Hampshire Achieves

Quality Assurance Framework

Date of last review/update	June 2025
Review Frequency	Biennial
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Contents

Hampshire Achieves Quality Assurance Framework

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

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's Residents 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 economic growth.

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
Department for Education (DfE) funded provision
- Young People's Learning, direct delivery
- Adult Tailored Learning, (internal and subcontracted)
- Functional Skills, direct delivery

Other funded provision
- 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	Manager – YPL	Manager/Co-ordinators
Young People's Learning - Bursary Policy:	Senior Manager & Manager - YPL	Manager/Co-ordinators
Attendance & Punctuality	Manager - YPL/ATL	Managers
Safeguarding and Prevent	Head of Service & Senior Manager	Managers
Special Educational Needs and Disability (SEND)	Senior Manager	Senior Manager / Managers
Equality, Diversity & Inclusion	Senior Manager	Senior Manager / Managers
Teaching, Learning and Assessment	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
RARPA	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Skills for Life	ATL & Quality Coordinator	Manager & co-ordinator
Observation of Teaching, Learning & Assessment	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Internal Quality Assurance	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Continuous Professional Development	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Qualification & Exams	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Malpractice and Maladministration	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Conflict of Interest	Manager (Quality) & Coordinator (TLS)	Co-ordinators & Managers
Feedback and Complaints	Senior Manager & Manager - Quality	Managers
General Health and Safety Policy	Senior Manager & Manager - Quality	Managers
Internet & e-Safety	Senior Manager, Co-ordinator & Digital Learning Advisor - Quality	Managers

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 Set by Hampshire Achieves senior leadership team, covering scope of provision referenced 3.0 to ensure standard of performance is at or above Ofsted EIF requirements.	Key Performance Measures For quality standards, the framework outlines how we intend to 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 Senior Managers, Managers and/or Co-ordinators. In addition to the performance measurement outlined below, further key performance measures are in place for Young People's Learning, and all Adult Learning 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	Senior Manager and Manager, Quality working with other Managers (curriculum)	Moderated SAR graded Good or better
Initial advice and guidance	Ensure all learners are directed to the appropriate programme of learning	Managers (curriculum)	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	Managers (curriculum)	Learners' minimum attendance target (KPIs vary across provision type)

Activity	Objective	By Whom	Evidence/Impact
Observations of teaching, learning and assessment	Ensure teaching and learning is 'good' or better including effective embedding of Safeguarding, Prevent and British values, English and maths	Co-ordinator Teaching & Learning	Quality of teaching, learning and assessment is 'good' or better
Learner progress and achievement reviews	Ensure learners make progress in line with ILP and stated learning outcomes.	Managers (curriculum)	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	Managers (curriculum) / Senior Manager and Manager Quality	Provision specific achievement targets agreed annually are achieved.
Internal verification and work scrutiny (of both regulated and non-regulated provision)	Ensure adherence to external validation	Managers (curriculum) and Manager Quality	External validation is met
Stakeholder Feedback (surveys)	Ensure stakeholders agree provision is 'good' or better	Managers (curriculum) and 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 or an external partner
Sharing of good practice	Ensure all provision is 'good' or better	Managers (curriculum) and Co-ordinator Teaching & Learning Accreditation & Assessment)	Identified good practice shared via monthly circulation of updates; OTLA reports; through Communities of Practice (COP) and/or Curriculum Operations Group (COG).

| Activity	Objective	By Whom	Evidence/Impact
Monitoring of adherence to Safeguarding and Prevent policy	Ensure compliance with statutory procedures	Head of Service / Senior Manager	Safeguarding & PREVENT compliance
Learning resources	Ensure all learning resources effectively support 'good' or better teaching	Managers / Co-ordinators / Senior Tutors	VLE and Thematic Reviews
Adherence to Feedback and Complaints & Policy	Ensure compliance with policy	Manager (Quality)	Complaints are dealt with timely and effectively
Review of policy update cycle	Ensure all policies are reviewed and where necessary, updated annually	Senior Manager and 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	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	Managers ATL & Quality	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 / Senior Managers	All staff receive 6 month and annual review with appropriate actions/ continuing professional development (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 / Senior Managers supported by Co-ordinator Teaching & Learning	Biannual discussion of CPD records during mid-year and end of year reviews. CPD record and updated staff profiles collected annually and stored on SharePoint

Activity	Objective	By Whom	Evidence/Impact
Quality Monitoring and Thematic Reviews	To ensure all areas of the provision comply with policies and defined quality procedures	Senior Manager / Manager & 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 Learning	Young Peoples' Learning
Ofsted	✓	✓
NCFE/CACHE		✓
Pearson	✓	✓

