

May 2009



Young London Matters



GOVERNMENT OFFICE
FOR LONDON

The London Quality Assurance Framework for Alternative
Provision (14-16 year olds) - A Coordinated Approach

Part 1, Annex 3: Verification/Validation



ALDCS

Association of London
Directors of Children's
Services



Making Every
London Child Matter

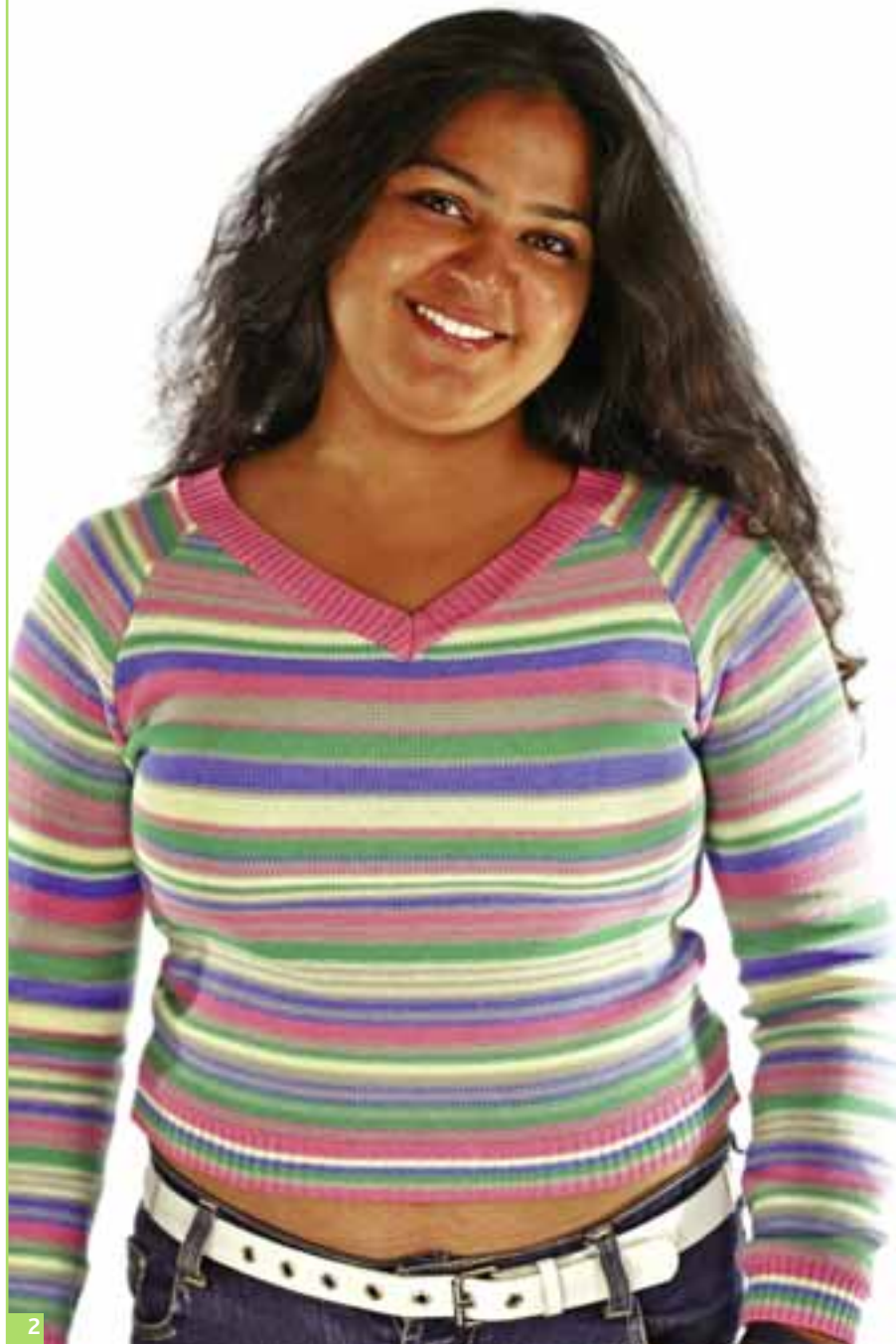
Verification/Validation

Verifying the quality of each provider, prior to commissioning, is critical to ensuring that commissioning is founded on robust quality assurance principles. To ensure that there is authority-wide awareness of the quality of a provider, the local authority should ensure quality assurance checks are made prior to any recommendations of that provider.

