Adult and Community Learning,
Young People's Learning
& Apprenticeships

Quality Assurance Framework

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Reviewer(s):	Sue Muldowney Debi Copeland

Contents

Hampshire Achieves Quality Assurance Framework

1.0   Introduction
Hampshire Achieves is the single curriculum area within the Skills & Participation Service of Hampshire County Council's Children's Services Dept. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Traineeships, Study Programmes (Supported Internships / Pathways), and Adult & Community Learning programmes at different venues across the county.

The aforementioned areas of provision are in scope for this Policy, the Service also delivers a full education and enrichment programme to young people in specialist and secure settings and the Quality Assurance Framework for this provision is in a separate Policy.

2.0   Statement of Intent
Hampshire Achieves' quality assurance framework has been developed to ensure that the high expectations and ambitions of the service are realised and aligned to the wider performance standards and measures in place. To achieve this, we will implement a robust and effective quality improvement programme across the service.

We will:
- contribute to the County Council's Corporate Strategy – 'Serving Hampshire' and Children's and Young People's Plan, and supports its strategic objectives
- embed a culture of continuous quality improvement
- deliver against targets set within the Quality Improvement Plan (QIP), which in turn supports the service to drive up success for learner's personal development and/or economic engagement.

We will:
- prepare all young people to make a successful transition to adult life
- support schools and providers to help all young people participate, succeed and progress
- support adults to achieve economic wellbeing and quality of life
- help businesses access the skilled workforce they need to meet current and future needs.

We aspire to achieving outstanding provision for young people and adults by ensuring both our directly delivered and subcontracted programmes are delivered in accordance with our own high expectations, and that of our funders.

3.0   Scope of the provision
Education & Skills Funding Agency (ESFA) funded provision
- Apprenticeships, direct delivery
- Young People's Learning, direct delivery
- Adult and Community Learning, direct delivery and subcontracted

- Functional Skills, direct delivery

Other funded provision
- Multiply, direct delivery and subcontracted (DfE)
- ESOL, direct delivery (Home Office)

A summary of these provision types can be found in Appendix A.

Wherever possible we provide a consistent approach to quality management across the provision types, however, where there are specific requirements for an area of provision, these will be highlighted within this document.

3.1 Related Policies
The contents of these policies are an integral part of the Hampshire Achieves Quality Assurance Framework.

Policies	Owner (updating)	Owner (adherence)
Young People's Learning – Admissions Policy	Curriculum Manager – YPL	Curriculum Managers/Co-ordinators
Young People's Learning - Bursary Policy:	Programme Manager Quality & Curriculum Manager - YPL	Curriculum Managers/Co-ordinators
Attendance & Punctuality	Curriculum / Development Manager - APP/YPL/ACL	Curriculum Managers / Development Manager
Safeguarding and Prevent	Head of Service & Programme Manager Quality	Curriculum Managers / Development Manager
Special Educational Needs and Disability (SEND)	Programme Manager Quality	Programme Manager / Curriculum Managers / Development Manager
Equality, Diversity & Inclusion	Development Manager, Equality, Diversity and Inclusion	Curriculum Managers / Development Manager
Teaching, Learning and Assessment	Development Co-ordinator & Development Manager - Quality	Development Co-ordinator/ Curriculum Managers / Development Manager
RARPA	Development Co-ordinator & Development Manager - Quality	Development Manager / Development Co-ordinator
Functional Skills	Advanced Practitioner FS & Development Co-ordinator - Quality	Curriculum Managers / Development Manager / Development co-ordinator
Observation of Teaching, Learning & Assessment	Development Co-ordinator &	Development Co-ordinator/ Curriculum Managers / Development Manager

	Development Manager - Quality	
Internal Quality Assurance	Development Co-ordinator & Development Manager - Quality	Development Co-ordinator/ Curriculum Managers / Development Manager
Continuous Professional Development	Development Co-ordinator & Development Manager - Quality	Development Manager / Development Co-ordinator
Qualification & Exams	Development Co-ordinator & Development Manager - Quality	Development Co-ordinator/ Curriculum Managers / Development Manager
Malpractice and Maladministration	Development Co-ordinator & Development Manager - Quality	Curriculum Managers / Development Manager
Conflict of Interest	Development Co-ordinator & Development Manager - Quality	Development Manager / Development Co-ordinator
Feedback and Complaints	Programme Manager & Development Manager - Quality	Curriculum Managers / Development Manager
General Health and Safety Policy	Programme Manager & Development Manager - Quality	Curriculum Managers / Development Manager
Internet & e-Safety	Development Manager, Development Co-ordinator & Digital Learning Advisor - Quality	Curriculum Managers / Development Manager

All policies can be found on SharePoint and/or the VLE

4.0 Purpose of the Quality Framework

This framework provides information on the way in which Hampshire Achieves will assure the quality of provision. It is the responsibility of Hampshire Achieves leadership team to define performance standards. Where these relate to the quality of provision, the quality framework is designed to i) assure the standards are being met, ii) drive a culture of continuous improvement, iii) and to ensure we measure and self-assess our performance against the Education Inspection Framework and section 2 of Ofsted's Further Education and Skills Inspection Handbook.