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.
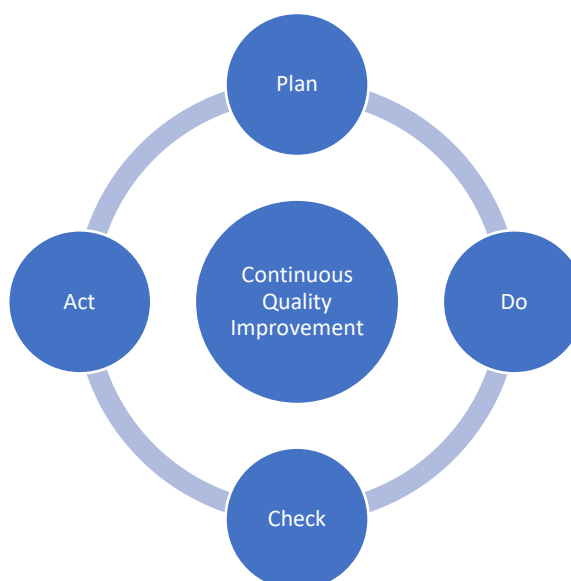
Plan

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 monthly 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 (Thematic Reviews/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 (Thematic Reviews/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 Senior Managers. 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 thematic reviews, 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 significant 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

All teaching staff will need to have subject specialist qualifications and/or experience; to have achieved, as a minimum, the Level 3 Award in Education & Training, or its equivalent; to have, or be working towards, further teaching qualifications / professional status; and to undertake regular Continuous Professional Development as appropriate.

Subject Qualifications: All tutors are expected to be appropriately qualified/experienced in their subject area and should also meet the awarding body requirements for subject specific experience and qualifications. For delivering Functional Skills and ESOL qualifications: All staff must hold a minimum Level 5 teaching qualification (or equivalent) and hold a minimum Level 3 subject specialist qualification and/or relevant evidence teaching English and/or maths (where appropriate)'.

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 (CPD) each year, with reduced amounts for those on sessional, fractional, part-time, or casual/annualised hours 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, as well as full cost and other funded provision or projects e.g. SEND (Special Educational Needs and Disability) Employability.

The Group half termly and is accountable to the Education and Inclusion Branch Management Team (EIBMT) and provides support and guidance to senior and operational managers with accountability against agreed indicators, to ensure successful implementation of quality learning provision.

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 in line with our policy schedule 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. **Young People's Learning (Pathways / Study Programmes)**
   Introduction
   Our Pathways 'supported' Study programmes are 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 EHC (Educational Health Care) Plan, and who want to develop their personal and independence skills. The Pathways programmes 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 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. The Pathways 1 course focuses on developing young people's personal and social skills, increasing their confidence, resilience, and levels of independence through working towards an Entry level 3 qualification in Social and Personal development. Pathways 2 enables learners to further develop their personal and social skills through a level 1 qualification in personal and social development alongside working towards an employability qualification at Entry level 3. Preparing young people for further study or progression onto our Supported Internship programme. Young people are referred to our programmes from partner organisations or can make a self-referral.

   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 is 34 weeks across an academic year and includes two days 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.

2. **Hampshire Achieves Adult Learning**
   Introduction
   Hampshire Achieves offers funding and support for wide-ranging Adult Learning activities across Hampshire, through its directly delivered and sub-contracted provision.

   Its aim is to:
   - support under/unemployed, low-skilled and careers changers, to improve their skills and confidence so that they may access or retain employment/higher paid roles.
   - improve maths and English skills for learners by offering specific maths and English courses and by embedding numeracy and literacy in all curriculum areas. This includes Family Learning via Schools and Community Hubs.
   - support English for Speakers of Other languages (ESOL) learners to develop the confidence and skills they need to become active citizens
   - provide opportunities for Hampshire residents to improve their digital and integrated members of their communities. literacy and communication skills, equipping them to successfully engage with all aspects of life in the digital age.
   - support learners' mental health and wellbeing, increasing skills and confidence, including Family Learning via Schools, Libraries and Community Hubs.
   - provide a targeted, flexible, and holistic offer to support learning where there are pockets of local deprivation and/or where skills gaps are greatest.

   Adult Tailored Learning (ATL) provision 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.

   The ATL provision is funded by the Department of Education (DfE) and with government grant-funding reducing, it is vital Hampshire uses the education and skills funding allocation to ensure its impact across the county.

   English to Speakers of Other Languages (ESOL) ESOL sessions are funded via different routes depending on the audience. Hampshire Achieves providers offer ESOL lessons via ATL funding. There is also funding available for Afghan learners via the ARAP Scheme (Afghan citizens resettlement scheme), Homes for Ukraine and the HKBNO Scheme (Hong Kong British National (Overseas) status holders arriving from Hong Kong via the UK government's BN(O) route).