The verification and validation process should take into account both the setting and the curriculum offer. An alternative provider may need to undergo separate assessments for different learning packages they are seeking to be commissioned for.

Where an alternative provider operates/or has a centre in more than in local authority, each centre where the provision is based will need to be independently verified.

The example used here is from Wandsworth.



Quality Monitoring and Evaluation Framework

Purpose

This framework is a tool for monitoring consistency and quality in the leadership, management and delivery of vocational options and alternative provision for school-age pupils, typically in years 10 and 11, either in the school, the Further Education College or with other providers. It will also enable the council's 14-19 and improving behaviour and attendance partnerships to share effective practice and improve overall provision and learners' experiences and outcomes.

The framework provides criteria against which the various aspects of the programme can be assessed. The criteria apply to both the host school and to the alternative education provider in equal measure, thereby acknowledging the importance of a partnership approach to pre-16 provision.

Framework

The framework covers seven themes. Schools, colleges and providers will be familiar with the majority of the themes below through the self-evaluation frameworks required by Ofsted e.g. the Self Evaluation Form (SEF) for schools and the Self Assessment Report (SAR) for colleges.

1. Achievement and standards
2. Teaching and learning
3. Admissions, guidance and support
4. Student entitlement
5. Leadership and management
6. Professional development
7. Employer engagement

The criteria, although not extensive, have been identified as the key quality indicators for the various aspects and stages of alternative programmes. In addition to the criteria, a checklist of key questions and sources of evidence for each theme have been provided to assist the monitoring and evaluation process.



The Quality Assurance Process

A Quality Monitoring and Evaluation Team (QMET) will be drawn together from a representative group of relevant personnel across the 14-19 and Wandsworth Improving Behaviour and Attendance partnerships:

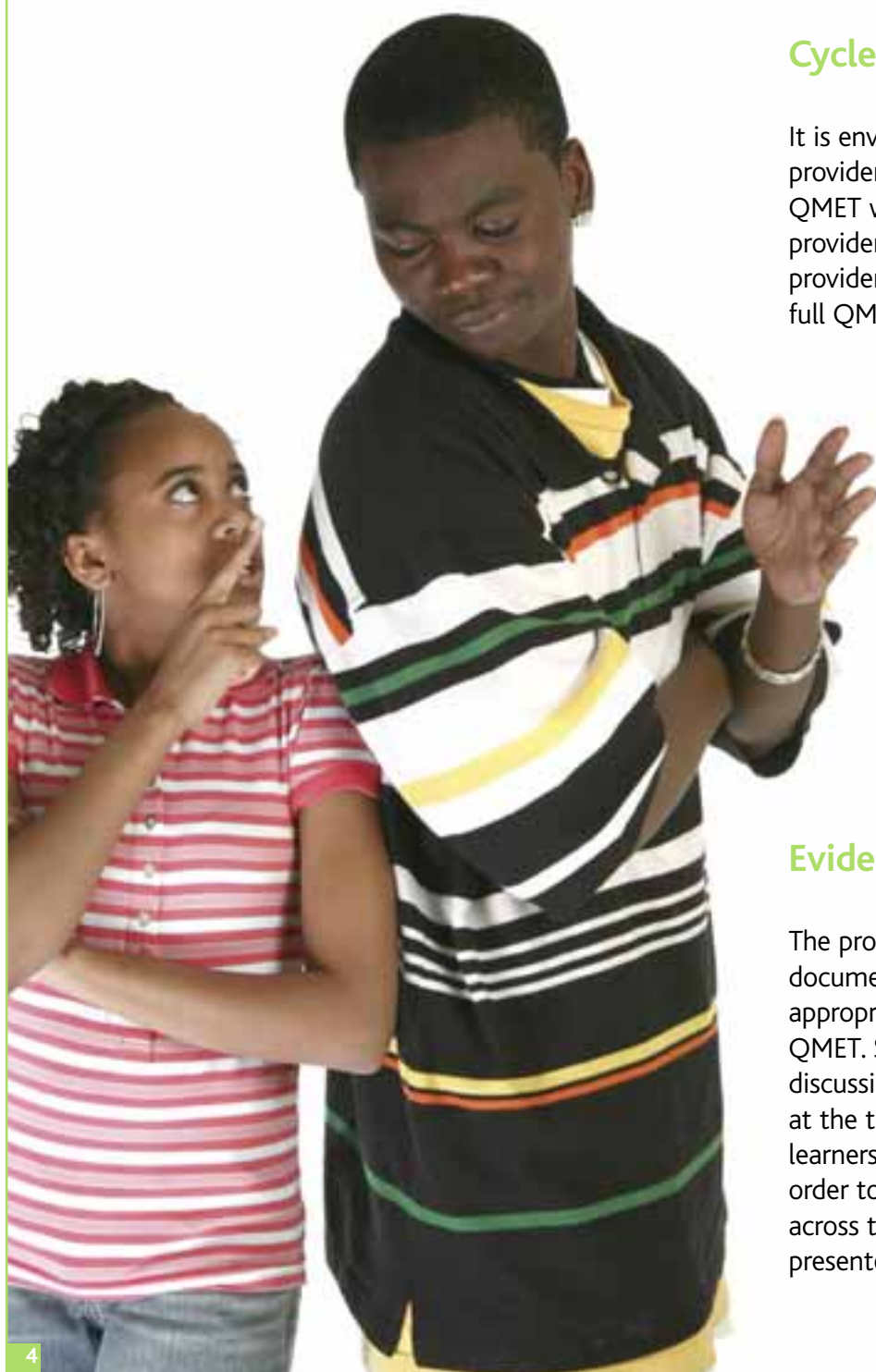
- 1 senior college leader with responsibility for QA/self-evaluation
- 4 senior school leaders (2 from each Education Improvement Partnership)
- 1 representative from the City Learning Centre (CLC)
- 2 Local Authority officers with responsibility for review and evaluation 14-19 (Performance and Standards and Inclusion)
- A work based learning provider
- An employer.

