Evaluating Quality of Training and Outcomes

Purpose statement

Our aim is to deliver an outstanding apprenticeship programme for apprentices and employers. Our programmes are developed to advance the knowledge, skills and behaviours of apprentices leading to desired career outcomes, whilst also delivering improved productivity for employers. This procedure outlines the approach we take in evaluating the quality of training and outcomes of our apprentices. Delivering on the expected outcomes of Education Skills Funding Agency (ESFA), Employer contract requirements, apprentice commitments and Ofsted.

Responsibility

Our Commercial Director has overall responsibility for this procedure, ensuring that it complies with ESFA Funding Rules and Ofsted common inspection framework (CIF), and that it is reviewed annually, or as and when Funding Rules or CIF are revised.

It is the role of the Course Development Manager to ensure this procedure is adhered.

Assessing Performance

We have set out some specific operational goals to evaluate our performance. The goals we review our performance by are listed below.

- Apprentice progression – linked to knowledge, skills and behaviour development;
- Apprentices state they feel safe in the workplace and in learning;
- Compliance – minimum 20% off the job
- Maximising first time pass rate of English and Maths;
- Observations of Teaching, Learning and Assessment (OTLA);
- Apprentices and employer satisfaction;
- Qualification Achievement Rates (QAR);
- Timely achievement rates;
- End point assessment pass rate, including distinction rate (where applicable);
- Positive destination of apprentice (i.e. in work or full-time education)

Appropriate Outcomes

The aim of our delivery and performance assessment is to ensure appropriate positive outcomes for both apprentices and employers. Our Course Development Manager maintains oversight of this and is responsible for tracking the following appropriate outcomes;

Apprentice Outcomes
- Positive destination of the apprentice (progression to employment, full time education/higher education).
- Above average timely achievement rates
- Above average apprentice satisfaction rates

Employer Outcomes
- Staff retention
- Above average employer satisfaction rates
- Achievement of discussed business objectives
- Cost effective investment

In order to manage performance effectively and track the success of appropriate outcomes we have a number of strategies that are followed, below are the key mechanisms:

1. **Staff performance management** – On a monthly basis there is a formal review of staff performance against their individual Key Performance Indicators (KPI's).

2. **Data scrutiny** - All our data management reports have set parameters to ensure minimum standards, national rates and our aspirations metrics are factored. Our internal reporting follows the published data and ESFA metrics to manage data. The Administration Manager is responsible for ensuring all data is compliant to the ILR specification which allows for excellent data clarity and returns.

   The Course Development Manager will review data on a daily, weekly and monthly basis to ensure pro-active management processes are in place to prevent underperformance where possible but also assess performance standards.

3. **Self-assessment** – Formalises a review of the current position of provision based against Ofsted's CIF, enabling all aspects of provision to be reviewed and a quality improvement plan to be implemented to drive forward improvements. Our Self-Assessment Report (SAR) is developed on an annual basis and updated bi-annually to assess progress in in this area. Accompanying the SAR is the Quality Improvement Plan (QIP) which is created to support the SAR.

The SAR and QIP are centrally developed using information from all stakeholders. This process ensures grading is not isolated and is based on evidence and facts. The SAR and QIP are approved by the Commercial Director. The QIP supports ongoing short, medium- and long-term actions to improve the quality of training and outcomes. It is the responsibility of the Course Development Manager to ensure the QIP is continually reviewed and actions completed within the agreed timeframes.

4. **Quality assurance** – Quality assurance activities include reviewing curriculum, apprentice and employer experience analysis, assessing required standards of delivery by observation and assessment of work product and defining expectation of delivery by updating apprentice materials, policies and procedures.

5. **Management meetings** - Our organisation has a monthly apprenticeship management meeting which allows us to assess progress against the operational goals. This is in addition to departmental meetings, Tutor standardisation and quality meetings.

6. **Employer satisfaction / engagement** – Each employer has a contract of service, this outlines the key deliverables and quality of training expected. It is the responsibility of the Course Development Manager to manage employer relationships by following the employer engagement policy and procedure. Employer forums and satisfaction surveys are completed throughout the academic year, this feedback is used to identify strengths and make improvements in training.

7. **Apprentice satisfaction** – Each apprentice has a Tutor to oversee their apprenticeship programme. At regular intervals the Tutor will review the apprentices progress and identify if the programme is meeting their needs and that they are satisfied with their progress. Apprentices also take part in forums and satisfaction surveys throughout the year.

Our robust approach to assessing performance focuses on the impact of the apprentice and employer ensuring they have an outstanding experience which is aligned to our goals.