   Delivering the Service
   Adult 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 ATL is designed to meet local need and demand.

H2050 are responsible for the contract management of the subcontracted provision. Hampshire Achieves are responsible for the overarching quality management of both internal and subcontracted provision including strategic direction, funding allocations, provider and data monitoring and quality of provision.

Appendix B
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*	Senior Manager / Manager (Curriculum)	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 contain strategies/needs of learners.
Monitoring • *Exceptional entries* • *Achievement rates*	Managers (Curriculum)	Monthly	Quality & Planning / PMG	PMG reports
Attendance & punctuality • Register audit	Managers (Curriculum)	Monthly	Development Manager Funding & Information	PMG reports BI Dashboard
Programme Planning and Delivery	Manager (Curriculum) / 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*	Manager (Curriculum) / Manager (Quality)	Monthly	Quality IQA	ILPs Pearson QA FS tracking sheet Summative IQA activity
Individual Learning Plans • *Ensure learners make progress*	Manager (Curriculum) / Senior Tutor	Termly	IQA/Quality EQA	ILPs Tutor tracking

What / Why	Monitored by	When	Audit by	Evidence may include
• *Ensure learners are challenged to achieve the best possible outcome*				
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
	Manager (Curriculum) / Senior Tutor
		Planned sampling	Quality
			IQA
				Paper-based

• Undertake sampling in accordance with the appropriate sampling strategy	IQA	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	Portfolio & Certificate claim forms

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

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	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	Co-ordinator (Teaching & Learning) and observers Manager (Curriculum) / 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	Manager (Curriculum) / Senior Tutor	Twice yearly	Quality / PMG	Review of practice reports Termly moderation notes Action plans
Quality Assurance monitoring. Quality documentation in place including tutor file, available on request. for	Manager (Curriculum) / Senior Tutor	Termly	Development Co-ordinator (Quality, Accreditation & Assessment) / PMG	VLE Termly report to Curriculum /Centre manager and highlights / areas for improvement recorded at COG
Thematic reviews will take place to ensure all areas of the provision comply with policies and defined quality procedures. Quality of provision audited good or better	Manager (Quality) / Co-ordinator (Teaching & Learning)	Termly	Quality	Evidence will depend on the theme of the audit taking place

What / Why	Monitored by	When	Audit by	Evidence may include
CPD • 100% completion of mandatory training and attendance at mandatory CPD events	Co-ordinator (Teaching & Learning) / PMG	Ongoing	Quality	Staff CPD records SCR Event and inset day registers
Resolution of actions by due date from Contract compliance, QA monitoring/thematic reviews, OTLAs, meetings, IQA, EQA etc)	Manager (Quality) / Co-ordinator (Teaching & Learning)	Ongoing	PMG	Completed action plan reviews
• Evidence of learner progression • Destination data	Managers (Currculum)	Ongoing	PMG	Curriculum manager reports Data reports

Hampshire Achieves: Tailored Learning

Key performance indicators	Staff Responsible for monitoring	Date	Audit by	Evidence may include
Overall Attendance & Punctuality data (91% target)	Manager ATL / Manager Funding & Information	Monthly	Compliance & Quality	Registers Provider returns Quality Thematic Reviews – HA/HM16b Contract reports PMG data reports
Overall, Learner Achievement rate (95% target)	Manager ATL / Manager Funding & Information	Monthly	Compliance & Quality	Provider returns Quality Thematic Reviews – HA/HM16b Contract reports PMG data reports
Performance against learner number targets	Manager ATL / Manager Funding & Information	Monthly	Quality	Provider returns Contract reports PMG data reports
Policies and procedures in place	Manager ATL / Manager (Quality and Assessment)	Annually	Quality	Contract reports
Return of complete SAR and complete QIP by due date	Manager ATL / Manager (Quality and Assessment)	Termly updates plus final annual report	Quality	Quarterly update and annual SAR (on a case by case basis). 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. For subcontracted provision will be on a on a case-by-case basis.	Manager (Quality) / 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.				
Quality Assurance monitoring. Quality documentation in place including tutor file, available on request.	Manager (Quality) / Co-ordinator (Teaching & Learning)	Termly	Quality	Course info sheet, ILPs, RARPA, Curriculum Plan, Work samples End of Course evaluations
Thematic reviews will take place to ensure all areas of the provision comply with policies and defined quality procedures. Quality of provision audited good or better.	Manager (Quality) / Co-ordinator (Teaching & Learning)	Termly	Quality	Evidence will depend on the theme of the ~~audit~~ review 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	Manager (Quality) / Co-ordinator (Teaching & Learning)	Ongoing	Quality	Registers Central Staff Record (CSR)
Resolution of actions by due date from Contract compliance, quality monitoring/thematic reviews, OTLAs, meetings, IQA, EQA etc)	Manager (Quality) / Co-ordinator (Teaching & Learning)	Ongoing	Quality	Completed action plan schedule
Evidence of intended destinations and learner progression data	Manager ATL / Manager Funding & Information	Ongoing	Quality	RARPA (HA/HM forms). ATL Works progressions submitted on spreadsheet and recorded on EBS PMG data report