Cycle of review

It is envisaged that the QMET will visit all providers over one year. Members of the QMET will work in pairs when visiting providers and each pair will visit two or three providers. All visits will be moderated by the full QMET.

Evidence for QMET

The providers should complete the documentation and provide a range of appropriately supportive evidence to the QMET. Some of the evidence is envisaged as discussions with a range of key stakeholders at the time of the QMET visit including learners. The QMET will act as moderators in order to establish the degree of consistency across the partnership. The findings will be presented to the 14-19 Forum.





Theme One: Achievement and Standards

Guiding principle:

Learners achieve the standards set for them in relation to their capabilities and starting points

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. Learners meet the targets set in relation to their starting points and make at least satisfactory progress		Fully Partially Not at all / Limited evidence
Comments		
2. Learners are gaining knowledge, skills and understanding at a satisfactory rate across all aspects of the course		Fully Partially Not at all / Limited evidence
Comments		
3. Analysis of assessment data enables clear indications of: <ul style="list-style-type: none"> • how well the provider is doing in relation to its targets • how effective it is in identifying specific groups of learners' needs 		Fully Partially Not at all / Limited evidence
Comments		
4. Progress reports show modifications, if necessary, to learners' requirements		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Checklist

Some Questions to Ask	Examples of Evidence
<p>How do different learners perform? Are course targets set for any specific groups who appear to be underachieving?</p>	<ul style="list-style-type: none"> • Assessment and test data, records and reports • Course planning documents • Learner questionnaire feedback
<p>How do learners' outcomes compare year on year? What are the overall trends?</p> <p>Are they analysed according to:</p> <ul style="list-style-type: none"> • Ethnicity • Gender • English as an additional Language (EAL) • Gifted and Talented (G&T) • Children looked after (CLA) • Special Educational Needs (SEN) • Attendance • Punctuality • Retention rates • Destinations 	<ul style="list-style-type: none"> • College Performance Report (CPR) • Performance statistics • Individual Learner Record (ILR) • Attendance records
<p>What range of data is used to identify the learning needs of learners?</p>	<ul style="list-style-type: none"> • On-entry data • Initial assessment information
<p>How is learners' progress monitored and evaluated?</p>	<ul style="list-style-type: none"> • Records of learners' progress • Work scrutiny • Lesson/session observations focused on learners' learning • Discussion with learners and staff • Peer and self-assessment
<p>How effectively are learners' skills in English, mathematics and ICT assessed? (Functional skills)?</p>	<ul style="list-style-type: none"> • Planning • Assessment and test data
<p>How effective is target setting? Are they specific and do they enable learners to improve their work/ attitudes/behaviour?</p>	<ul style="list-style-type: none"> • Discussion with learners • Targets



Theme Two: Teaching and Learning

Guiding principle:

Learners benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs.