Apprentice and Employer Voice

Our delivery programmes are shaped by apprentices and employers ensuring we deliver a bespoke apprenticeship programme. It is therefore essential that we continually evaluate performance by their feedback.

The Course Development Manager is responsible for overseeing the apprentice and employer feedback to ensure actions are developed within the QIP.

1. Apprentice and employer forums are completed at regular intervals throughout the year. This forum focuses on key themes of the apprenticeship programme;

2. Feedback surveys are completed at various stages throughout the year;
3. We have a dedicated apprentice and employer voice email address which allows for direct feedback to come to the central team at all times;
4. Feedback will be reviewed and a report developed to identify how we are performing against our operational goals.
5. Contract review meetings with the lead provider will highlight best practice and areas for development enabling us to continually develop our programme and satisfaction.

Feedback from employers and apprentices is responded to in a number of ways;

1. Notice
2. Lead provider feedback actions will be shared with a single point of contact to ensure they are aware of the regular activity of improvements;
3. Tutors are expected to share updates to ensure apprentices benefit from an enhanced apprenticeship programme.

Continuous Improvement

It is everyone's responsibility within our organisation to ask 'is there a better way' continually evolving and improving provision to deliver the highest outcomes from the apprentice and employer, including our stakeholders such as ESFA and Ofsted. Continuous improvements therefore takes many forms within our organisation; a number of these methods are outlined below:

1. **Quality cycle -** The quality cycle outlines the key activities throughout the year that enables us to pro-actively monitor and evaluate performance whilst making improvements.

2. **Teaching, learning and assessment -** Quality of teaching, learning and assessment is reviewed in a number of ways to support continuous improvement; the main areas being:
   - Direct face to face observation, all delivery staff are observed against the Ofsted criteria and graded accordingly;
   - Remote observation;
   - Assessment of marking and feedback;
   - Quality of apprenticeship review;
   - Verification of qualifications;
   - Compliance check of 20% off the job via apprentice timesheet / attendance log.

   Quality assurance activities listed above form the large majority of actions that support regular improvements, the findings from quality assurance and operational management activities formulate new actions to support quality improvement.

3. **Self-Assessment and QIP -** This is reviewed annually and ensures a new QIP is created to support delivery improvements.

4. **Curriculum -** Apprenticeship curriculum is regularly reviewed throughout the academic year, ensuring that it is relevant, up to date and meets apprentice and employer needs against the framework or standard.

5. **Staff Continual Professional Development (CPD) -** It is the expectation that staff complete a minimum commitment to CPD to ensure duel competency is maintained. Our Tutors are required to maintain vocational competency and also technical teaching competency.

   The Course Development Manager ensures that an effective CPD programme is in place for staff to maintain duel profession. It is the responsibility of the staff member to update their CPD record on a monthly basis as a minimum and this must be submitted to their manager prior to the staff performance review.

Managing Underperformance

Performance is managed against our key operational goals. The apprenticeship management team is responsible for addressing underperformance and should be done so as and when underperformance is identified. Underperformance is identified a number of ways:
1. Data Scrutiny reviewing operational goals;
2. Complaints and compliments;
3. Financial management.

Our Management Information (MI) system will produce the required reports to highlight underperforming areas of delivery.

1. Each Tutor has a caseload MI report that highlights key deliverables such as;
   a. off the job completed,
   b. aims completed,
   c. progress,
   d. last signed apprentice review,
   e. last evidenced activity,
   f. EPA progress
2. Course Development Manager has a report to identify KPI's within their scope.
3. Each employer has a report to identify the progress of their apprentices, which highlights the information detailed for the Tutor report.
4. There are then MI reports to identify progress to the operational goals ensuring the management team are easily able to identify performance strengths and areas of underperforming.

Organisational linked underperformance

Where underperformance is assessed to be specific to central functions the below actions should be put in place:

- Individual performance improvement plan (where linked to an individual);
- Reassess departmental goals and identify short term goals;
- Course Development Manager to review internal procedures to identify root cause and implement improvement to rectify underperformance.

Tutor linked underperformance

Where training underperformance is specific to a Tutor the below should be put in place:

- Individual performance improvement plan;
- Advanced CPD programme established;
- Allocated a training mentor to support improved delivery.

Employer linked underperformance

Where training underperformance is specific to an employer the below should be put in place:

- Establish an updated agreement that outlines short term actions to tackle any underperformance or breach of contract that impacts on training and outcomes e.g. employer not adhering to 20% off the job.