

Feedback and Evaluation Policy and Process

Approved: July 2025 | Review Due: July 2026

Policy Statement

Salt Training Ltd (STL) is committed to continuous quality improvement through meaningful and inclusive feedback from learners, employers, staff, and stakeholders. Feedback is essential to evaluate the effectiveness of our training provision, ensure learner satisfaction, and inform curriculum design and service improvement.

Purpose

This policy outlines how STL gathers, analyses, and acts upon feedback from key stakeholders, ensuring that the learner and employer voice drives delivery improvements and strategic planning. It complements the organisation's Complaints Policy and Quality Improvement Framework.

Scope

This policy applies to all Salt Training courses, delivery partners, subcontracted provision, and all adult learners, employers, and staff engaged with STL services.

Principles

- Feedback will be collected at multiple points in the learner and employer journey
- Learners and employers will receive regular updates on changes made as a result of feedback ("You Said, We Did")
- Feedback will be used as evidence in the Self-Assessment Report (SAR), Quality Improvement Plan (QIP), and during staff development
- All feedback processes will ensure anonymity, accessibility, and inclusivity

Types of Feedback Collected

Learner Feedback:

- Initial engagement and induction surveys
- Mid-course reviews
- End-of-course satisfaction surveys (based on FE Choices/NSS)
- Focus groups and learner voice sessions
- Learner progress reviews and 1:1s

Employer Feedback:

- Termly employer surveys
- Post-placement or programme evaluations
- Employer forums and focus groups
- Informal feedback via phone, site visits, and partnership reviews

Collection Methods

- Online surveys via STL's MIS or digital forms
- Paper-based surveys for classroom cohorts or accessibility needs
- Group feedback activities during tutorials or employer review meetings
- Follow-up calls or interviews with a sample of learners and employers

Analysis and Reporting

- Feedback data is collated termly by the Head of Quality
- Reports are shared with the Senior Leadership Team (SLT) and Curriculum Leads

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- Key trends are included in the annual SAR and used to inform the QIP
- Summaries are shared with learners and employers via newsletters, briefings, or learner forums

Responding to Feedback

- Where concerns are raised, they will be addressed either informally or via the formal Complaints Policy
- "You Said, We Did" actions are updated and published termly
- Emerging issues may trigger immediate intervention, observation, or support

Responsibilities

Role	Responsibility
Learners & Employers	Provide honest, constructive feedback
Tutors & Assessors	Promote feedback opportunities and act on informal feedback
Head of Quality	Analyse trends, report findings, and manage actions via QIP
Curriculum Leads	Adjust delivery in response to feedback and share changes with staff
SLT	Oversee improvement strategy and ensure resource allocation

Monitoring and Review

This policy will be reviewed annually and updated in line with learner needs, Matrix Standard requirements, and Ofsted EIF expectations.

Approved by: Kurt Salter

Position: Managing Director

Date: July 2025



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