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. Lessons/sessions have clear learning outcomes		Fully Partially Not at all / Limited evidence
Comments		
2. Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve		Fully Partially Not at all / Limited evidence
Comments		
3. Regular and thorough assessment and review of progress takes place.		Fully Partially Not at all / Limited evidence
Comments		
4. Resources are adequate to support a variety of teaching and learning styles.		Fully Partially Not at all / Limited evidence
Comments		
5. There are productive working relationships between staff and learners leading to positive feedback.		Fully Partially Not at all / Limited evidence
Comments		
6. Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and comply appropriately.		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Checklist

Some Questions to Ask	Examples of Evidence
<p>How effectively is the quality of teaching and learning monitored in relation to:</p> <ul style="list-style-type: none"> Teachers' subject knowledge? Planning with clear learning objectives and suitable teaching strategies? Meeting the needs of the full range of learners and course requirements? Learners' interests and engagement? Appropriate methods and resources? Effective use of time? High standards of responsibility and behaviour? Additional study as a means of reinforcing learning? Equality of opportunity? How well teachers recognise and overcome barriers to learning? 	<ul style="list-style-type: none"> Records of progress of all learners including vulnerable learners Monitoring records of teaching Learners with (LLD) and disabilities; Looked After Children (LAC); traveller children; refugee and Asylum seeker children Account taken of the language needs of EAL/ESOL learners Schemes of work and lesson plans Initial assessment records Retention statistics Attendance records
<p>How suitable and rigorous is assessment in planning learning and monitoring learners' progress?</p> <ul style="list-style-type: none"> How effectively is assessment used to provide feedback to pupils? How clear are learners about what they are expected to learn and how their work will be assessed? 	<ul style="list-style-type: none"> Assessment policy Tracking records Planning documents Records of learners' targets Lesson observation, work samples and portfolios, learners' self-assessment records Discussions with learners, learners' targets, attendance and input by learners into individual learning plans
<p>How systematically and effectively:</p> <ul style="list-style-type: none"> Does the course leader/leadership team observe teaching and learning in classrooms and workshops in line with a teaching and learning policy? Do teachers observe one another (peer observation)? Do teachers evaluate their own learning in relation to its impact on the progress of all learners? 	<ul style="list-style-type: none"> Observation records Feedback reports and action plans Annotated/revised plans



Theme Three: Programme Entry Arrangements, Guidance and Support (pre and post entry)

Guiding principle: Admissions and guidance procedures ensure that learners understand the learning programmes available to them. Learners can access all aspects of support according to their individual needs and aspirations throughout the programme.

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. A profile on each learner is shared between schools and providers detailing key information on ability, aptitude and specific needs.		Fully Partially Not at all / Limited evidence
Comments		
2. Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve		Fully Partially Not at all / Limited evidence
Comments		
3. Regular and thorough assessment and review of progress takes place.		Fully Partially Not at all / Limited evidence
Comments		
4. Resources are adequate to support a variety of teaching and learning styles.		Fully Partially Not at all / Limited evidence
Comments		
5. There are productive working relationships between staff and learners leading to positive feedback.		Fully Partially Not at all / Limited evidence
Comments		
6. Learning and pastoral support is available to all learners throughout the programme. Learners and staff are aware of the procedures to access this support.		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Checklist

Some Questions to Ask	Examples of Evidence
<ul style="list-style-type: none"> How effective are the collaborative mechanisms for sharing information about learners between the home school and the provider? 	<ul style="list-style-type: none"> Outreach support arrangements Induction arrangements Preparation procedures for pupils leaving the school A comprehensive proforma for transfer information Key staff proactively work with feeder/ destination schools
<ul style="list-style-type: none"> How effective is curriculum continuity for transferring pupils? 	<ul style="list-style-type: none"> Transition units records
<ul style="list-style-type: none"> How effective are the induction arrangements? Are learners' time-tables matched to their learning needs? 	<ul style="list-style-type: none"> Pre-assessment records Discussions with tutors / key workers
<ul style="list-style-type: none"> How effective are educational links and collaborative arrangements for curriculum provision and mutual benefit? How keen are staff to learn of best practice elsewhere? How effective overall are partnerships with others? 	<ul style="list-style-type: none"> Records of advance skills teachers (AST) and leading teacher activities Extra curricular provision in and with other providers Particular initiatives/projects



Theme Four: Learner Welfare and Well-being (rights, responsibilities, health and safety)

Guiding principle:

All Learners have the right to a safe, secure and supportive environment and are aware of all rights, responsibilities and codes of behaviour.

