

# 4.5 Hospitality Training Partnership

## A Pathway to Excellence in TLA through in-house CPD

The original model of HTP staff training and upskilling relied on external providers delivering both teaching qualifications and CPD. Fairly quickly the senior leadership identified that external delivery focused on the qualifications and not the needs of HTP.

After analysis, it was felt that that teaching staff had a degree of knowledge, skills and expertise which were underutilised in the actual practice of teaching and assessment. It was also clear that HTP needed to raise the standards of delivery to ensure that successful and applied teaching, learning and assessment was occurring.

HTP decided to bring the teaching and accreditation of the L3 and L4 certificates in-house and link them to the organisation's CPD programme. HTP branded the whole activity as Pathway to Excellence.

HTP devised its own training and development programme, mapped against national standards and qualification outcomes, ensuring that they embedded the organisation's needs into the training. A key factor was aligning HTP's key performance indicators (KPIs), appraisal and monitoring indicators within the delivery of the L3 and L4 teaching qualifications to ensure staff not only demonstrated key competencies to the national standards but also applied the organisation's requirements in the learning – namely, that all lessons are outstanding.

A dedicated internal teaching and training team (central to staff delivery and assessment) delivered and evaluated the new model. All staff delivering on the internal training also taught and assessed, managing cohorts of learners undertaking qualifications delivered by HTP. They also acted as observers for the organisation and for the cohort of staff participating in the teaching qualifications.

The validation of the observation of teaching, learning and assessment (OTLA) activity is achieved in a number of ways including paired observations with external Ofsted inspectors, structured walk through, moderation and standardisation. The outcomes of these activities inform both final assessment of staff accredited learning along with the monitoring and management of staff performance activities.

Overall, the data gathered includes outcomes of OTLA (unannounced), learner voice, achievement data (learner progress and attainment), learning walks, monitoring meetings and outcomes of internal audits.

It was decided that staff receiving a grade 4 observation are

redeployed in a non-teaching role. A grade 3 outcome results in the managing director being informed, and a formal support meeting with the teacher who receives feedback, and then negotiates a development plan with actions and timeframes for action.

Teachers were fully supported throughout the process. For example, those who received a grade 3 observation received additional training on session planning, embedding maths and English, and E&D. In addition, they were given an opportunity to observe good/outstanding teaching sessions and guidance on classroom management strategies. Furthermore, coaching and mentoring was available to address shortfalls. HTP holds six, full-day CPD events focused on TLA in addition to the support identified within the model of staff development.

Crucially, KPIs were agreed in order to measure impact for individual, organisational and team outcomes. These included early leaver rates (focused on the first six weeks), progress reviews and progression, completion and success rates.

The intervention had an immediate impact. Anecdotal evidence showed that, as a result of the above support, staff were much more comfortable in supporting learners in applying their learning to the workplace and overall there was a far greater degree of learner-centric activity. Additional support requests from staff reduced considerably.

The above successes have also been reflected in hard data on learner achievement. Specifically, in the last cycle of self-assessment (2013/14) HTP judged the key common inspection framework (CIF) areas all at grade 1 (including sub-contracted provision). The evidence shows that HTP now consistently achieves high success in learner achievement and progression. Learners are very satisfied with provision, achieve quickly and take ownership of their learning. More specifically, the qualification success rate for HTP in 2013/2014 was 81% (with 656 completers) compared to a national average of 69%. The 2014/2015 qualification success rate figure currently stands at 86%.

Other evidence of the success of HTP is provided by Investors in People Gold feedback. In 2015 IIP said:

“HTP and its staff have an absolute commitment to the learner and the delivery of quality service through a well-embedded set of core values that underpin the ‘HTP Way’. The extent to which

the values are interwoven in the fabric of the organisation is outstanding. Continuous improvement is everyday currency in HTP and has contributed significantly to the achievements of the organisation. Sustained success can only be achieved through a strong and positive culture and this is a particular strength of the organisation.'

'HTP continues to make impressive strides forward in cementing its position as a leading player in its industry. No stone is left unturned in the drive for quality of service and every achievement for the organisation is a marker in the sand from which to move forward rather than an opportunity to rest on laurels.'

Further evidence of HTP's progress was provided at the last Ofsted inspection in which HTP Training was awarded outstanding grade 1 in every area of provision and named in the Ofsted Top 12 Providers of Work-Based Learning report. HTP Training has been shortlisted for the Apprenticeships 4 England Training Provider of the Year (up to 1,500 apprentices a year) Award. It was assessed as a Gold Standard Provider in 2014 and was invited to participate in the Hospitality Trailblazer group and won the regional National Training Award for medium sized businesses in 2011 and 2012. Perhaps most gratifying was the fact that in 2013 an HTP learner was named as the Advanced Apprentice of the Year at the People 1st Awards.

The above achievements are reflected in the comments of learners.

“ You have been so helpful and supportive to me these past two years. You have taught me many things, not just to do with my course work but everyday things. I am so grateful for everything and so proud of where I am now with your training and HTP's help.’

Similarly, a foundation learner who progressed to complete an Intermediate and Advanced Apprenticeship in Health and Social Care said:

“ HTP Training has taught me so much over the years and I wouldn't be here now without you. I love the job I have gained as a result of the teaching I received and the skills I have developed. I wouldn't change it for the world. Thank you to everyone who has helped me at HTP.’

HTP has implemented a culture of continuous improvement at all levels of the organisation, underpinned by reflection and planning. The reason it was able to do this can be attributed to a number of factors.

First, linking KPIs to the individual, the organisation and the team ensured a collaborative approach to improvement thereby ensuring that responsibility for improvement was shared across all staff.

Second, ensuring that staff qualifications and training are fit for purpose - and not only meet external standards for minimum performance but also address the organisation's needs in relation to the processes and practice to which staff are expected to adhere and exceed - was a key driver in the improvement process.

Finally, bringing the accredited teaching and learning programme back in-house allowed a degree of control and focus that would have been difficult to achieve using other methods.

*Hospitality Training Partnership is an independent training provider.*