Performance Standards	Key Performance Measures
Set by Hampshire Achieves senior leadership team, covering scope of	For quality standards, the framework outlines how we intend to

provision referenced 3.0 to ensure standard of performance is at or above Ofsted EIF requirements.	assure the required level is being achieved
Performance Reporting The quality framework shows how information pertaining to the quality of provision is reported to key stakeholders	**Quality Improvement Approach** The framework will identify policies and processes which drive a culture of improvement in education provision

4.1   Performance Standards & Measures,

The tools adopted to check the quality of learning provision in all programme areas are in line with the expected standards and are summarised in the table below. The regularity of each activity taking place is detailed in the supporting policies and agreed each year with the senior management team and undertaken by relevant Programme, Development and Curriculum Managers or Co-ordinators. In addition to the performance measurement outlined below, further key performance measures are in place for Apprenticeships, Young People's Learning, and Adult and Community Learning, and can be found at **Appendix B**.

Activity	Objective	By Whom	Evidence/Impact
Self-Assessment Report and QIP development	Ensure Hampshire Achieves has an accurate understanding of current strengths & weaknesses and a robust plan of improvement	Programme and Development Manager, Quality working with Curriculum and Development Managers	Moderated SAR graded Good or better
Initial advice and guidance	Ensure all learners are directed to the appropriate programme of learning	Curriculum / Development / Centre Managers	Survey feedback Quality of initial advice and guidance is 'good' or better
Learner Attendance & Punctuality	Excellent attendance and punctuality increase success on a course, and where relevant, will prepare learners for the high attendance expected by future employers	Curriculum / Development / Centre Managers	Learners' minimum attendance target (91% ACL; 90% App; 90% YPL) achieved / exceeded
Observations of teaching, learning and assessment	Ensure teaching and learning is 'good' or better including effective embedding of Safeguarding,	Development Co-ordinator Teaching & Learning	Quality of teaching, learning and assessment is 'good' or better

Activity	Objective	By Whom	Evidence/Impact
	Prevent and British values, English and maths		
Learner progress and achievement reviews	Ensure learners make progress in line with ILP and stated learning outcomes. Ensure learners are effectively prepared for end-point assessment (apprenticeships)	Curriculum / Development / Centre Managers	Learners make expected or greater than expected progress in a timely manner
Analysis of achievement rates	To inform learners are achieving their full learning aims, and to inform self-assessments	Curriculum / Development / Centre Managers / Programme and Development Manager, Quality	Provision specific achievement targets agreed annually are achieved
Internal verification and work scrutiny	Ensure adherence to external validation	Curriculum / Development / Centre Managers / Development Co-ordinator (Quality, Accreditation & Assessment)	External validation is met
Stakeholder Feedback (surveys)	Ensure stakeholders agree provision is 'good' or better	Curriculum / Development / Centre Managers / Quality Co-ordinator Teaching & Learning	Learners rate the quality of their experience as 'good' or better. Employers rate the quality of their experience as 'good' or better Stakeholders would recommend HA
Sharing of good practice	Ensure all provision is 'good' or better	Curriculum / Development / Centre Managers / Development Co-ordinator (Quality, Accreditation & Assessment)	Identified good practice shared via monthly circulation of updates; OTLA reports; through COP and COG
Audit of adherence to Safeguarding	Ensure compliance with statutory procedures	Head of Service / Programme Manager	Safeguarding & PREVENT compliance

| Activity	Objective	By Whom	Evidence/Impact
and Prevent policy		(Quality, Planning & Success) (Learner & Learning Support)	
Learning resources	Ensure all learning resources effectively support 'good' or better teaching	Curriculum Managers / Co-ordinators / Senior Tutors	VLE and Audits
Adherence to Feedback and Complaints & Policy	Ensure compliance with policy	Development Manager Quality and Assessment	Complaints are dealt with timely and effectively
Review of policy update cycle	Ensure all policies are reviewed and where necessary, updated annually	Programme and Development Manager, Quality / PMG	Timely review and approval of all policy documents
Equality Diversity and Inclusion delivery and support	To ensure Equality, Diversity and Inclusion is embedded into all aspects of delivery and support for learners and staff	Curriculum / Development / Centre Managers / Quality Team	Promotion of Equality, Diversity & Inclusion is 'good' or better
Review of sub-contractor internal quality management	Ensure all sub-contracted provision is 'good' or better	Development Managers ACL / Quality & Assessment	Quality of programme management is 'good' or better
Review of adherence to HCC staff performance management procedure that sets clear goals, targets, and measures the behaviours they employ to achieve the targets (goals)	Ensures compliance with HCC staff performance management procedure that sets clear goals, targets and measures the behaviours they employ to achieve the targets (goals)	Head of Service / Programme Managers	All staff receive 6 month and annual review with appropriate actions/CPD set
Audit of staff qualifications and occupational competence	Ensure all delivery staff have the required knowledge and skills to fulfil the requirements of their role	Head of Service / Programme Managers supported by Development Co-ordinator Teaching & Learning	Biannual submission of CPD records at mid-year and end of year reviews

