

Apprenticeships - Quality Assurance of Delivery

Halifax Opportunities Trust (HOT) aims to offer high quality services including the delivery of apprenticeships, qualifications and training for those working across a range of sectors to include childcare, play work and education. This will enable those working or volunteering in these sectors to build their knowledge and skills, gain their qualifications and continue their professional development, all of which will increase their opportunities for future employability.

In order to ensure the quality of training delivery, all HOT tutors and assessors are recruited and inducted in line with safe recruitment procedures. Tutors / assessors are professionally competent, have a sound understanding of the values and principles which underpin their chosen field of work and hold appropriate qualifications. All staff holds a current DBS check and have undergone Safeguarding children and young people, safeguarding vulnerable adults and prevent training.

The delivery of qualifications is monitored in line with the Cache awarding body, Education and Skills Funding Agency (ESFA) and Ofsted requirements. Student and employer feedback is requested at various stages of the delivery depending on the length of the programme, but as a minimum will be sought at the mid and end point of delivery. Tutors and assessors are supported in their personal development through a programme of workshops to address identified areas of improvement. Regular Observations of Teaching Learning and Assessment (OTLA) are carried out with Tutors by External Quality Assurers to monitor and improve the quality of teaching and assessment.

HOT complies with all the quality requirements of the organisations that fund the training being delivered including The Skills Consortium (WYLP) and the ESFA in addition to meeting Matrix accreditation and its own benchmarks of quality. HOT is also an approved centre for the delivery of QCF qualifications in the sector with the awarding bodies NCFE / CACHE.

Any complaints relating to the quality of the delivery are handled in line with the Compliments, Comments and Complaints Policy. Learners are informed of the Quality Assurance procedures and the Appeals and Complaints Apprenticeships Programmes Procedure at Induction. Learners are given information to explain the role of the Skills Consortium, the ESFA, Ofsted and the awarding bodies in quality assuring the training and HOT procedures in relation to this.

Feedback from training and evaluations are fed into tutor/assessor team meetings and discussed under the Quality agenda item which is standard to each meeting. Improvements made to quality processes are recorded in the organisation's Self-Assessment Report and future developments planned. These updates are carried out each quarter as a minimum with an annual review of all policies and procedures.

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Learner Feedback

Text Scores

Each month, HOT requests, via simple text message, learner feedback regarding overall satisfaction with their HOT experience. Learners are asked to score the experience of their recent visit/training on a scale of 1-9 (with 1 being poor and 9 being excellent).

Results are collated, analysed and reported monthly to the Senior Leadership Team. Scores below 7 are investigated in more depth through follow up calls to learners to establish the reasons for the rating.

Text feedback scores provide an effective high-level measure of learner satisfaction on an ongoing basis.

In addition to the monthly analysis, more in depth analysis of this feedback is carried out quarterly to establish trends and patterns and support the identification of areas for improvement within delivery.

Workshop Feedback

Results of the workshop feedback are circulated to the workshop facilitator and their line manager and any issues are further investigated and addressed during the usual performance management processes, as per the Text Scores section.

In addition, workshop feedback is collated and analysed quarterly and the results used to inform Quality Improvement planning.

Programme Leaver Feedback

100% of programme leavers are asked to submit feedback regarding their overall experience with Halifax Opportunities Trust. The results from the feedback will be analysed to monitor the impact of the programme. Leavers will be asked to identify any barriers or challenges that they encountered whilst completing the programme. Leavers will also be asked to identify the single biggest benefit of the programme and any suggestions for further improvement.

The results of leaver feedback are collated and analysed quarterly to establish trends and patterns and inform Quality Improvement planning.

Staff feedback

Reporting and feedback is given to individual members of staff on both the findings of routine learner record audits and observations. In the first instance, feedback is given verbally, followed by a written report that includes moderated grades. All written reports include an action plan that should be

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populated by the individual member of staff, in consultation with their line manager and, where necessary an Internal Quality Assurer (IQA). Where appropriate, action plans should identify where systems, processes, staff development or management processes can be improved to facilitate improved quality delivery from the individual (e.g. specific training needs). It is the responsibility of the Manager to review these actions and include aggregated actions within the organisation’s Quality Improvement Plan. Further, it is the responsibility of the Quality Lead to report to the Senior Management Team (SMT) on progress against improvement actions that have arisen as a result of feedback.

Each learner will be asked to complete a feedback during quarterly employer review meetings. This includes the collection of feedback from the line manager, learner, employer and assessor.

Based on the findings, the management analyse bi-annually, to establish key trends. Those findings should include but should not be limited to:

- those areas of the Standard against which learners make the most progress as a result of their programme;
- the skills and behaviours identified as common development areas across cohorts, industry sectors, learner age group and work experience levels;
- Those areas of the Standard against which learners make the least progress.

SMT use the results of this to inform improvements to HOT’s curriculum, delivery methodology, training materials and learner activities.

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