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. Policies and procedures for ensuring safeguarding of learners are in place and fully implemented		Fully Partially Not at all / Limited evidence
Comments		
2. All learners participate in an induction process that will help them understand health and safety procedures.		Fully Partially Not at all / Limited evidence
Comments		
3. Learners have a forum to express opinions and raise issues.		Fully Partially Not at all / Limited evidence
Comments		
4. A planned programme of induction activities ensures that learners understand their rights and responsibilities and are aware of equal opportunities.		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Checklist

Some Questions to Ask	Examples of Evidence
<ul style="list-style-type: none"> • How effective are the procedures for safeguarding? • How effectively does the school ensure that learners work in a healthy and safe environment? • How effectively does the school communicate referral and confidentiality procedures to learners? • How effective are induction arrangements for learners' welfare and well being? 	<ul style="list-style-type: none"> • Provider Safeguarding/Child Protection Policy • Links with Social Services/other agencies particularly in relation to children "at-risk" • Staff CRB checks • Confidential personal records • Referral records • Anti-bullying policy including racial harassment • Behaviour & attendance policy • Incident reports • Risk analyses and supervision policy including arrangements for breaks, lunchtimes, specialist accommodation and off-site activities and computer (internet) use
<ul style="list-style-type: none"> • Learners' growing understanding of how to live a healthy lifestyle 	<ul style="list-style-type: none"> • Impact of health education programme • Pupil questionnaires • Data on smoking rates etc
<ul style="list-style-type: none"> • Are learners' free and feel safe from bullying, racism and other forms of harassment? 	<ul style="list-style-type: none"> • Anti bullying policy • Social Inclusion Policy • Race Equality Policy • Race equality action plan • Behaviour & attendance policy
<ul style="list-style-type: none"> • How well do learners develop skills and personal qualities that enable them to achieve future economic well-being? 	<ul style="list-style-type: none"> • Evaluation of PSHE and enterprise education • Opportunities available for pupils to undertake projects relating to enterprise, world of work etc • Mentoring programmes
<ul style="list-style-type: none"> • Learners' understanding of careers options and the acquisition of workplace skills? 	<ul style="list-style-type: none"> • Review of careers education provision, feedback from pupils and Connexions staff • Review of work experience provision and work related learning • Data on transitions from school to next steps (FE, training, work etc) • Mentoring programmes



Theme Five: Management and Co-ordination

Guiding principle:

Programmes are managed and organised in such a way that schools and providers work together closely with the aim of meeting individual learner's needs, abilities and aspirations.

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. There is a secure agreement setting out the responsibility of the provider and the feeder institution		Fully Partially Not at all / Limited evidence
Comments		
2. Collaborative time-tabling arrangements allow individuals access to the widest possible range of programmes.		Fully Partially Not at all / Limited evidence
Comments		
3. Representative group or groups exist and meet regularly to plan and develop provision		Fully Partially Not at all / Limited evidence
Comments		
4. Effective lines of communication exist within and between organisations.		Fully Partially Not at all / Limited evidence
Comments		

Criteria	Evidence Presented	Criteria Met (circle appropriately)
5. Clear lines of responsibility for the co-ordination and delivery of the programme are in place in both home school and the provider.		Fully Partially Not at all / Limited evidence
Comments		
6. Effective self-evaluation procedures are in place		Fully Partially Not at all / Limited evidence
Comments		
7. Schools and providers work in partnership with individual learners and parents and carers to monitor and review individual needs, abilities and aspirations.		Fully Partially Not at all / Limited evidence
Comments		
8. Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards.		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Theme Five: Management and Co-ordination

