

**Oxford Professional Education**

**Policy Date: December 2019**

**Reviewed: December 2022**

**Policy Review Date: December 2024**

**Reference number 20**

### **Process for Evaluating the Quality of our Apprenticeship Programmes Introduction**

Oxford Professional Education (OxPE) prides itself on the delivery of high-quality apprenticeship training. In order to achieve a consistent level of quality, we constantly review every aspect of our delivery of apprenticeship training to ensure that it meets the objectives of our apprentices and employers.

Our Senior Management Team expect our programmes to be high quality by being:

- Relevant to the needs of employers and learners
- Current in terms of content
- Delivered in a relevant and flexible way
- High quality as measured by achievement rates and learner and employer feedback

Every apprenticeship programme that we run is evaluated both during the course of the programme and at the end.

### **Assessment**

We assess the immediate impact of our apprenticeship training by surveying or interviewing the learners both during and immediately after their programme. The types of questions that we ask the learners include but is not limited to:

- Did you feel that the training was worthwhile?
- Did the training or assessment meet your specific learning objectives in full?
- What were the biggest strengths and weaknesses of the training?
- Did you like the venue and presentation style?
- What are the three most important things that you learned from this training?
- From what you learned, what do you plan to apply in your job?
- What support might you need to apply what you learned?

The response to these questions not only helps us to shape the future delivery of our apprenticeship training, but we are also able through these questions to collect information that feeds into delivery staff / contractor performance and appraisal cycles.



Through visit reviews, we also collect satisfaction feedback from the employer. This is especially useful in the context of delivering apprenticeships, where we will be able to inform the apprentice tutor or assessor where their apprentices might need additional support.

In addition to the surveys and interviews that we run, we also have a comprehensive process of observations of all delivery staff/contractors through lesson and workplace visit observations. Our tutors, trainers and assessors are all subject to annual reviews of the quality of their delivery through observation. The observations are carried out by the Internal Quality Assurer. If appropriate, learners/apprentices will be interviewed as part of the Observation or QA process. Following this interview process, Observation Improvements and developments are agreed through reflection of practise and feedback is given to the individual. Development needs are recorded on their personal development plans which forms part of the overarching delivery staff / contractor development tracker to identify themed training and support needs. Where it is required, additional training and support is provided to delivery staff / contractor to improve their delivery and support to the apprentices.

We measure the quality of our programmes through our recorded achievement rates as follows:

- Completion of training vs Planned training end date
- Percentage of students who pass through gateway as scheduled
- Percentage of pass / merit / distinctions achieved at end-point assessment.

### **Learning & Development, Impact and Progression**

With regard to measuring progress, we also ask our learners the extent to which the delivery sessions whether as a lesson or as part of a workplace visit met their specific learning objectives. This begins to identify the extent to which the training has developed their skills, behaviours and knowledge, as well as their confidence and commitment.

Learner needs are reviewed monthly as part of our workplace visit process to make sure we have identified any barriers to learning and put in the required support plan. In these cases for example: The visit pattern and/or delivery model could be changed to accommodate workplace evidence gathering or give more face to face or additional/longer visits to give more extensive support.

We also use this information to shape future changes to how the knowledge, skills and behaviour components of the relevant apprenticeship standards and any personal development needs are evidenced and/or delivered/captured for learners who need extra individualised support.

Once the apprentice has completed their apprenticeship, we use follow-up surveys at one, three and six month intervals to see what effect the training is having on the way that they do their job. We ask questions such as:

- How much of what you have learnt have you put into practice in your workplace?
- What impact has this had on your job and career aspirations?
- Was any of the content of your apprenticeship, not relevant to your job or career development?



- What newly gained knowledge, skills have you shared with your work colleagues?
- What behaviours have you changed or modified as result of your training?

This helps us to understand how well we are delivering our training, and more importantly, what real impact it is having in the workplace. In turn this helps to change and shape the content of our programmes. For example, where our former apprentices tell us that they have put specific areas of the apprenticeship into real practice, then we seek to strengthen that content further by making changes to our curriculum.

We also tie in the results from learners, to our employer satisfaction surveys. For example, if learners are telling us they are developing new skills directly as a result of how we are training them, do their employers agree? Our employers validate apprenticeship journal entries on a regular basis.

We will continue to use learner/Apprentice and employer interviews, reviews and surveys, direct tutor and assessor observations to monitor and improve the quality of our training to ensure our courses/Apprenticeship programmes benefit both the learner and employer and meet the objectives of both parties.

### **Reviewing the Quality Indicators**

As mentioned above, we use the information that we gain from surveys, observations and employers to provide additional support and training to all our delivery staff / contractors. In addition, we have a target satisfaction and compliance score of 85% for our programmes, and we look at evaluation reports from learners and employers. Where there are areas of improvement needed, we review the most appropriate action to take and changes are implemented. We feedback to learners and employers where we have made changes as a result of their feedback. This approach encourages employers and learners to provide more feedback about any changes they wish to see

We will be setting clear quality criteria, including a minimum level of learner and employer satisfaction scores of 85% for our apprenticeship programme. Our target for achievement rates is 75% for year one with an aim of progressing to 80% over a three-year period.

### **Dealing with Underperformance**

Whilst we believe that our process for reviewing the quality of our training is resulting in improved quality, we recognise that there are instances of under-performance by our delivery staff/contractors. Any instances will usually be identified from feedback obtained through the methods described above: surveys/interviews, observations, plus direct comment from learners or employers and poor outcome scores.



Where we identify under-performance issues with any member of our delivery team, we will initially put in place a process of support and further training. For example, they might be paired with a more experienced member of the team, or be required to undertake specific additional training, relevant to specific aspect of underperformance. The member of staff/contractors will then be monitored by the Apprenticeships Lead, until such time as their performance improves.

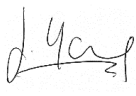
If the underperformance continues, then further support and training will be provided. Should the under-performance continue, then ultimately the employment of the individual would be terminated, in accordance with our Disciplinary Policy or in the case of a contractor the contract would be terminated.

### **Key Performance Indicators**

Overall quality will be maintained by the senior team regularly reviewing the key performance measures. These measures are based on but not limited to four quality criteria:

- Relevant to the needs of employers and learners as well as providing progression opportunities (surveys)
- Current in terms of content (observation and surveys)
- Delivered in a relevant and flexible way (observation and surveys)
- High quality as measured by achievement rates and learner and employer satisfaction feedback.

We have a monthly dashboard of data which covers the above four criteria as a minimum. This is reviewed by the senior team quarterly and actions put in place for areas that are deemed to be underperforming.

Signed: 

December 2022