



## **Process for evaluating quality of training and outcomes**

HOT has a range of policies and procedures in line with awarding body and funding requirements to ensure high quality delivery. All aspects of the apprenticeship training are scrutinised and quality assured including: promotional material; employer engagement; sign up; initial assessment; Individual Learning Plan; observation of teaching learning and assessment (OTLA); classroom support; progress reviews with learner and employer; quality and range of portfolio of evidence; quality of resources including on-line support; advice and guidance given at all stages; apprentice safeguarding and how well their emotional well-being is monitored and nurtured; how feedback from employers and learners is used to inform practice and how data is collected and analysed.

Regular audits are conducted internally and externally monitored with the support of West Yorkshire Learning Providers (WYLP) on the learner journey, employer involvement and satisfaction, and the handling and storage of data.

Successful delivery is measured through excellent retention and timely achievement rates along with positive feedback from the learner and employer on their experiences of undertaking the training with HOT and the skills and knowledge the apprentice can now bring to their role. Feedback from the employer and learner is sought both through regular face to face progress reviews and through on line surveys. Recommendations are discussed at team meetings and where changes can be made to improve the delivery or service experience these are implemented and monitored.

The continuous improvement of training is ensured through a range of planned interventions. The annual Self -Assessment Report provides opportunity to reflect on quality and achievements throughout the year and this is then fed into the Quality Improvement Plan and reviewed regularly throughout the year as part of the Quality Cycle Plan.

Shadowing opportunities with other providers helps raise the quality of teaching and supports the sharing of good practice.

The awarding bodies conduct moderation visits, at least annually, to audit the quality of our delivery. Robust induction processes for new assessors include regular mentoring, reviews and supervision. Internal standardisation and assessment workshops for assessors and internal quality managers are conducted regularly to enable sharing of good practice and to address areas for development identified during observations of teaching, learning and assessment (OTLAs). Triangulated feedback highlights strengths and areas for development which are addressed either through individual action plans or through focused training sessions as part of the planned programme of standardisation and moderation. Observation reports are moderated through WYLP in order to ensure consistency and improve delivery.

Areas for development are included in the quality improvement plan and reviewed regularly to inform further training needs.

Outcomes are monitored and tracked using PICS and cross data reports are generated to identify any underperformance and to measure achievements rates against national rates.

Feedback is sought from both learners and employers on a quarterly basis using both face to face and on line surveys. This information is shared at team meetings and with the board and leads to service delivery improvements.