Activity	Objective	By Whom	Evidence/Impact
Quality Audits and Enquiries (Deep Dives)	To ensure all areas of the provision comply with policies and defined quality procedures	Programme Manager/Development manager & Development Co-ordinators - Quality	Quality of provision audited good or better

The Framework also takes account of the following external quality measures from Inspection; Accreditation; and End Point Assessment Organisations, where they apply to the individual areas of provision offered.

	Adult and Community Learning	Young Peoples' Learning	Apprenticeships
Ofsted	✓	✓	✓
NCFE/CACHE		✓	✓
NCFE EPAO			✓
Best Practice Network (EPAO)			✓
Highfield	✓	✓	
Pearson's	✓	✓	✓

4.2 Quality Improvement Approach

Our approach to quality improvement is embedded throughout Hampshire Achieves, using the basic Plan, Do, Check, Act cycle. We strive to ensure that all team members recognise quality improvement as being everyone's responsibility, encouraging ideas and feedback as to how we can do things better.
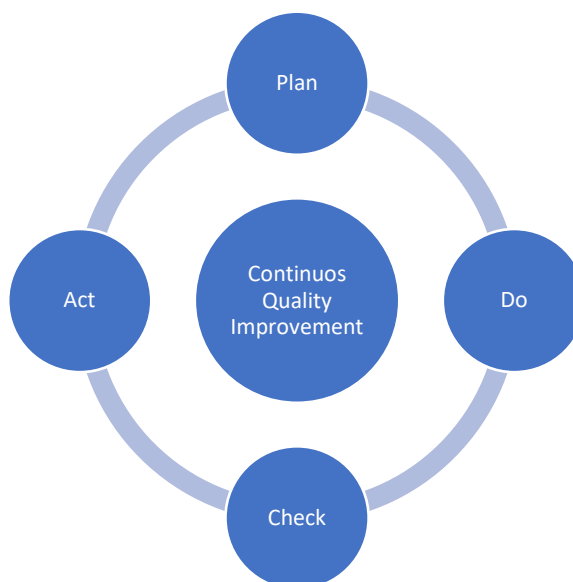
Plan

Detailed self-assessment is undertaken annually at programme level from across areas of the service, and where relevant, from sub-contracted providers, and these are fed into an overall Hampshire Achieves Self-Assessment Report (SAR). The approach taken is an honest, evaluative assessment of current provision against performance standards, using the metrics from the

performance measures outlined above as an evidence base. Where improvement activities necessitate staff CPD, these will be fed into programme-level staff development plans.

Do
Improvement activities which have the greatest impact on learner achievement are captured in the QIP as an outcome of self-assessment, with clear ownership, timelines, and desired impact. On an ongoing basis, opportunities for improvement are identified using the performance measurement tools outlined in the previous section.

Check
The QIP is a live improvement tool. It is monitored and updated on a monthly basis to ensure progress against activity is being made. The updates are two-fold:
- Updates on activities identified or recorded by the named owners including a statement of impact when appropriate
- Additional activities are added as a result of ongoing quality assurance activity (Audits/Observations/Enquiries) and risk identification

Corrective action is taken where owners are not fulfilling their responsibilities.

Act
A review of performance is undertaken regularly using the performance measurement tools (Audits/Observations/Deep Dives). The SAR process is reflective in that it uses the previous SAR as the baseline for measuring performance improvement and impact. Further corrective action is identified and fed into the new improvement plan.

5.0 Summary of Key Roles and Responsibilities
Overall responsibility for co-ordinating the effective implementation of this quality policy lies with the Programme Manager (Quality, Planning & Success) and other senior managers across the service. In addition,
- Observations of work will be undertaken by approved observers. The Development Manager (Quality and Assessment) and Development Co-ordinators will identify key individuals. Training will be provided, and observers will be approved to observe. Through moderation, standardisation and quality audits, observers' performance will be monitored.
- The overall quality of work undertaken by Internal Quality Assurers' lies with the Development Manager (Quality and Assessment) and Development Co-ordinators who will evaluate the impact of verification activities.
- Development Co-ordinators will take key roles in obtaining, collating, and analysing feedback from tutors, learners and employers and Curriculum Managers will take responsibility for acting upon the feedback for their area of the responsibility.
- The responsibility of co-ordinating self-assessment and improvement planning activities lies with the Development Manager (Quality and

Assessment) and relevant Curriculum Managers. Active monitoring is the responsibility of the designated managers and co-ordinators that are responsible for evaluating, communicating, and recording the impact of their improvement actions.

