



# Hampshire Learning

## Quality Improvement Framework

Date of last review	Date of next review	Staff Involved
September 2010	July 2011	GF/QCDOs

# Hampshire Learning

## Quality Improvement Statement

Hampshire Learning's Quality Improvement Framework has been developed to ensure that the service:

- embeds a culture of continuous quality improvement
- supports its strategic objectives
- contributes to the County Council's Corporate Strategy

## Quality Improvement Framework

The Framework aims to:

- clarify and make explicit the expectations of providers in delivering quality adult and family learning
- take into account learners' needs, interests and skills development
- involve all staff at all levels in continuously seeking to improve the provision
- ensure consistency of quality across the provider network
- take into account the quality requirements of funding, inspection and awarding bodies, including the Learning and Skills Council, Office for Standards in Education (Ofsted) and the NCFE 'Investing in Quality' Licence.

The Quality Improvement Framework consists of:

- Learner Entitlement
- Skills Funding Agency criteria and Ofsted's quality standards: Common Inspection Framework for Learning and Skills 2009
- Provider Contract (Funding Agreement)
- NCFE Investing in Quality (IIQ) Licence outlined in the NCFE IIQ Handbook
- Quality Documentation
- Self-assessment Guidance for Centre Managers
- Tutor Handbook
- Staff Development Programme
- Policy and Procedures for the Observation of Teaching and Learning
- Learner Involvement Strategy
- Provider Monitoring and Review Process
- Support and Guidance

## **Provider Monitoring and Review Process**

Contract monitoring meetings will be carried out with providers on an annual basis to monitor adherence to the Funding Agreement. The monitoring visits are designed to:

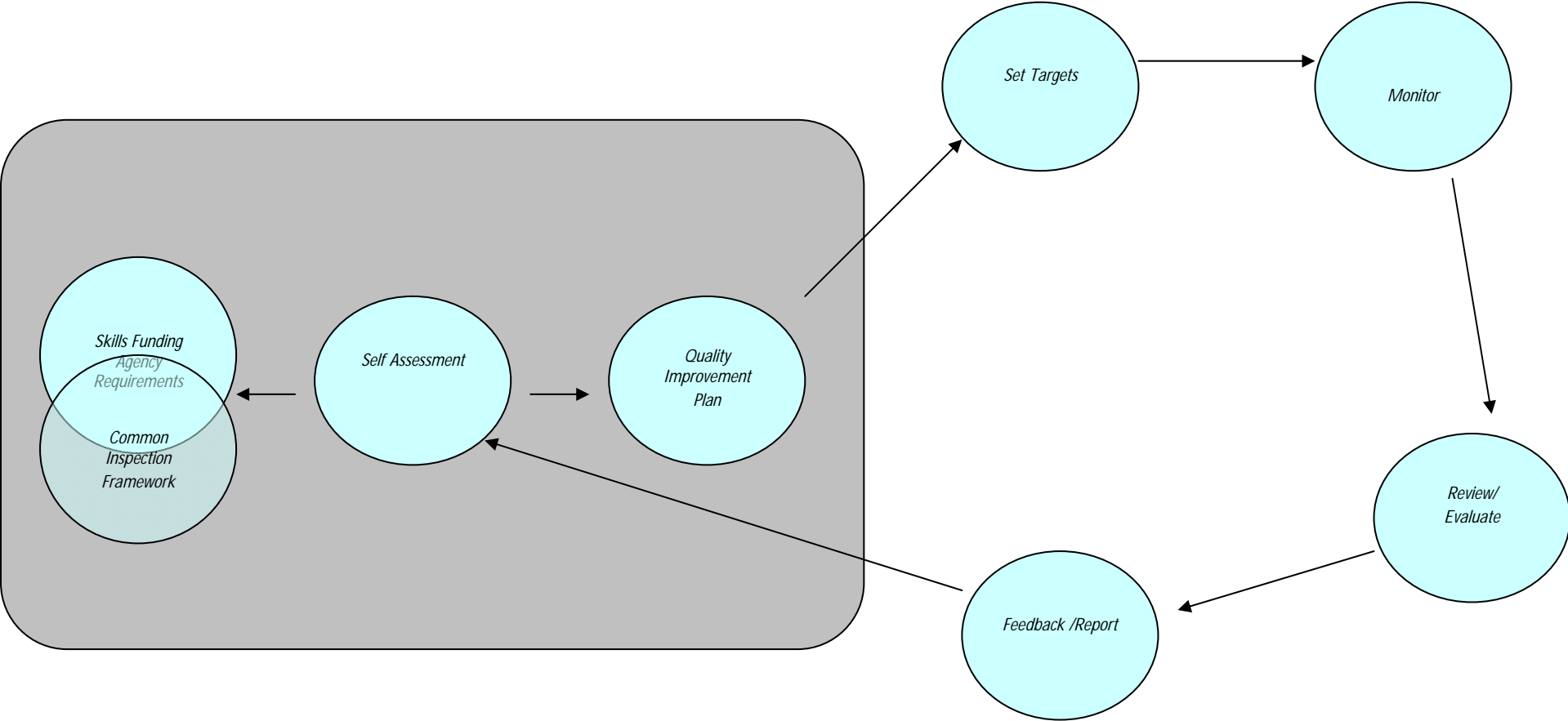
- provide feedback against performance
- identify areas for development and/or improvement
- inform staff development needs
- identify good practice
- encourage collaboration with other providers
- provide support and guidance as necessary

Providers are encouraged to request additional visits or support at any time.