For Accredited Adult Learning Provision				
What / Why	**Monitored by**	**When**	**Audit by**	**Evidence may include**
Programme Planning and Delivery	Manager / Coordinators	Monthly	IQA Quality	Curriculum Plan Resources Assessments

				Session Plans Classroom risk assessment Register (electronic)
Functional skills/ESOL Skills for Life tracking • *Ensure learners are challenged to attain appropriate levels in maths, English, or ESOL Skills for Life*	Manager/Coordinators for maths/English and ESOL	Monthly	Quality IQAs	ILPs Pearson QA FS/ESOL tracking sheets Summative IQA activity
Learning Plans (HA16c) • *Ensure learners make progress* • *Ensure learners are challenged to achieve the best possible outcome*	Manager / Senior Tutor	Termly	IQAs/Quality EQA	Learning Plans (HA16c) Tutor tracking (HA16a/b or HA16f for ESOL)

Vocational Qualification tracking and monitoring
• Meet/support assessor/tutor pre and on-course and provide constructive feedback
• Learner evidence log
  o monitor learners progress and
  o provide feedback
 	
• Undertake sampling in accordance with the appropriate sampling strategy
 	
• Participate at standardisation meetings
  o standardise assessment tasks and assessment judgements
	IQAs
	
	IQAs
	Manager / Coordinators/ Tutor
	
	IQAs
	
	IQA/Curriculum team
	
	IQAs
		Termly
		
		Planned sampling
		
		Planned sampling
			Quality
			
			Quality
			IQA
			
			Quality
			
			Quality
				Notes/Minutes
				
				Paper-based
				
				Controlled assessments
				
				Minutes

				Quality	ARAS / Certificate claim forms
• Sign off awarding organisation documentation with member of HA exam office team	IQAs/Curriculum Team, as required			Quality	Controlled Assessments IQA sampling Certificates CPD records IQA records
• Attend and gather evidence for SV visits					
• Review SV reports and address / disseminate any actions or recommendations from received report	Curriculum Team/IQAs			Quality	EQA reports Action plans

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' (HA) regulated and non-regulated learning provision as well as full cost and other funded provision or projects e.g., SEND (Special Educational Needs and Disability) Employability.

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 where relevant meets Ofsted Education Inspection Framework (EIF) requirements.

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

1.4   The Group brings together representatives from HA 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, Participation and Lifelong Learning.

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 HA Partnership Forum/EIBMT.

2.3   Review the annual Adult Tailored Learning (ATL) Commissioning Plan and recommend final approval to EIBMT

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

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

2.6   Review the provision type Quality Improvement Plans (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 Young People's Learning and Adult Learning Programmes and SEND Employability Projects, including where relevant, data and narrative on progress, assessment, learner numbers, attendance & punctuality (including withdrawals), RARPA, achievement, English and maths and Curriculum audits; 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) and Stakeholder Surveys.

2.9 Review annually all Contingency plans to ensure continuity for learners and stakeholders.

2.10 Receive, monitor, and scrutinise Policy audits to ensure full compliance with funding agencies, and approve recommended actions.

2.11 Receive, monitor, and scrutinise Funding audit reports to ensure full compliance.

2.12 Approve updates to HA policies and procedures.

2.13 Propose annual Service Plan targets.

2.14 Provide reports and analysis as required to the HA Partnership Forum/ EIBMT.

3.0 Membership

3.1 Core Members
- Manager (Quality & Assessment) (Chairperson)
- Senior Manager (with responsibilities for Quality) (Deputy Chairperson)
- Head of Service and Senior Managers
- Manager (Skills & Community Learning)
- Manager (Funding & Information)
- Manager (ATL)
- Manager (Young People's Learning)
- Manager (SEND Employability)
- Co-ordinator (Teaching & Learning)
- Business Support (Minutes)

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

4.0 Meeting Frequency and Reports

4.1 The PMG will meet half termly, and where required will 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 added to PMG Teams folder by report writer one week prior to the meeting date (two weeks for data report).

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