Adult Learning, Young People's Learning & Apprenticeships

Quality Assurance Framework

Date of last review/update	Sept 2024
Review Frequency	Biennial
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Hampshire Achieves Quality Assurance Framework 2024-26

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 Apprenticeships, Study Programmes (Supported Internships / Pathways), and Adult Learning including Adult Tailored Learning (ATL) (previously Adult and Community Learning) and Multiply 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' 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
Education & Skills Funding Agency (ESFA) funded provision
- Apprenticeships, direct delivery
- Young People's Learning, direct delivery
- Adult and Community Tailored 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	Programme Manager - Quality, Planning & Success	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	Programme Coordinator – Multiply & Development Co-ordinator – Eng/ESOL and Quality	Curriculum Manager / Development Manager / Development co-ordinator
Observation of Teaching, Learning & Assessment	Development Co-ordinator & Development Manager - Quality	Development Co-ordinator/ Curriculum Managers / Development Manager

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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 provision referenced 3.0 to ensure standard of performance is at or above Ofsted EIF requirements.	For quality standards, the framework outlines how we intend to assure the required level is being achieved

Performance Reporting	Quality Improvement Approach
The quality framework shows how information pertaining to the quality of provision is reported to key stakeholders	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 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	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 (KPIs vary across provision type)
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	Development Co-ordinator Teaching & Learning	Quality of teaching, learning and assessment is 'good' or better

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Activity	Objective	By Whom	Evidence/Impact
Learner progress and achievement reviews	Ensure learners make progress in line with ILP and stated learning outcomes. Ensure apprenticeship 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
Monitoring of adherence to Safeguarding and Prevent policy	Ensure compliance with statutory procedures	Head of Service / Programme Manager (Quality, Planning & Success)	Safeguarding & PREVENT compliance

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| Activity	Objective	By Whom	Evidence/Impact
		(Learner & Learning Support)	
Learning resources	Ensure all learning resources effectively support 'good' or better teaching	Curriculum Managers / Co-ordinators / Senior Tutors	VLE and Thematic Reviews
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/ 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 / Programme Managers supported by Development 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

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Activity	Objective	By Whom	Evidence/Impact
			stored on SharePoint
Quality Monitoring and Thematic Reviews	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 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.
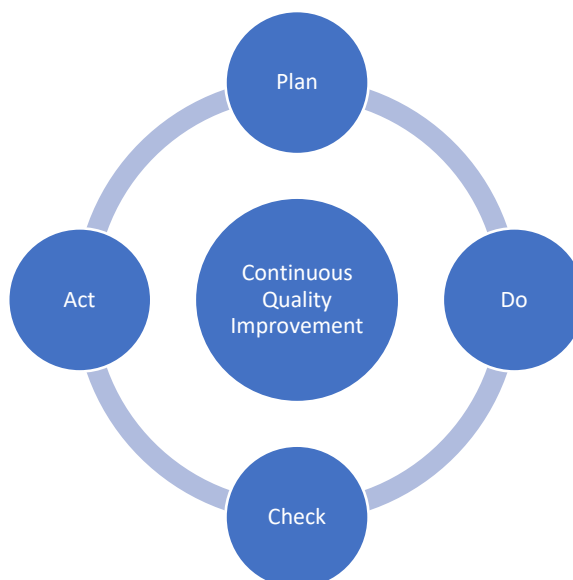
Plan

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 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 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 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
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 delivering Family English, Maths and Language should have a minimum Level 5 teaching qualification (or equivalent) and hold a minimum Level 3 subject specialist qualification and/or evidence of teaching English/maths/Language. Partner providers are 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 (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., Multiply and SEND (Special Educational Needs and Disability) Employability.

The Group meets monthly 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. 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)
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.

3. 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:
- Maximises access to community learning for adults, bringing new opportunities, and improving lives, whatever people's circumstances.
- Promotes individual and social renewal by bringing local communities together to experience learning and the pride that comes with achievement.
- Maximises the impact of community learning on the social and economic well-being of individuals, families, and communities.

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 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 23/24 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) 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) and the HKBNO Scheme (Hong Kong British National (Overseas) status holders arriving from Hong Kong via the UK government's BN(O) route).

Multiply is a 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
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. The Programme Manager (Apprenticeships, Skills and Community Learning) supported by a Development Manager ATL (also responsible for ESOL and Functional Skills English) 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.

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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 • Peer observations	Development Co-ordinator (Teaching & Learning) and observers Curriculum Manager / Co-ordinator	Annually Termly e.g., 3 times per year. Termly e.g., 3	Quality	OTLA planning (Excel) Reports Moderation notes Action plan reviews Reports for SLW / PO

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What / Why	Monitored by	When	Audit / monitored by	Evidence may include
		times per year.		
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	Development Co-ordinator (Quality, Accreditation & Assessment) / Development Co-ordinator (Teaching & Learning)	Termly	Quality	Evidence will depend on the theme of the audit taking place
Quality Assurance monitoring. Quality documentation in place including tutor file, available on request.	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 Central Staff Record (CSR) 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

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What / Why	Monitored by	When	Audit / monitored by	Evidence may include
Milestone Tracking Records • *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	Curriculum Manager / Co-ordinator	Termly	IQA	Via OneFile
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 Pearson QA FS tracking sheet Century Tech reports 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