- All individuals will accept responsibility for their own individual performance and continuous professional development in order that their work is responsive fully to the needs of learners, employers and commit to, continuous self-improvement and excellence. Curriculum Managers and the Development Co-ordinator (Teaching and Learning) will evaluate the impact of staff training using the measurement tools outlined in this document.
- Hampshire Achieves will ensure that all provision types meet legislative and statutory regulations in respect of Health and Safety; Equality, Diversity & Inclusion; Safeguarding/Prevent; and Data Protection.

6.0   Qualifications and Skills of the Quality Team
Members of the current quality staff team have a good number of years' experience working in a quality capacity. Key staff have, as a minimum; a level 4 teaching qualification; a level 3 assessor award; a level 4 award in internal quality assurance; and one with a SENCo qualification. Staff are encouraged to undertake their own continuous professional development through the corporate Valuing Performance process; by attending professional development events; keeping abreast of opportunities to undertake internal or external training; and working collaboratively with other Hampshire Achieves service colleagues.

6.1   Qualifications and Skills of Delivery Teams
Non-regulated provision: All tutors will need to have subject specialist qualifications and/or experience; to have achieved, as a minimum, the L3 Education & Training qualification; to have, or be working towards further teaching qualifications/professional status; and to undertake regular Continuous Professional Development, as appropriate. Tutors who will be delivering Family English, Maths and Language should have, or be working towards, Level 5 subject specialist teaching qualification in the relevant subjects. The sub-contracted learning provider is responsible for ensuring mandated professional development and training is adhered to.

Regulated provision: All tutors teaching on apprenticeships and young people's learning are expected to hold or be working towards a Level 5 Teaching Qualification. In addition to this they should meet the awarding body requirements for subject specific experience and qualifications.

Engagement in CPD: There is an expectation within Hampshire Achieves that all directly employed tutors, assessors, and learning mentors fulfil at least 5 days (30 hours) of continuing professional development (CPD) each year, with reduced amounts for those on sessional, fractional, part-time, or casual contracts. CPD activity includes 2 service days; 3 INSET day(s); and Communities of Practice Networks (internal). In addition, individuals should record the following activities: Network events; E-training; Standardisation

meetings; Sector work shadowing; short and long courses; any other form of CPD.

The Hampshire Achieves service structure can be viewed here [Hampshire Achieves Structure](#).

7.0   Safeguarding, Prevent, Equality, Diversity, and Inclusion
As part of this framework adherence to both legal and statutory policies will be monitored and reported on to the PMG. This refers, but not exclusively to, the Safeguarding/Prevent and Equality, Diversity & Inclusion policies. For a full list of polices, see section 3.1.

8.0   Performance Reporting
The role of the Performance Management Group (PMG) is to provide Quality Assurance (QA) and audit leadership support for Hampshire Achieves regulated and non-regulated learning provision, including ESF and full cost programmes. The Group meets monthly and is accountable to the Education and Inclusion Branch Management Team (EIBMT)/ HA Partnership Forum and provides support and guidance to senior managers with accountability against agreed indicators, in order to ensure successful implementation of learning provision for young people and adults.

The Group brings together representatives from Hampshire Achieves and when required invited external partners and has the remit to make key decisions and resolve issues that cannot be resolved at a delivery level. For the group's full terms of reference, see Appendix C.

9.0   Monitoring, Review, and Audit
The contents of this Framework and all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG.

All policy and procedures will be reviewed annually to determine their effectiveness, and where any changes are required, these will be applied and ratified. A summary of all changes will be kept as part of the PMG meeting notes. In addition, an annual cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations.

Appendix A   Overview of provision types

1. Apprenticeships
Introduction

Hampshire Achieves direct delivery team, delivers high quality apprenticeship programmes that meet the needs of employers and support apprentices while they earn a wage and work alongside experienced staff to gain job specific skills. Our team of tutors work closely with employers to develop a bespoke programme for them, mapping appropriate off-the-job training that meets the needs of the employer and the apprentice. Providing our apprentices with a quality experience is vital to ensure departments get a return on their investment from our training programme and progression to enhanced permanent roles is an important measure of success.

Delivering the Service:
Apprentices on our programmes will take part in regular off-the-job training that includes a blend of online and classroom taught sessions, skills workshops, distance learning, group tutorials, one to one learning, Mentoring and workplace learning. They will have opportunities to gain useful, transferable skills in Functional Skills maths, English and ICT, and gain qualifications where required.

2. Young People's Learning (Pathways / Study Programmes / Traineeships

Introduction
Our Pathways 'supported' Study programme is aimed at young people aged 16 to 24 who have SEND (Special Educational Needs and Disabilities), or who have accessed additional support whilst in education, a statement of special educational needs or have an EHCP (Educational Health Care plan), and who want to develop their personal and independence skills. The Pathways programme will support young people to; build their confidence in making personal and independent choices; and to understand how this impacts on their wellbeing, confidence, social skills, planning skills, social awareness, and motivation.

