senseia / LEARNING & TRAINING

Quality assurance report

How we assure the quality of our learning and training

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Our approach

At senseia, quality assurance runs through the whole learning process: understanding what needs to change, designing relevant learning, supporting participation, evaluating progress and using feedback to improve. We assess learning needs before and after training and, where possible, shape the programme around the needs of the organisation and its participants.

Our starting point is the connection between learning and the realities of work. We consider the behaviours, relationships and organisational conditions that affect performance, then help people turn insight into practical action. Evaluation returns to the needs identified at the outset so that we can understand what has been addressed and what still requires attention.

Scope of this report

This report describes the quality assurance approach across our learning and training provision: the three-day **Inclusive Leadership Programme**, CHOICE, PACT, staihuman and bespoke training. The same principles guide the work, with the design and evaluation methods adapted to the programme and commission.

Our principal training programme

The three-day Inclusive Leadership Programme is our principal training programme. Within our culture-change process, it forms the intervention that follows a culture audit. The audit establishes the organisational context and the barriers to change; the programme provides a facilitated learning environment in which leaders can explore those findings, understand their part in workplace dynamics and consider how to act differently.

The link between diagnosis and intervention keeps learning relevant and provides a reference point for evaluation.

The quality assurance cycle

Understand	Design and deliver	Evaluate and improve
Identify organisational and participant learning needs.	Connect content, activities and facilitation to those needs.	Return to the original needs; gather feedback and identify next steps.

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QUALITY ASSURANCE / 02

From needs analysis to delivery

1. Understand the organisation and its learners

Training needs analysis considers what the organisation wants to achieve, what participants need to learn and what may prevent them from applying that learning. For work following a culture audit, this draws on the audit's research, conversations, recurring themes and analysis of the dynamics affecting the organisation.

We consider needs at organisational, team and individual level. This helps distinguish a learning need from a wider issue of systems, relationships or working conditions. The questions guiding the analysis are: what needs to change, who needs to be involved, and what would useful progress look like?

2. Translate needs into the learning design

The identified needs provide the basis for the programme's learning priorities. Where possible, we adapt the emphasis, examples, discussion and activities to the organisation and the people taking part. The programme should make the connection between the issue identified, the learning intended and its practical use clear.

For the three-day Inclusive Leadership Programme, the culture audit informs the intervention. Leaders work with the dynamics of their own organisation through experiential learning and facilitated reflection. The focus is on developing insight and the capacity to respond differently, with an emphasis on inclusive leadership and the human dynamics of culture.

CHOICE provides a further structured framework, connecting diagnosis, leadership development and the application of cultural commitments in governance and everyday decisions. Across our other products and bespoke provision, the quality principle remains the same: the learning design must respond to the needs it is intended to address.

3. Create the conditions for useful participation

Our work draws on experience in coaching, psychotherapy, organisational behaviour and communication. Facilitation brings psychological insight to the practical challenges of leadership and culture change. Clear boundaries and a non-blaming approach support candid discussion of sensitive issues.

Effective participation is part of training quality. In shaping delivery, we consider the audience, the context and the needs brought into the learning space. Adaptations need to support engagement while preserving the purpose of the programme. Participants' questions and contributions help facilitators recognise where further explanation or a different emphasis is needed.

4. Keep learning connected to practice

Experiential activities and reflection help participants examine how behaviour and relationships affect their work. Application is grounded in real organisational situations. Where the wider commission includes implementation support, cross-functional activity and practical projects help turn learning into changes in everyday working.

QUALITY ASSURANCE / 03

Evaluation linked to learning needs

Our evaluation starts with the learning needs identified before training and returns to them afterwards. The central question is whether the programme has helped address those needs, alongside the participant experience and any further development required.

Before training: establish the starting point

Pre-training needs evaluation provides the reference point for the programme. It identifies priorities, challenges and expectations so that the relevance of the training can be considered afterwards. Where a culture audit precedes the programme, its findings also provide organisational context.

After training: return to the same priorities

Post-training evaluation considers the original needs, the learning participants take from the programme and the needs that remain. We invite feedback and suggestions about the training. This supports decisions about further learning, adaptation or follow-up, rather than relying only on whether participants enjoyed the experience.

What we are evaluating	How it connects to the needs analysis
Relevance	Did the programme address the issues and priorities identified before delivery? Which needs were met, partly met or remain?
Learning	What do participants now understand differently? What insight or capability relates to the original learning priorities?
Application	How could the learning change a participant's approach at work? What opportunities or barriers affect its use?
Participant experience	How did the content and facilitation support learning? What suggestions would improve the experience?
Further development	What additional learning or organisational support is needed, and what should inform the next stage?

Follow-up and organisational impact

Where the commission allows, we work with the client to identify how existing performance indicators, data and review mechanisms can help evaluate change over time. The measures depend on the purpose of the work and the information available to the client.

For leadership and culture work, useful measures can include psychological safety, staff experience, retention, absence or operational performance. These are selected to fit the engagement. Immediate feedback, learning, application and organisational outcomes answer different questions and are considered accordingly.

Longer-term evaluation is proportionate to the scope of the engagement and the opportunities for follow-up. Organisational results are interpreted in context, recognising that leadership, systems and other changes can also affect performance.

QUALITY ASSURANCE / 04

Feedback, improvement and accountability

Listening to participants and clients

We ask for suggestions and provide a way for participants and clients to complain. These routes complement learning evaluation: they allow people to identify concerns about their experience, raise an issue that needs attention or suggest how the training could be more useful.

Responding to concerns

Our approach to a concern is to understand the issue, consider what response is appropriate and identify any implications for delivery. Complaints need to be considered on their own merits as well as for what they can teach us about the service. A positive overall evaluation does not remove the need to address an individual concern.

The route for making a complaint is available to participants and clients. Enquiries about feedback or how to raise a concern can also be made through senseia.co.uk/contact/.

Using evaluation to improve training

The quality assurance cycle connects what we learn before and after training with how we shape subsequent work. Needs that remain after a programme help identify further development priorities. Suggestions and concerns help identify where content, examples, activities or facilitation may need to change.

Improvement is guided by a practical set of questions:

Question	Purpose
What need or feedback requires attention?	Keep the reason for change connected to the client or learner experience.
What should be adjusted?	Identify an appropriate change to content, delivery or the next stage of learning.
Who needs to be involved?	Connect the response with those designing or delivering the programme and the client, where relevant.
How will we know whether it helped?	Return to the issue in subsequent evaluation or follow-up where possible.

Responsibility for quality

Quality is part of programme design and facilitation, as well as evaluation. Our approach connects responsibility for understanding needs, delivering relevant learning and responding to feedback. The client's involvement is important in defining organisational priorities and supporting application after training.