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What / Why	Monitored by	When	Audit / monitored by	Evidence may include
Evidence of intended destinations / progression	Curriculum Manager	On learner completion	Quality	Curriculum manager's PMG Excel file

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 Pearson QA FS tracking sheet Summative IQA activity
Individual Learning Plans • *Ensure learners make progress*	Curriculum Manager / 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
	Curriculum Manager 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

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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	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
Quality Assurance monitoring. Quality documentation in place including tutor file, available on request. for	Curriculum Manager / 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	Development Co-ordinator (Quality, Accreditation & Assessment) / Development Co-	Termly	Quality	Evidence will depend on the theme of the audit taking place

Hampshire Achieves Quality Assurance Framework 2024-26

What / Why	Monitored by	When	Audit by	Evidence may include
	ordinator (Teaching & Learning)			
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 from Contract compliance, QA monitoring/thematic reviews, 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

Hampshire Achieves Quality Assurance Framework 2024-26

Hampshire Achieves: Adult ~~and Community~~ Learning

Key performance indicators	Staff Responsible for monitoring	Date	Audit by	Evidence may include
Overall Attendance & Punctuality data (91% target)	Development Manager ATL / Development 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)	Development Manager ATL / Development Manager Funding & Information	Monthly	Compliance & Quality	Provider returns Quality Thematic Reviews – HA/HM16b Contract reports PMG data reports
Performance against learner number targets	Development Manager ATL / Development Manager Funding & Information	Monthly	Quality	Provider returns Contract reports PMG data reports
Policies and procedures in place	Development Manager ATL / Development Manager (Quality and Assessment)	Annually	Quality	Contract reports
Return of complete SAR and complete QIP by due date	Development Manager ATL / Development Manager (Quality and Assessment)	Termly updates plus final annual report	Quality	Quarterly update and annual SAR (not for Multiply). Contract meeting reports
Quality of Delivery Observations	Development Co-ordinator (Quality, Accreditation & Assessment) /	Annual cycle	Quality	Planning schedule Observation reports Quality audit reports PMG reports

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All tutors will have a formal observation on an annual basis, with all meeting or exceeding minimum expectations. OTLA reports are completed in a timely manner, with actual number agreed with provider, normally 50/50 split.	Development Co-ordinator (Teaching & Learning)			
Quality Assurance monitoring. Quality documentation in place including tutor file, available on request. ~~for~~	Development Co-ordinator (Quality, Accreditation & Assessment) / Development Co-ordinator (Teaching & Learning)	Termly	Quality	Course info sheet, ILPs, RARPA, Curriculum Plan, Work samples Tutor 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.	Development Co-ordinator (Quality, Accreditation & Assessment) / Development 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	Development Co-ordinator (Quality, Accreditation & Assessment) / Development 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)	Development Co-ordinator (Quality, Accreditation & Assessment) / Development Co-	Ongoing	Quality	Completed action plan schedule

Hampshire Achieves Quality Assurance Framework 2024-26

What / Why	Monitored by	When	Audit by	Evidence may include
	ordinator (Teaching & Learning)			
Evidence of intended destinations and learner progression data	Development Manager ATL / Development Manager Funding & Information	Ongoing	Quality	RARPA (HA/HM forms). ACL 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	Curriculum 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*	Development Manager/Coordinators for maths/English and ESOL	Monthly	Quality IQAs	ILPs Pearson QA FS/ESOL tracking sheets Summative IQA activity
Learning Plans (HA16c/HM16c) • *Ensure learners make progress* • *Ensure learners are challenged to achieve the best possible outcome*	Curriculum Manager / Senior Tutor	Termly	IQAs/Quality EQA	Learning Plans (HA16c/HM16c) Tutor tracking (HA16a/b or HA16f for ESOL) (HM16a/b)
Vocational Qualification tracking and monitoring • Meet/support assessor/tutor pre and on-course and provide constructive feedback • Learner evidence log	IQAs IQAs	Termly Planned sampling	Quality Quality	Notes/Minutes Paper-based

Hampshire Achieves Quality Assurance Framework 2024-26

o monitor learners progress and o provide feedback	Development Manager / Coordinators/ Tutor		IQA	
• Undertake sampling in accordance with the appropriate sampling strategy	IQAs	Planned sampling	Quality	Controlled assessments
• 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 exam office team	IQAs		Quality	ARAS / Certificate claim forms
• Attend and gather evidence for SV visits	IQAs/Curriculum Team, as required		Quality	Controlled Assessments IQA sampling Certificates CPD records IQA records
• 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., Multiply and 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 Curriculum/Development Managers and confirming new actions as required.

  2.7   Receive, monitor, and scrutinise detailed performance reports for Apprenticeship, Young People's Learning, ACL, and Multiply 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
- Development Manager (Quality & Assessment) (Chairperson)
- Programme Manager (Quality, Planning & Success) (Deputy Chairperson)
- Head of Service
- Programme Manager (Apprenticeships, Skills & Community Learning)
- Development Manager (Funding & Information)
- Development Manager (ATL)
- Development Manager (Multiply)
- Curriculum Manager (Young People's Learning)
- Curriculum Manager (Apprenticeships)
- Development Manager (SEND Employability)
- Development Co-ordinator (Teaching & Learning)
- Quality Co-ordinator (Quality, Accreditation & Assessment)
- Business Support (Minutes)

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

4.0 Meeting Frequency and Reports

4.1 The PMG will meet Regularly (monthly), 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.