Our Traineeship programme prepares young people aged 16 – 24 for their future careers, helping them to get ready for the world of work and improving their chances of getting an Apprenticeship, employment, or further training.

Our Supported Internships are aimed at young people aged 16 – 24 with an Educational Health Care Plan and designed for young people who want to move into employment and need extra support to do so. Supported Internships aim to give young people their first experience of working with an employer at the same time as equipping them with the skills they need for work to help them achieve sustainable paid employment.

Delivering the Service

The Pathways programmes will be delivered over 34 weeks and aims to support young people to complete a personalised study programme which includes the chance to study for appropriate qualification alongside upskilling English and maths to an appropriate level. The programme also supports them to achieve a Duke of Edinburgh Award (Bronze or Silver) as part of the core offer. Young people are referred to our programmes from partner organisations or can make a self-referral.

The eighteen-week Traineeship programme gives learners the experience of the working world. Learners receive support with English, maths and ICT through engaging and interesting activities related to the workplace alongside developing their employability skills and working towards an accredited Employability qualification. Young people are referred to our programmes twice a year from partner organisations or can make a self-referral.

Young people will be able to progress onto the HA YPL Supported Internship programme, if they meet the eligibility criteria. Alternative progression routes are through to local FE and Training provision, employment (pt/ft) and, where appropriate, volunteering.

The Supported Internship programme is a flexible programme that aims to prepare young people for the world of work, by developing and using appropriate behaviours for work, and improving maths, English and essential digital skills. The programme will also support them to achieve a Duke of Edinburgh Award (Bronze or Silver) as part of the core offer. The programme is 34 weeks across an academic year and includes one day studying and up to three days per week in a work placement supported by a specialist Skills Coach. The work placement gives the learners an understanding of the behaviours they need to work with employers and be a valued member of staff.

3. Hampshire Learns (Adult & Community Learning)
Introduction
Hampshire Achieves offers funding and support for wide-ranging Adult and Community Learning (ACL) activities across Hampshire, through its Hampshire Learns provision. Its aim is to:
- maximise access to community learning for adults, bringing new opportunities, and improving lives, whatever people's circumstances
- promote social renewal by bringing local communities together to experience learning and the pride that comes with achievement
- maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

The Hampshire Learns (ACL) offer reflects a 'targeted' offer of learning for those in disadvantaged areas, as well as for those who engage in learning for personal development. Widening participation, motivating disadvantaged groups and creating progression pathways, which include skills-focussed learning, training and employability activities, are also priorities.

Hampshire Learns (ACL) provision is funded by the Education & Skills Funding Agency (ESFA) and with government grant-funding reducing, it is vital Hampshire uses the education and skills funding allocation to ensure its impact across the county. The Industrial Strategy and the Integrated Communities Strategy Green Paper both referenced in our Strategic Commissioning Plan for ACL 21/22 make it clear that ACL in Hampshire needs to embrace the employment and skills priorities that will enable adults across the county to learn new skills that enable them to make a positive contribution to their communities and to respond to ever-changing labour market.

English to Speakers of Other Languages (ESOL) lessons are funded via different routes depending on the audience. Hampshire Learns providers offer ESOL lessons via ACL funding. There is also Home Office funding available for Afghan learners via the ARAP Scheme (Afghan citizens resettlement scheme).

Multiply is a new government-funded programme aimed at helping adults across the UK to improve their numeracy skills. Its aims include helping learners unlock new job opportunities or progress in work.

Delivering the Service
ACL learning takes place via face-to-face, online, and blended delivery models, through a network of internal providers including Hampshire Achieves our internal delivery arm and external providers working within local communities, DWP, and Hampshire County Council projects across the county. This approach to delivery of ACL is designed to meet local need and demand.
The Adult Community Learning Programme Manager supported by an Adult Community Learning Development Manager (also responsible for ESOL) and a Multiply Development Manager, and the Quality team are responsible for the contract and quality management of the programme of activities including strategic direction, funding allocations, provider and data monitoring, quality of provision and building partnership-working.

