

## Training and outcomes evaluation policy

DHA is committed to delivering high quality, inclusive training and learning programmes for all apprentices, employers, and commercial learners. We aim to ensure continuous improvement through systematic evaluation of training delivery, learner outcomes, and stakeholder satisfaction.

Our quality assurance and evaluation framework aligns with Ofsted's Education Inspection Framework (EIF) ensuring that all learners, regardless of background, ability, or circumstance benefit from outstanding, inclusive learning that leads to meaningful outcomes.

Continuous improvement is central to DHA's mission:

- To meet the needs of learners, employers, and the wider community.
- To support business growth and external accreditation.

The purpose of this policy is to:

- Ensure all learning and training meet or exceed external quality benchmarks (Ofsted, DfE, awarding organisations).
- Evaluate the effectiveness, inclusivity, and impact of training programmes on learner progress and achievement.
- Use feedback and performance data to drive improvement, innovation, and excellence in training delivery.
- Support equality, diversity, and inclusion across all programmes, ensuring equitable outcomes for every learner.

This policy applies to all:

- DHA apprenticeship and commercial programmes (levy and non-levy funded).
- Learners, employers, and delivery staff.
- Quality assurance, compliance, and operational activities linked to teaching, learning, and assessment.

DHA's evaluation and quality assurance processes are underpinned by the following principles:

- **Continuous improvement:** Quality assurance is proactive, not reactive.
- **Inclusion and equality:** Evaluation considers the experiences and outcomes of all groups of learners.
- **Transparency:** Evaluation outcomes and improvement actions are shared across teams.
- **Collaboration:** Employers, learners, and staff are partners in improvement.
- **Evidence-based:** All improvements are grounded in data and feedback.

DHA's quality assurance model includes the following key activities:

### **Data and Performance Monitoring**

- Monthly and annual monitoring of success rates, timely achievement, functional skills, and learner destinations.
- Tracking and analysis of data by learner group (age, gender, ethnicity, SEND, socio-economic background) to identify and close gaps in outcomes.
- Monthly performance scorecards and reports to the Senior Leadership Team (SLT) and Governors.

### **Learner Voice**

- Quarterly learner surveys and focus groups to capture learner experience.
- Learner reviews and feedback loops that inform programme adjustments.
- Celebration of achievement through Learner of the Year awards to promote engagement and inclusion.

### **Employer Voice**

- Training Needs Analysis and contract review with every new employer.
- Regular employer meetings, review sessions, and feedback surveys.
- Employer evaluation reports analysed to identify themes, strengths, and areas for improvement.
- Employer of the Year awards promote partnership excellence and innovation.

### **Observation of Teaching, Learning and Assessment (OTLA)**

- All delivery staff are observed annually under the OTLA Policy.
- Findings inform targeted staff development and continuous improvement plans.
- Outcomes are benchmarked against Ofsted's criteria.

### **Internal Quality Assurance (IQA)**

- IQA sampling ensures consistent assessment and compliance with awarding body requirements (City & Guilds and TQUK).
- IQA findings inform standardisation meetings and professional development.
- Quality assurance ensures continued Direct Claim Status and awarding body compliance.

### **5.6 Self-Assessment and Quality Improvement**

- An annual Self-Assessment Report (SAR) is produced each February, informed by data, stakeholder feedback, and external benchmarks.
- The Quality Improvement Plan (QIP) identifies measurable improvement targets, progress indicators, and responsible leads.
- The QIP is monitored monthly by the SLT and Governors with progress reported in the monthly Board Report.

## **Training and Professional Development**

- All staff receive regular CPD in teaching, learning, inclusion and safeguarding.
- Regular sector specific quality assurance and standardisation meetings ensure consistency, innovation, and sharing of best practice.
- Specialist training is provided in:
  - Inclusive teaching and learning practice.
  - Equality, diversity and inclusion
  - New standards, qualifications, and end-point assessment (EPA).
  - Functional skills delivery and learner engagement.

## **Feedback and Communication**

- Feedback from learners, employers, and staff is valued as a learning tool and early warning system for potential risks.
- DHA promotes a culture where constructive feedback is acted upon promptly and transparently.
- Findings from evaluation activities are cascaded through SLT to all teams and used to inform strategic planning, staff development, and operational improvements.

## **Reporting and Review**

Reports produced to inform quality assurance and business planning include:

- Monthly Scorecard
- Annual Success Rates Report
- Functional Skills Reports
- Learner Destination Reports
- Learner and Employer Survey Reports
- Withdrawal and Progression Reports

## **Continuous Improvement and Impact**

Through systematic evaluation and stakeholder collaboration, DHA ensures that:

- Training delivery continuously improves in quality and inclusivity.
- Learner progress and outcomes reflect high aspirations and equity of opportunity.
- Employers remain confident in DHA's delivery and impact.
- DHA continues to meet or exceed national benchmarks for excellence.