will believe working practices should align and will consider this as part of our supply chain procurement and due diligence.

Quality Objectives

- Achieving excellent, with a focus on raising standards and continuous improvements
- Valuing people, their differences, and their wellbeing
- Meeting or exceeding the needs of our learners and customers
- Creating a ladder of opportunity - inspiring tomorrow's workforce
- To ensure our own workforce leads by example, are supported, and have development opportunities
- Create a joined-up approach to addressing local skills plans

Quality principles are based on:

- Learner centred and customer focused
- Leadership – clear vision and mission
- Engagement & relationship management.
- Continuous improvement and lessons learnt
- Both process and people approach
- Evidence based decision making

We measure the quality of services through several mechanisms, reporting and Kitemarks. These include:

- OFSTED and the Education Inspection Framework (EIF).
- Self-assessment report (SAR)
- Quality Improvement Plans (QIP)
- Audits
- Performance data.
- Observation of Teaching, Learning & Assessment (OTLA)
- Stakeholder surveys.
- Matrix accreditation.
- Cyber Essentials.

We monitor the areas to be improved through a supply chain Quality Improvement Plan (QIP) building on issues identified in the SAR and inform the overall planning and continue supply chain agreement and risk.

We expect our supply chain to:

- Align with our sub-contracting strategy and service intent, Implementation, and Impact statements. Ensuring that we add value to the supply chain and work together.
- PTS initial due-diligence and annual checks including financial health and going concern.
- Hold a valid UK Provider Registration Number (UKPRN) and meet standards as required for services offered.
- Hold or be working towards a Matrix standard.

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- Meet our quality strategy management statement.
- Hold the appropriate policies, insurance, and mandatory staff training.
- Declare any changes, concerns, or complaints.
 - Going concern, financial health
 - Health & safety
 - Safeguarding
 - Contract values or signing additional contracts with other providers.
- Sign an annual contract.
- Clear and transparent communicate.

Where contract value is above £3m

ESFA, will monitor the volume/value of aggregate provision held by a single subcontractor and where that is above £3 million, we will refer to Ofsted for inspection. ESFA will reserve the right to take steps to reduce the value/volume where we consider the level of exposure to be too high.

ESFA will review this at key points in the funding year, which may result in:

- A referral to Ofsted for a direct inspection
- Direct action, such as requiring leads to reduce volumes with them.
- In acting we will consider the oversight of the leads and the quality of subcontracted learner outcomes.

d) Quality Control expectations

Staff minimum levels of experience and training

Mandatory qualifications

- Child protection / Safeguarding / Prevent.
- Equality and Diversity
- GDPR
- Managers – safer recruitment

A minimum of 5 years vocational experience in the required specialist subject area Or Relevant subject qualification / Degree.

All teaching, pastoral and assessing staff should be working towards or qualified in the most appropriate qualification for their job role, this may include one or more of the following:

- Teaching qualification
- Assessor qualification
- Internal Verifier qualification or EPA examiner
- Coaching and Mentoring
- IAG qualification
- Functional Skills Level 2 - 5

Continuous Professional Development

All staff should also hold a Continuous Professional Development log, which clearly demonstrates competency and up to date skills levels for their subject specialism, teaching techniques and legislation or education reforms. This should include development of knowledge, skills, and behaviours.

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There are no minimum expected hours however a training plan should be created and linked to your annual performance review and outcomes and/or the outcomes and feedback from learners, employers, audits, and lesson observations.

We would also encourage a peer mentoring scheme OR 'critical friend' shadowing as well as hours to support voluntary community work and/or industry placement.

Teaching, Learning, and Assessment

We expect all supply chain services to plan and prepare adequately for T, L & A and hold the relevant documentation. PTS have a quality management strategy that can be used to support and guide our supply chain further.

Supply chain Quality Assurance Process (IQA)

We expect all approved supply chain organisations to have their own robust Internal quality assurance processes, this refers to several quality processes that ensure consistent, fair, and reliable teaching, learning and assessment approaches and that we aspire to be outstanding in the service we deliver. PTS have a quality management strategy that can be used to support and guide our supply chain further.

We will undertake a risk based approach to sampling and will request documents for auditing, our QA process will mirror that expected in the supply chain IQA process and will review its rigour as well as sampling documentation to test judgements.

The frequency will depend on programme, value of contract, or risk the supply chain has been assessed at. Frequency will be agreed at monitoring visits.

Observation of Teaching, Learning and Assessment (OTLA)

To ensure teaching, learning, and assessment meet minimum expected service levels and support continuous improvement, all staff delivering any element of a programme will be subject to a lesson observation. The supply chain provider may undertake a proportion of these annually if they hold the capability and experience to do so. The required level of support need will be detailed in our fees and charges. If the supply chain has capability to undertake proportion of OTLA then PTS still will conduct at least 25% of teachers across the contracted provision. If the supply chain does not hold capability or capacity this will be conducted by the PTS Supply Chain Manager and include the following mechanisms.

PTS have determined that to fully understand the staff's capability, provide clear thresholds for development and manage the risk of underperforming, we will not grade lessons however language will be in line with observation grading and Education Inspection Framework:

- 1; Outstanding
- 2; Good
- 3; Requires improvement.
- 4; Inadequate

OTLA's will be completed regularly and consistently. These will be conducted both informally and formally and an annual scheduled will be produced giving key weeks where observation activity will happen and staff should expect to have one of the below observations, associated with the following themes:

Drop-In: Typically, short and have a far greater focus on attendance, timely starts and attitude to learning. Drops-ins can also be a good way to show visibility of management

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and/or quality team. Evidence is recorded on a short form, with verbal feedback. If used to support performance, trends will be recorded over a period.