4. Functional Skills

Appendix B Key Performance Measures

Hampshire Achieves: Apprenticeships

What / Why	Monitored by	When	Audit / monitored by	Evidence may include
Recruitment Process • *Recruitment of apprentice onto training programme* • *Recommendations from EHCP noted and acted upon Records to reflect individual needs of the learner* • *Record of pre-induction meeting*	Curriculum Manager / Co-ordinator	Annually	Quality & Planning / PMG	PMG reports Curriculum audit reports
Operational Spreadsheet • *Achievement of service plan targets*	Curriculum Manager / Co-ordinator	Monthly	Quality / PMG	IQA activity PMG reports OneFile reports
Initial assessments – *new formula for calculating prior learning-funding and time reductions*	Curriculum Manager / Co-ordinator	Monthly	PMG	Training Plan
Training Plan • *Programme delivered in line with initial assessments*	Curriculum Manager / Co-ordinator	Monthly	Quality	Curriculum audit reports
Delivery model • *Sets out the individual training plan – active learning every 4-weeks*	Curriculum Manager / Co-ordinator	Monthly	IQA	Curriculum Plan
Progress reviews, at least every 12-weeks	Curriculum Manager / Co-ordinator	Monthly	IQA	OneFile
Quality of Delivery Observations • All tutors will have a formal observation on an annual basis, with all meeting or exceeding minimum expectations • Cycle of supportive learning walks	Development Co-ordinator (Teaching & Learning) and observers Curriculum Manager / Co-ordinator	Annually Termly e.g., 3 times per year.	Quality	OTLA planning (Excel) Reports Moderation notes Action plan reviews Reports for SLW / PO

What / Why	Monitored by	When	Audit / monitored by	Evidence may include
• Peer observations		Termly e.g., 3 times per year.		
Themed quality audits/Enquiries (Deep Dives) to ensure all areas of the provision comply with policies and defined quality procedures. Quality of provision audited good or better	Development Co-ordinator (Quality, Accreditation & Assessment)	Termly	Quality	Evidence will depend on the theme of the audit taking place
Course file audits • Quality documentation in place including tutor file, course info sheet, ILPs, Curriculum Plans, with samples available on request for Quality Assurance monitoring	Curriculum Manager / Co-ordinator	Termly	Development Co-ordinator (Quality, Accreditation & Assessment) / PMG	OneFile VLE Termly report to Curriculum /Centre manager and highlights / areas for improvement recorded at COG
CPD • 100% completion of mandatory training and attendance at mandatory CPD events	Development Co-ordinator (Teaching & Learning) / PMG	Ongoing	Development Co-ordinator T&L / PMG	Staff CPD records SCR. Event and inset day registers
Individual Training Log /Individual Learning Plans • *Ensure learners make progress in line with training plan & initial assessments* • *Ensure learners are challenged to achieve the best possible outcome at end point assessment (stretch & challenge)*	Curriculum Manager / Co-ordinator	Termly	IQA	ILPs accessible via OneFile
Milestone Tracking Records	Curriculum Manager / Co-ordinator	Termly	IQA	Via OneFile

What / Why	Monitored by	When	Audit / monitored by	Evidence may include
• *Record to monitor individual progress against programme milestones* • *Off the job training requirement – a* minimum 6 hours OTJ per week with pro-rata for part time apprentices				
Three-way Reviews • *With employer, apprentice, and tutor* o *Learner progress (including stretch & challenge from training provider)*	Curriculum Manager / Co-ordinator	Termly	IQA	Electronic reviews via OneFile
Skills Scans and Job Scans • *Used to map prior KSB and ensure correct levels of job exposure* • Used to review prior learning for on-programme duration and any cost reductions	Curriculum Managers / Co-ordinators	At start of learning journey	IQA	OneFile
Functional Skills tracking • *Initial/diagnostic assessments* • *Ensure learners are challenged to attain Level 1 or Level 2 maths & English*	Advanced Practitioner English & maths / PMG	Monthly	Quality	ILPs NCFE QA FS tracking sheet Summative IQA Activity

End Point Assessment
• *Ensure learners are prepared for the **Gateway & End Point Assessment (see checklist)***
  o *Agreement from employer/tutor/learner that learners have reached the required level of competence, and required evidence is in place*
  o *Certificates for embedded subject qualifications, and English & maths are available*
	IQA / Employer / Tutor / Quality	Prior to Gateway per learner	Quality	See Gateway & End Point Assessment checklist

Evidence of intended destinations / progression	Curriculum Manager	On learner completion	Quality	Curriculum manager's PMG Excel file

What / Why	Monitored by	When	Audit / monitored by	Evidence may include

Hampshire Achieves: Young People's Learning

What / Why	Monitored by	When	Audit by	Evidence may include
Admissions and Recruitment Process • *Recruitment of young people onto training programme* • *Recommendations from EHCP noted and acted upon. Records to reflect individual needs of the learner*	Programme / Curriculum Manager	Annual/bi-annually/Termly as appropriate	Quality & Planning / PMG	Admissions policy – acted upon. EHCPs in place and acted upon – reported to PMG. Initial assessment process. Group profiles contains strategies/needs of learners.
Monitoring • *Exceptional entries* • *Achievement rates*	Curriculum Managers	Monthly	Quality & Planning / PMG	PMG reports
Attendance & punctuality • Register audit	Curriculum manager	Monthly	Development Manager Funding & Information	PMG reports BI Dashboard
Programme Planning and Delivery	Curriculum Manager / Senior Tutor	Monthly	IQA Quality	Curriculum Plan Resources Assessments Session Plans Classroom risk assessment Register (electronic)
Functional skills tracking • *Ensure learners are challenged to attain level 2 maths & English*	Advanced Practitioner English & maths / Curriculum Manager	Monthly	Quality IQA	ILPs NCFE QA FS tracking sheet Summative IQA activity

