

Chapter 11

Input and Feedback

Policy Templates



CORE QUALITY STANDARDS

- ◆ Community Focus
- ◆ Learner-Centred Approaches and Methods
- ◆ Program Accountability

Applicable Service Quality Management Requirements

“A method for gathering employer and other delivery agency input and feedback”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

“A method for gathering learner input and feedback”

LBS Program Guidelines June 1998: Part 2, Section 1, Page 10

In order to ensure quality service delivery it is necessary to implement systems to gather feedback from all stakeholders.

ADDITIONAL RESOURCES:

Human Service Program Design,
Re-Design, and In-House
Evaluation A Practical Guide

By Adam Lodzinski

©1998 Adam Lodzinski

Chapter 8 of this resource deals with “In House Program Evaluation and Review”.

Although this isn't a book about policy development it outlines several areas where policy could be developed.

- ☐ **QUALITY ASSURANCE SYSTEM:** The agency has a quality assurance system in place to monitor the quality of the delivery of service by the agency to individual learners, and to promote excellence within the agency.

WHY?

The agency recognizes the importance of systematically monitoring the quality of services provided to learners.

Procedures:

1. *The overall scope of the quality assurance plan for each program will be described as a written plan or outline which describes mechanisms, committees, or other methods used to coordinate the agency's approach to monitoring and evaluating the quality and appropriateness of service, and includes but is not necessarily limited to:*
 - *Such utilization review activities as are required for specific services,*
 - *Participation in external review systems or similar mechanisms appropriate to the agency's range of services,*
 - *Review of incidents or accidents involving learners or personnel,*
 - *Review of patterns of client grievances,*
 - *Monitoring or case review of learner files,*
 - *Review of research safeguards, where research is carried out by the agency.*
2. *The agency maintains a plan for a yearly review of the quality of services delivered to its learners including review and monitoring of client assessment, services, and follow-up activities. The plan will contain directions as to where information can be obtained, about service outcomes and client satisfaction.*
3. *The plan is available for all stakeholders to review as requested.*
4. *An administrative review of policies, guidelines and practices affecting planning, delivery and evaluation of client services is made on a regular basis.*
5. *The agency sets goals and objectives for the benefits or outcomes to be achieved by the learners in the agency's programs.*
6. *All stakeholders, including direct service staff (e.g. coordinator's, instructors) are involved in both assessing service and developing plans to improve service.*

7. *The agency conducts learner satisfaction surveys or utilizes other methods of determining the outcome of services (e.g. focus groups, interviews), including the reasons for termination of learners who drop out of the program.*
8. *Collected data on outcomes and progress in relation to generalized expectations for the various learner populations and services are reviewed. Deviations from an overall pattern, or from the objectives established are examined for potential problems, possible causes, or the need for change.*
9. *The quality assurance system provides information that promotes creative development of new services or methods of service delivery.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program has developed a process for acting upon its mission statement and objectives and documenting what it does.

- ◆ The program has an annual plan that identifies specific actions and outcomes it will achieve each year, strategies for how these outcomes will be achieved, and the measures it will use to document this achievement.
- ◆ The program involves stakeholders in developing and monitoring its plan and specifies the roles and responsibilities of everyone involved in the process.
- ◆ The program has a means of informing its funders and other stakeholders about the outcomes, in particular increased learning, which have resulted from its activities.
- ◆ The program develops and uses appropriate record-keeping and evaluation tools in order to document its achievements.

The program meets its commitment to its learners.

- ◆ The program asks learners, through focus groups, interviews, a questionnaire or other means about their satisfaction with the program.

The program meets the requirements of its funders.

- ◆ The program carries out the activities it has agreed to so and collects the information requested by its funders.

- ❑ LEARNER INPUT AND GRIEVANCES: All learners shall an opportunity to voice comments, concerns or complaints about the program.**

WHY?

As a non-profit agency we must remain open and responsive to the scrutiny of all stakeholders, particularly the learner

Procedures:

1. *At the time of admission into the agency, the learner should be informed of his/her ability to express comments, concerns or complaints and that they have the choice of expressing these concerns by:*
 - *Approaching a tutor and/or staff member individually*
 - *Talking to the staff member either in private or in the presence of other persons who may provide support to the learner*
 - *Raising the issue at an appropriate group meeting*
2. *The learner will be provided with the opportunity for expressing concerns or complaints verbally or in writing.*
3. *If the learner has a grievance that they feel has not been satisfactorily dealt with they will be advised that they can request, either verbally or in writing, a meeting with the executive director.*
4. *If the executive director does not satisfactorily resolve the situation, the learner will have the right to approach the board of directors by contacting the president of the board.*
5. *The president will appoint a committee of three persons to look into the matter and make recommendations. The committee will consist of one staff member and two board members. The committee will be empowered to recommend:*
 - *A solution to the issue, or*
 - *That the matter come before the full board, or*
 - *That the matter be referred back the executive director for resolution at a staff level.*
6. *Agency staff will do everything possible to facilitate the grievance process.*

Key Core Quality Standard:

16. Program Accountability: A quality literacy program does what it says it will do. It is accountable to its learners, sponsoring organizations, partners, community and funders. All stakeholders, not only program staff, are accountable for the success of the program.

Features:

The program meets its commitment to its learners.

The program asks learners, through focus groups, interviews, a questionnaire or other means about their satisfaction with the program.

- ☐ **LEARNER INVOLVEMENT IN PLANNING:** The learner is involved in the process of formulating and implementing his or her own service.

WHY?

From intake to discharge, learners are subject to a variety of decisions about how, when, where, why and whether they will receive service. As process proceeds, learners have the right to retain control over their own learning and the right to receive full information regarding decisions concerning them. It is essential that learners participate fully in planning their own service and that they have access to as much information as possible regarding this planning process.

Procedures:

1. *The goals of learner involvement in planning include:*
 - *Learners having maximum control over their own learning*
 - *Learners being acknowledged as having strengths and good judgment regarding their own service.*
 - *Learners and staff having a shared understanding of a sense of responsibility for service.*
 - *Learners, staff, and volunteers having mutual respect for each other in the service process.*
2. *A number of key decisions in service call for full learner involvement:*
 - *To get service or not to get service*
 - *In what way to get service*
 - *For what reasons*
 - *With what results/conclusions*
3. *Performance indicators may include the fact that:*
 - *The learner is informed of all available agency and community programs.*
 - *The learner's request for a particular service is given serious consideration.*
 - *The learner is involved fully in the goal-setting process.*
 - *There is an agreement between the learner and the agency regarding the service.*
 - *The learner understands that he/she can provide input into service at any time and that this can be done formally or informally.*

Key Core Quality Standard:

Learner-Centred Approaches and Methods: A quality literacy program uses approaches and methods that are learner-centred. It supports learners to participate individually and collectively in order to take control of their learning.

Features:

Learners are supported in taking control of their own learning

- ◆ All aspects of the learning process are based upon learner interests and preferences

Learners play an active role in determining program content, needs, methods, and materials.

- ◆ Learners are involved in all aspects of program development
- ◆ Feedback is sought and used in modifying program approaches

Key Core Quality Standard:

2. Community Focus: A quality literacy program is rooted in the community that it serves. Learners participate in decisions that affect them and their communities. The program reflects its own philosophy and objectives and strengthens individuals, their communities, and their cultural identity.

Features:

Learners participate in the program's planning and other activities.

- ◆ Learners are given formal and informal support to enable their full and meaningful participation and the program documents the provision of these supports in some way.