Learning Walks: These are a series of organised and highly structured enquiry ‘walks’ through the learning environments of the training centre or workplace where appropriate, typically short and focused. There is a dedicated form, allowing for focused feedback. If used to support performance, trends will be recorded over a period.

Formal lesson observations: This type of observation is typically an hour and may occur at the start, middle or end of a sessions and will cover all areas of the Education Inspection Framework.

Peer observation: Informal peer or critical friend observation of each other. It offers first-hand experience and direct evidence about what happens in other classrooms. It is a practical and powerful way to support teaching and assessor practice. A useful exercise for delivery of new subject material. Peer observation works best when colleagues choose to work together on a voluntary basis, identifying and focusing on the issues they have agreed to address. It is a professional development activity. It is expected that all FT members of staff participate in one peer observation a year.

Observers may request to see SOLA, session plan, assessment resources and any delivery resources used that session. They are likely to ask to speak to the learners, to gain learner feedback about the provision.

ALL observations will record Child protection, safeguarding and prevent practices, missed opportunities or concerns. Wider consideration will also focus on digital essentials & safety as well as equality, diversity and inclusion.

A time for one-to-one feedback will be agreed between the staff member and the observer and will be planned within seven working days and then followed by the completed report.

Staff may wish to refer to the Ofsted framework or the full Ofsted handbook <https://www.gov.uk/government/publications/education-inspection-framework>

Self-Assessment (SAR)

As part of the quality review process, self-assessment will be completed annually on all the educational services undertaken within that academic year for all our supply chain.

Depending on contract value, self-assessment may be conducted at two levels.

1. Organisation - This process will be undertaken by appropriate supply chain nominee and signed off by the director.
2. Programme - This will be undertaken by the appropriate manager or team member, reflect the specific data, services, and approaches for that programme.

The self-assessment report will review several key outcomes, matching those set out in the EIF. Data will be used to aid judgements but should be used with long side wider evidence of intent, implementation, and impact of services.

The report will document an overall grade for the provision:

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- 1 – Outstanding
- 2 – Good
- 3 – Requires improvement
- 4 – Inadequate

Sub-contractors may use their own template at the approval of PTS Supply Chain Manager.

Quality Improvement Plan (QIP)

The aim of a quality improvement plan is a live document to help providers self-assess their performance in delivering quality education, duty of care and plan for continuous improvements. PTS will provide a template of good practice however you may have and can use your own organisations template if it meets minimum standards and expectations.

PTS expect a QIP to cover differing levels, this will be dependable on contract value and supply chain services.

Examples - organisations, programmes or funding stream.

The supply chain nominee will manage the outcomes of the SAR and annual quality improvement actions, the appropriate Programme Manager should own the QIP and it is expected that all actions are communicated to staff.

This document must be available at request and remain as live documents throughout the year, it will also be used as part of our sub-contractor monitoring visits.

Sample form

	Improve ment Focus (EIF reference)	Intent - KPI's / Objectives	Implementation - Action	Lead	Review	Impact - Progress	BRAG
1		Quantitative:	•		Quarter 1		
					Quarter 2		
					Quarter 3		
					Quarter 4		
	Qualitative:						

Sub-contractors may use their own template at the approval of PTS Supply Chain Manager.

10. Support and guidance

PTS are a critical friend, and we wish to work with our supply chain to ensure:

- Delivery of shared objectives and values
- High quality services that deliver on local skills plans and needs.

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- Sharing of good practice and expertise
- Enhancing teaching and learning practices and the learner experience
- Celebrating success
- Building capabilities and capacity across the sector

All our policies can be located on our website or requested.

We sever to offer support and wish to work with companies to be and do the best we can, PTS have a dedicated Supply Chain Manager that will act as your direct contact.

Zoe Huggins

z.huggins@protrain-solutions.co.uk

Tel: 01252-712945

10. Complaints and Feedback

PTS is committed to providing a quality service and working in an open and accountable way that builds trust and respect.

One of the ways in which we can continue to improve our service is by listening and responding to the views of the learner, employers and sub-contractors, and by responding positively to complaints, and by putting mistakes right or listening to compliments and ensuring that shared, valued and continues.

Therefore, we aim to ensure that:

- Raising a concern or making a complaint is as easy as possible.
- There are opportunities to give feedback or compliments.
- We treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response.
- We deal with it promptly, politely and, when appropriate, confidential and respond in the right way - for example, with an explanation, or an apology where we have got things wrong, or information on any action taken etc.
- We learn from all feedback - complaint or compliment and use feedback to continually improve, review or value our service, and review annually our complaints policy and procedures.

PTS have a complaints, concerns and appeal policy that is published and accessible. If you wish to give feedback you can do so in the supply chain monitoring meeting, direct to the Supply Chain Manager or the Director of Sales and Marketing. Alternatively, PTS also have whistleblowing policy, or you may seek guidance direct from the ESFA. ESFA will only take complaints forward once we have exhausted both Sub-contractor and PTS complaints policy.

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