What / Why	Monitored by	When	Audit by	Evidence may include
Individual Learning Plans • *Ensure learners make progress* • *Ensure learners are challenged to achieve the best possible outcome*	Curriculum Manager / Senior Tutor	Termly	IQA/Quality EQA	ILPs OneFile progress reports
Vocational Qualification tracking and monitoring • Meet/support assessor/tutor pre and on-course and provide constructive feedback	IQA	Termly	Quality	Notes/Minutes

• Learner evidence log
   o monitor learners progress and
   o provide feedback
	IQA
	Curriculum Manager Senior Tutor
	IQA
		Planned sampling	Quality
			IQA
				Paper-based / OneFile portfolio
				
				OneFile reports

• Undertake sampling in accordance with the appropriate sampling strategy		Planned sampling	Quality	
• Participate at standardisation meetings o standardise assessment tasks and assessment judgements	IQA/Curriculum team		Quality	Minutes
• Sign off awarding organisation documentation with member of HA accreditation team	IQA		Quality	OneFile & Certificate claim forms

• Attend and gather evidence for EQA visits	Curriculum/IQA		Quality	OneFile
				  - Learners' work
				  - IQA sampling
				Certificates

What / Why	Monitored by	When	Audit by	Evidence may include
• Review EQA reports and address / disseminate any actions or recommendations from received report	Curriculum/IQA		Quality	CPD records IQA records EQA reports Action plans
Quality of Delivery Observations • All tutors will have a formal observation on an annual basis, with all meeting or exceeding minimum expectations • Cycle of supportive learning walks • peer observations	Development Co-ordinator (Teaching & Learning) and observers Curriculum Manager / Senior Tutor	Annually Termly e.g., 3 times per year. Termly	Quality	Developmental observation reports Moderation notes Action plan reviews Supported Learning Walk and Peer review reports
• Skills/learning coach review of practice	Curriculum Manager / Senior Tutor	Twice yearly	Quality + PMG	Review of practice reports Termly moderation notes Action plans
Course file audits • Quality documentation in place including tutor file, course info sheet, ILPs, Curriculum Plans, with samples available on request for Quality Assurance monitoring	Curriculum Manager / Senior Tutor	Termly	Development Co-ordinator (Quality, Accreditation & Assessment) / PMG	OneFile VLE Termly report to Curriculum /Centre manager and highlights / areas for improvement recorded at COG
Themed quality audits/Enquiries (Deep Dives) to ensure all areas of the provision comply with policies and	Development Co-ordinator (Quality,	Termly	Quality	Evidence will depend on the theme of the audit taking place

What / Why	Monitored by	When	Audit by	Evidence may include
defined quality procedures. Quality of provision audited good or better	Accreditation & Assessment)			
CPD • 100% completion of mandatory training and attendance at mandatory CPD events	Development Co-ordinator (Teaching & Learning) / PMG	Ongoing	Quality	Staff CPD records SCR Event and inset day registers
• Resolution of actions by due date (quality audits, OTLAs meetings, IQA, EQA etc.)	Development Co-ordinator (Quality, Accreditation & Assessment) / Development Co-ordinator (Teaching & Learning)	Ongoing	PMG	Completed action plan reviews
• Evidence of learner progression • Destination data	Curriculum Manager (Young Peoples' Learning) / Development Manager (Funding & Information) / PMG	Ongoing	PMG	Curriculum manager reports Data reports

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Key performance indicators	Staff Responsible for monitoring	Date	Audit by	Evidence may include
Overall Attendance & Punctuality data (91% target)	Development Manager ACL / Development Manager Funding & Information	Monthly	Compliance & Quality	Registers Provider returns Quality Audits – QD16b Contract reports PMG data reports
Overall Learner Achievement rate (95% target)	Development Manager ACL / Development Manager Funding & Information	Monthly	Compliance & Quality	Provider returns Quality Audits – QD16b Contract reports PMG data reports
Performance against learner number targets	Development Manager ACL / Development Manager Funding & Information	Monthly	Quality	Provider returns Contract reports PMG data reports
Policies and procedures in place	Development Manager ACL / Development Manager (Quality and Assessment)	Annually	Quality	Contract reports
Return of complete SAR and complete QIP by due date	Development Manager ACL / Development Manager (Quality and Assessment)	Termly updates plus final annual report	Quality	Quarterly update and annual SAR via Mesma GenII. Contract meeting reports
Quality of Delivery Observations All tutors will have a formal observation on an annual basis, with all meeting or exceeding minimum expectations	Development Co-ordinator (Teaching & Learning)	Annual cycle	Quality	Planning schedule Observation reports Quality audit reports PMG reports