Checklist

Some Questions to Ask	Examples of Evidence
<p>How effectively is the course led and managed over time and on a day-to-day basis?</p>	<ul style="list-style-type: none"> • Service level agreement • Course organisation and structure • Course/programme handbook • Procedures manual • Transport arrangements • Code of conduct/behaviour and attendance policy • Job descriptions • Team briefing/staff meeting notes
<p>How effective are the collaborative relationships between contributing groups of staff?</p>	<ul style="list-style-type: none"> • School/provider service level agreements • School/college/provider time-tables • Minutes of co-ordination meetings
<p>How effectively is performance monitored and improved through quality assurance and self-assessment? Is there a clear view of the courses strengths and weaknesses and actions for improvement? How effectively is information communicated to parents/carers?</p>	<ul style="list-style-type: none"> • Internal self-evaluation records across all aspects of the course/programme • Course planning documents • Student reports • Progress review meetings
<p>How effectively and efficiently are resources (including accommodation) deployed to achieve value for money?</p>	<ul style="list-style-type: none"> • Attendance data • Standards and achievement data/tracking records • Appropriately costed plans • Budget/finance records • Audit reports
<p>How thorough is the implementation of supervision/performance review of staff in order to bring about improvement?</p>	<ul style="list-style-type: none"> • Records of appraisal of teaching and learning • Evidence of PM outcomes influencing course planning
<p>Are there systems for linking appraisal with professional development for staff, fulfilling both institution and individual development needs?</p>	<ul style="list-style-type: none"> • CPD plan showing links between training and the course programme/plan • Induction programme for new staff



Theme Six: Professional Development

Guiding principle:

Opportunities are available for continuous professional development access to opportunities for sharing good practice.

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. Strategies are in place to ensure that the professional development needs of the individual/provider/institution are met		Fully Partially Not at all / Limited evidence
Comments		
2. Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes		Fully Partially Not at all / Limited evidence
Comments		
3. Arrangements have been agreed between partners for appropriate experience e.g. work shadowing and joint teaching on programmes.		Fully Partially Not at all / Limited evidence
Comments		
4. Good practice is identified and disseminated across all participating staff.		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Checklist

Some Questions to Ask	Examples of Evidence
<ul style="list-style-type: none"> How effective is the performance management of staff? 	<ul style="list-style-type: none"> Records of rigorous appraisal of teaching Evidence shows that outcomes of performance management inform programme planning
<ul style="list-style-type: none"> How effectively has the school established systems for linking performance management with professional development for all staff, fulfilling both the aspirations of the provider and the individual, thereby demonstrating a commitment to staff development? 	<ul style="list-style-type: none"> Discussions with staff indicate personal development needs are being met CPD plan shows relevant links between training undertaken and the programme plan. Appropriate documentation for new staff Programmes of induction for new staff throughout the year, commensurate with individual experience
<ul style="list-style-type: none"> How effectively does the collaborative manage the recruitment, retention, deployment of staff? 	<ul style="list-style-type: none"> Evidence of imaginative approaches to recruitment 



Theme Seven: Employer Engagement (for relevant programmes)


Guiding principle:

Opportunities are available for continuous professional development access to opportunities for sharing good practice.

Criteria	Evidence Presented	Criteria Met (circle appropriately)
1. Employers demonstrate an understanding of the qualification and its link to the placement or experience provided.		Fully Partially Not at all / Limited evidence
Comments		
2. Learners can identify the ways in which the employer input benefits their learning.		Fully Partially Not at all / Limited evidence
Comments		
3. Employers are represented on key planning and decision-making groups.		Fully Partially Not at all / Limited evidence
Comments		
4. Work placements are effectively planned and learners' experiences are recorded to show the benefit to the individual.		Fully Partially Not at all / Limited evidence
Comments		
5. Work related activities and/or placement help learners to identify and understand potential career and training opportunities.		Fully Partially Not at all / Limited evidence
Comments		

Overall judgement (circle appropriately): Outstanding Good Satisfactory Inadequate

Checklist

Some Questions to Ask	Examples of Evidence
<p>How are employers involved in programme planning and delivery and how far do they influence changes to programmes?</p>	<ul style="list-style-type: none">• Job search activities• Written and oral feedback from employer/learner• Opinion surveys• ILP reviews• Minutes of industry panel meetings 



14-19 Collaborative Quality Assurance

College/Provider:.....

Schools involved in programme:.....

Brief description of programme:.....

Courses/Subjects Offered		
Hazard	Expected Outcomes	Numbers

Details of quality assurance visits:

Visit(s) carried out by (give names and organisations):-

Date or Dates of visit(s):-

Briefly summarise how QA was organised (e.g. discussions with staff, contact with learners, sessions observed, documentation seen)

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