

Evaluating the Quality of Apprenticeship Training Process

Effective for employees, learners, Directors and volunteers on or after 31 August 2022

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Please Note: A formal, full review of this document will take place on a 3-yearly basis. However, in the interim, the document will be updated as necessary to remain current with any statutory legislation and/or significant ESFA/Ofsted/Government guidance updates on the subject.

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AUTHOR: FRAN DEELEY
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Fran Deeley

Signature: _____  _____ **Date:** 31/08/2022

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Evaluating Quality of Apprenticeship Training Process

1. Purpose

To formally document L&F Training's process for evaluating the quality of apprenticeship training (formerly these processes and procedures, though in place, were not documented in a collated format).

2. Scope

The Evaluating Quality of Apprenticeship Process is to be used for:

- 2.1. Any new Apprenticeship of which L&F Training (L&F) is considering delivery
- 2.2. Existing Apprenticeships L&F delivers – to use as an Aide memoire; to ensure all aspects of apprenticeship training delivery is carried out with quality in mind.

This Process is intended for the use of all L&F Training staff, particularly:

- Curriculum & Development/Apprenticeship Managers
- The MIS Quality Manager
- Teaching & Learning Mentors (TLMs) - Employed and Freelance
- Senior Management Team Members
- L&F Training Governance Board Members

3. Evaluating Quality of Training – Elements involved

a. Key Performance Indicators (KPIs)

The following Key Performance Indicators (the results thereof) are utilised to evaluate the quality of training:

- Company KPIs (e.g. retention rates)
- Individual KPIs (e.g. satisfaction rates re: Teaching and Learning Mentor/Educator (TLM) performance).

Viewing performance against KPIs will provide an indication of whether training delivered is of a sufficiently high quality. Examples of high quality from KPIs include:

- High satisfaction rates with TLM lesson delivery
- High retention rates (keeping learners on programme)

b. SMART Targets on Learner Progress Reviews

Learners meeting the SMART targets set on their Progress Reviews will evidence the quality of the learning and support they are receiving from their TLM, associated with the SMART targets set, within the subsequent Progress Review records.

c. Classroom Observations

The Curriculum & Development/Apprenticeship Manager will review the Classroom Observation reports to identify the level of quality training being delivered; identify areas of weakness and address these with TLMs/others as appropriate (e.g. through the appraisal process; Standardisation and Training meetings).

d. Internal and External Quality Assurance processes

L&F Training's Internal Quality Assurance officers (IQAs), carry out internal quality assurance (sample reviews of assessors and work delivered to/undertaken by learners). The Curriculum and Development managers have 'live' plans for IQA of the various apprenticeship standards being delivered by L&F Training and these are adapted in line with:

- Length of Course
- Experience of Assessor (new Assessors are reviewed by IQAs, earlier in the programme, as part of the processes in place to ensure they are effectively fulfilling their role)

e. Classroom Evaluations and Learner/Employer surveys

Classroom Evaluations - On a regular basis, throughout the course of an apprenticeship standard delivery; the TLMs will give learners the opportunity to complete a classroom evaluation survey; to provide immediate feedback in relation to the quality achieved during that classroom session and the wider course to date.

Learner/Employer surveys - During the lifetime of an Apprenticeship Standard delivery; Satisfaction surveys are issued to Employers and Learners. These assess the following (amongst other issues):

- Quality of teaching delivered by TLMs
- Quality of support provided by TLMs to Learners
- Quality of support provided to Employers
- Effectiveness of assessors/TLMs

f. Learner Progress Reviews

TLMs meet with each Learner and their employer on a regular basis (at least 8-weekly to ensure the 12-weekly ESFA deadline is met). These reviews are used to evidence the following:

- Learner progression
- Quality of training delivery and IAG provided
- Employer and Learner engagement
- Activities/action points agreed to assist learner progression

g. Standardisation/Staff meetings

The Curriculum and Development/Apprenticeship Managers will arrange and run Standardisation and Training Meetings with their TLMs and other in L&F Training as required. The aim of these meetings is to:

- Maintain quality of delivery by ensuring TLMs across L&F have a consistent understanding of:
 - Their responsibilities in relation to quality training delivery
 - Safeguarding; Prevent; Sexual Bullying and Harassment; Equality & Diversity; Keeping Safe Online; Health & Safety and other topics which need to be promoted with Learners alongside the apprenticeship standard for which they are studying.
- Discuss common issues, in order to discuss and agree a common approach that will help L&F increase the quality of training delivered.
- Provide training to all TLMs, to ensure they are empowered to deliver a high quality of training delivery.

h. Data analysis (e.g. Learner attendance/Off-the-Job Training Diaries)

The Curriculum and Development/Apprenticeship Managers will review/audit Learner Attendance registers and Off the Job Training Diaries, to identify any areas of weakness and strength. To identify any activities/action points required, to ensure quality/completeness of records is maintained and that quality training has been delivered as planned.

i. Deep dive reviews by External Consultants

L&F Training's Senior Management Team will organise deep dive reviews by external consultants occasionally, to assess:

- Quality of training delivered
- Feedback from learners and employers and staff in relation to quality of support received from L&F
- Completeness of paperwork/records retained in line with L&F Training's commitment to the ESFA Funding rules.

4. Evaluating Quality of Training – What happens with findings?

Results of the findings from the above elements will be utilised to identify areas of strength and improvement and fed into a report (created by the Curriculum and Development/Apprenticeship Managers), escalated to the MIS Quality Manager, Director of Operations and Audit and Compliance Manager for initial review and update of the L&F Self-Assessment Review (SAR) document.

The report and SAR are analysed/discussed by the Senior Management Team and presented to the L&F Governance Board with the Quality Improvement Plan (QIP); for further review/comment/decisions on the way forward; to track/assess quality of training delivery and further identify areas of weakness and suitable actions to resolve these.

These activities facilitate continuous improvement of the quality of training delivered; enabling L&F to address poor training outcomes through improvements identified.

5. Expected Results of the Process to Evaluate Quality of Training Delivered

If this process is followed effectively L&F Training expects the following:

- An increase in positive feedback from Learners and Employers
- Greater confidence on the part of TLMs in relation to apprenticeship delivery
- Early identification of areas of weaknesses, which will result in the ability to rectify weaknesses before they escalate into areas for serious concern or lead to complaints.

6. Associated Policies and Processes

The following policies and processes are amongst those mentioned in this plan and/or which will be helpful to those using this plan:

- Apprenticeship Implementation Plan
- Internal Quality Assurance Procedures and Sampling Policy
- Safeguarding and Child Protection Policy
- Sexual Harassment and Bullying Policy
- Prevent Policy
- Equality and Diversity Policy