OTLA reports are completed in a timely manner, with actual number agreed with provider, normally 50/50 split.				
Course file audits. Quality documentation in place including tutor file, available on request for Quality Assurance monitoring	Development Co-ordinator (Quality, Accreditation & Assessment)	Termly	Quality	Course info sheet, ILPs, RARPA, Curriculum Plan, Work samples Tutor End of Course evaluations
Themed quality audits/Enquiries (Deep Dives) to ensure all areas of the provision comply with policies and defined quality procedures. Quality of provision audited good or better	Development Co-ordinator (Quality, Accreditation & Assessment)	Termly	Quality	Evidence will depend on the theme of the audit taking place
100% completion of all mandatory CPD events or evidence of provider's own CPD calendar agreed with Hampshire Achieves and staff attendance confirmed	Development Co-ordinator (Teaching & Learning)	Ongoing	Quality	Registers SCR
Resolution of actions by due date (quality audits, OTLAs, meetings, IQA, EQA etc)	Development Co-ordinator (Quality, Accreditation & Assessment) / Development Co-ordinator (Teaching & Learning)	Ongoing	Quality	Completed action plan schedule
Evidence of intended destinations and learner progressions data	Development Manager ACL / Development Manager Funding & Information	Ongoing	Quality	RARPA (QD forms). ACL Works progressions submitted on spreadsheet and recorded on EBS PMG data report

Appendix C Performance Management Group
Terms of Reference

1.0   Role and Purpose

1.1   The role of the Performance Management Group (PMG) is to provide Quality Assurance (QA) and audit leadership support for Hampshire Achieves' regulated and non-regulated learning provision, including ESF and full cost.

1.2   The key purpose of PMG is to monitor that standards of delivery and assessment are maintained to the highest standard so that performance is at or above national benchmarks and meets Ofsted EIF requirements.

1.3   The Group provides support and guidance to senior and operational managers with accountability against agreed indicators, in order to ensure successful implementation of quality learning provision.

1.4   The Group brings together representatives from Hampshire Achieves and when required invited external partners, who can critically evaluate and add value to the work of this group.

1.5   The Group has a remit to make key decisions and resolve issues that cannot be resolved at a delivery level.

1.6   The Group has delegated authority from the County Education Manager, Skills & Participation.

2.0   Functions and Actions

2.1   Provide QA leadership support for Hampshire Achieves delivered and commissioned learning programmes.

2.2   Support and critically evaluate the annual Self-Assessment Report (SAR), provide support to the moderation panel, and recommend final approval of the SAR to EIBMT/HA Partnership Forum.

2.3   Review the annual Adult & Community Learning (ACL) Commissioning Plan and recommend final approval to EIBMT/HA Partnership Forum.

2.4   Set and review annual KPIs for learner attendance, retention, and achievement.

2.5   Review and approve the QA processes and procedures to ensure robust management of provision.

2.6   Review the Quality Improvement Plan (QIP) on a regular basis, receiving and approving and evaluating updates from managers and confirming new actions as required.

2.7   Receive, monitor and scrutinise detailed performance reports for Apprenticeship, Young People's Learning (Pathways, Supported Internships, Traineeships) and ACL programmes, including data and narrative on progress; assessment; learner numbers; attendance & punctuality (including

withdrawals); Achievement (RARPA); English and maths; Destination/Progression; and Curriculum Audits, and where there are issues PMG to support and advise on actions for rapid improvement.

2.8   Receive, monitor, and scrutinise regular detailed updates on Observations of Teaching, Learning and Assessment (OTLA).

2.9   Approve updates to Hampshire Achieves policies and procedures.

2.10   Provide reports and analysis as required to the HA Partnership Forum.

3.0   Membership

Membership of the Group:

3.1   **Core Members**

- Development Manager (Quality & Assessment) (Chairperson)
- Programme Manager (Quality, Planning & Success) (Deputy Chairperson)
- Head of Service
- Programme Manager (Apprenticeships & ACL)
- Development Manager (Funding & Information)
- Development Manager (ACL)
- Curriculum Manager (Young People's Learning)
- Curriculum Manager (Apprenticeships)
- Development Co-ordinator (Teaching & Learning)
- Development Officer (Teaching & Learning) (Minutes)
- Advanced Practitioner (Numeracy, ICT & Literacy)

3.2   **Invited members but receiving minutes**

- Development Co-ordinator (Quality, Accreditation & Assessment)

3.3   **Invited as required**

- Other representatives may be co-opted to the Group, as necessary.

4.0   Meeting Frequency and reports

4.1   The PMG will meet on a monthly basis, and where required form separate working groups to undertake specific areas of work to achieve the purpose of the Group.

4.2   If a member is unable to attend, they will be required to provide a substitute and inform the Chair prior to the meeting.

4.3   All reports and requested information is to be added to the PMG Teams folder one week prior to the meeting date (2 weeks for data report).

4.4   All members are expected to have reviewed reports and come to the meeting prepared for a meaningful discussion.