

QUALITY ASSURANCE FRAMEWORK FOR ALTERNATIVE EDUCATIONAL PROVISION

Self-Assessment Form for Providers

NAME OF PROVIDER

SITE ADDRESS

QUALITY MONITORING AND EVALUATION FRAMEWORK

Purpose

This framework is intended as a tool for monitoring consistency and quality in the leadership, management and delivery of vocational options and alternative provision for school-age pupils, typically from Y10 and beyond, either in the school, the Further Education College or with other providers. It will also enable Tri borough 14-19 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 the host school and to the option or alternative education provider in equal measure, thereby acknowledging the importance of a partnership approach to pre-16 provision. The priority for the coming year will be to implement these procedures, but post-16 provision, increased curriculum flexibility and the need to improve standards in some schools will need to be considered.

Framework

The framework covers nine 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. Safeguarding
2. Health and Safety
3. Achievement and Standards
4. Teaching and Learning
5. Admissions, Guidance and Support
6. Learner Entitlement
7. Leadership and Management
8. Professional Development
9. Employer Engagement

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

THE QUALITY ASSURANCE PROCESS

A Quality Monitoring and Evaluation Team (QAMET) will be drawn together from a representative group of relevant partners across the 14-19 services from the three boroughs and other Local Authorities where appropriate including representatives from:

- senior school leaders
- Local Authority officers with responsibility for review and evaluation 14-19 (Performance and Standards and Inclusion)
- work based learning provider

Cycle of Review

It is envisaged that the QAMET will visit all providers over one year. The QAMET will work in teams when visiting providers and each team will visit two or three providers. All visits will be moderated by the full QAMET team.

Evidence for QAMET

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

Tri borough 14-19 COLLABORATIVE AND ALTERNATIVE PROVISION QUALITY ASSURANCE

PROVIDER: _____

CONTACT DETAILS: _____

SCHOOLS INVOLVED IN PROGRAMME: _____

BRIEF DESCRIPTION OF PROGRAMME: _____

COURSES/SUBJECTS OFFERED:		
COURSE/SUBJECT	EXPECTED OUTCOMES	NUMBERS

QUALIFICATIONS GAINED LAST YEAR		
COURSE / SUBJECT	NUMBER ENTERED	SUMMARY OF GRADES OBTAINED

DETAILS OF PREVIOUS 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, etc).

THEME ONE:

SAFEGUARDING (ESSENTIAL) REQUIREMENT

GUIDING PRINCIPLE:

Young people feel safe

Lead member of staff, contact details			
	Requirement	Evidence	Requirement met (circle)
1	<p>Access to the site is restricted to registered pupils and the organisation's own staff All staff have current DBSs which are recorded on a central register</p>	<ul style="list-style-type: none"> Secure entrance Site is secure from intruders Sign in book Sign in procedures Central DBS Register 	<p>FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
2	<p>Safeguarding/Child Protection policies are in place and up to date</p>	<ul style="list-style-type: none"> Names and contact details of those responsible for safeguarding Safeguarding/child protection policies Induction procedure and resources for new staff Minutes of policy review Communications to parents and young people 	<p>FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
3	<p>Refresher training is available at 2 yearly intervals for lead member of staff and all staff that work with children undertake appropriate training and then refresher training at 3 yearly intervals.</p> <ul style="list-style-type: none"> All members of staff are aware of and access to Safeguarding Children training programmes 	<ul style="list-style-type: none"> Records of staff L1, L2 and L3 Safeguarding Certificates Safeguarding training and information plan 	<p>FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

	Requirement	Evidence	Requirement met (circle)
4	<p>The organisation has an e-safety/acceptable use policy and anti-bullying policy signed by staff and pupils.</p> <p>www.education.gov.uk for the Anti Bullying Charter</p>	<ul style="list-style-type: none"> E-safety/acceptable use policy and anti-bullying policy All staff trained in e-safety and anti-bullying 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
5	<p>All members of staff know what to do if a disclosure is made</p>	<ul style="list-style-type: none"> Information on how Child Protection [CP] concerns are raised Log sheet LA's Model Concerns Record Sheet 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
6	<p>All staff aware of the advice given from the Health and Safety Executive about lone working</p>	<ul style="list-style-type: none"> A lone working risk assessment has been carried out Policy Policy guidance documents List of resources available for safe lone-working Operational on-call system available? 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

THEME TWO:

HEALTH AND SAFETY (ESSENTIAL) REQUIREMENT

GUIDING PRINCIPLE:

Young people are safe on and off the premises

Lead member of staff, contact details			
	Requirement	Evidence	Requirement met (circle)
1	An up to date Health and safety policy is in place and accessible to all staff, young people, carers and visitors and a there is a designated person trained to IOSH standard who is held ultimately responsible for health and safety	<ul style="list-style-type: none"> • Knowledge of requirements of health and safety legislation • 'Competent' health and safety advice available • Appropriate health and safety signs and notices • Displayed notice naming the designated person for health and safety to whom these issues should be reported 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2	Risk assessments have been carried out to identify significant risks on site	<ul style="list-style-type: none"> • Adequate risk control measures • Record of at least yearly regular reviews 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	Fire drills take place regularly, at least once a year.	<ul style="list-style-type: none"> • Fire alarms are regularly tested and meet the Fire Brigade's criteria • Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes • Certificate showing tests of fire alarms • Display a list of fire wardens [in larger organisations] 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

	Requirement	Evidence	Requirement met (circle)
4	<p>Public liability insurance policy is current and the insurance certificate is displayed</p>	<ul style="list-style-type: none"> Public liability insurance document Other relevant insurance documents 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
5	<p>First aid equipment and/or facilities are readily available</p> <ul style="list-style-type: none"> Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) www.hse.gov.uk How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises? http://www.hse.gov.uk/guidance/index.htm 	<ul style="list-style-type: none"> Arrangements for access to a qualified first aider or 'appointed person' Recording systems for accidents and first aid treatments and notification to the school (if appropriate) and/or the parents/carers? Evidence of any RIDDOR investigations underway or outcomes pending List of trained first aiders displayed 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
6	<p>Arrangements are in place for supervision of young people</p>	<ul style="list-style-type: none"> Supervision arrangements Rotas Ratios of staff to young people identified according to need and upheld 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

THEME THREE**ACHIEVEMENT AND STANDARDS****GUIDING PRINCIPLE:**

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

	Requirement	Evidence	Requirement met (circle)
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: 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			

THEME FOUR**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.

	Requirement	Evidence	Requirement met (circle)
1	Lessons/sessions have clear and appropriate 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 used effectively to support a variety of teaching and learning styles.		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

	Requirement	Evidence	Requirement met (circle)
5	There are productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.		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			

THEME FIVE**ADMISSIONS, GUIDANCE AND SUPPORT****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)
1	A profile on each learner is required from schools or referring agencies detailing key information on ability, aptitude and specific needs		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2	A structured process of guidance and admissions interviewing is in place which enables learners to be appropriately placed		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	Activities and advice are available to raise awareness of options prior to a final choice being made.		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4	Opportunities are available for learners to change options within an appropriate time scale.		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

	Criteria	Evidence Presented	Criteria Met (circle)
5	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			

THEME SIX**LEARNER ENTITLEMENT (Welfare, wellbeing, rights, responsibilities)****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)
1	All learners participate in an induction process that will help them understand options , health and safety procedures, their rights and responsibilities and are aware of equal opportunities		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2	Learners have a forum to express opinions and raise issues.		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	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			

THEME SEVEN**LEADERSHIP AND MANAGEMENT****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)
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)
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			

THEME EIGHT**PROFESSIONAL DEVELOPMENT****GUIDING PRINCIPLE:**

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

	Criteria	Evidence Presented	Criteria Met (circle)
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			

THEME NINE**EMPLOYER ENGAGEMENT (FOR RELEVANT PROGRAMMES)****GUIDING PRINCIPLE:**

Learners benefit from a structured process of work-related experiences which is built on a strong partnership between, college, school and the employers. (Where there is a strong work-related element to the programme)

	Criteria	Evidence Presented	Criteria Met (circle)
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			

	Criteria	Evidence Presented	Criteria Met (circle)
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			

Following the review of the nine themes it would be useful for the following quality improvement plan (QUIP) to be developed. It will enable the provider to identify clearly the areas for improvement for the coming year and also provide consistency across the partnership for future monitoring and evaluation. Schools and colleges might use it as part of their overall institution improvement plan.

QUALITY IMPROVEMENT PLAN (QUIP) for collaborative and alternative programmes

This QUIP incorporates:

- Main developments for the coming year
- Strategies to tackle Areas for Improvement
- Actions carried forward from the previous QUIP

Reporter:

Date:

Areas for improvement (theme and criterion)	Actions	By when	Person responsible	Date and review of Progress

Within 3 weeks (or by mutually agreed date) of receiving the QA report, the provider is required to complete and return this form by email to Liz Hyman lhyman@tbap.org.uk

PTO

Please also write your comments on the recent QA process here:

What was beneficial?

Any issues arising?