## **Support and Guidance**

Support and guidance forms a key element of the contractual relationship between Hampshire Learning and adult and family learning providers. It is recognised as an essential component of the continuous quality improvement cycle and is fully integrated into the formal monitoring and review process. (See attached diagram showing Continuous Quality Improvement Cycle)

# Continuous Quality Improvement Cycle Adult and Family Learning



## **Learner Entitlement**

Hampshire Learning welcomes and values all learners. We offer a wide range of adult learning courses to help you achieve your career and life goals, to learn a new hobby, keep active and for enjoyment. We are committed to ensuring your wellbeing, security and providing a safe environment.

We will also aim to provide all the information you may need to succeed on your course as follows:

### **Before the course starts**

- start date, times, number of weeks, fees and costs, location
- level of course – eg beginners' level
- what the course will cover
- whether any previous knowledge is required
- any necessary preparation prior to the start of the course
- any materials you will need to provide
- an opportunity to discuss, in confidence if you prefer, any particular needs you may have and how we can support you to achieve your learning goals

### **At the first session**

- the qualifications / experience of your tutor
- the learning and teaching methods that will be used
- how your progress will be monitored
- relevant health and safety issues
- compliments / complaints procedures
- arrangements for learning support, if required
- help to access your course if you have a disability or learning difficulty
- how we can ensure a safe learning environment and how you can contribute to this

### **During your course** we will ask you:

- to take part in regular reviews of your progress
- whether you have the right level and type of support to achieve your learning goals
- whether you feel safe as a learner with Hampshire Learning
- whether you want to discuss any safety issues or anything else you feel concerned about
- to comment on how you think your course might be developed and improved to help you and other learners

**At the end of the course** you will have the opportunity to provide feedback on all aspects of your learning experience.

# Common Inspection Framework for Further Education and Skills 2009

## Introduction

The *Common inspection framework for further education and skills 2009* – the common inspection framework – was devised by Her Majesty's Chief Inspector in line with the Education and Inspection Act 2006.<sup>1</sup> It is based on the common evaluation schedule which informs all of Ofsted's inspections. It sets out the judgements inspectors will make during inspection.

The common inspection framework also sets out the principles that apply to the inspections of further education and skills under part 8 of the Act. The common inspection framework comprises:

- Ofsted's principles of inspection
- the common evaluation schedule.

The common inspection framework lists questions that inspectors must ask of every provider of education, training and development. (See also 'Structure of grades', page 16.)

The inspectors make a judgement on adequacy. The two categories are adequate and inadequate. A provider will be judged to be inadequate if it is given a grade 4 for overall effectiveness. A provider which is at least satisfactory in its overall effectiveness will not be judged to be inadequate overall.

Inspectors will also take account of the measures derived from the Framework for Excellence as a source of evidence, where applicable.<sup>2</sup>

The common inspection framework has taken into consideration the Every Child Matters outcomes.

## Overall effectiveness

- How effective and efficient is the provider in meeting the needs of learners and other users, and why?

The judgement on overall effectiveness is based on all the available evidence. Inspectors will take into account judgements on:

- the provider's capacity to make and sustain improvements
- outcomes for learners
- the quality of provision
- leadership and management.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2006/ukpga\\_20060040\\_en\\_1](http://www.opsi.gov.uk/acts/acts2006/ukpga_20060040_en_1)

<sup>2</sup> For more information about the Framework for Excellence, see part 1 of the *Handbook for the inspection of further education and skills from September 2009*; [www.ofsted.gov.uk](http://www.ofsted.gov.uk); see also <http://ffe.lsc.gov.uk/>.

## Capacity to improve

### ■ What is the provider's capacity to make and sustain improvements?

The capacity to make further improvements is a judgement about the ability of a provider to continue improving standards and progress based on what it has accomplished so far or to maintain exceptionally high standards.

All judgements on leadership and management, quality of provision and outcomes for learners contribute to the inspection of capacity to improve. Additional judgements are based on evidence of the impact of improvements implemented by the provider as shown in its track record and performance since the last visit by inspectors, where appropriate.

To make their judgements, inspectors will evaluate the extent to which:

- the provider has a sound track record of sustained improvement
- the provider sets and meets ambitious targets to improve outcomes for all learners
- the provider has a clear vision and appropriate priorities that will sustain improvement and raise expectations for all users
- the provider's processes for self-assessment and quality improvement include appropriate use of the views of users and lead to demonstrable impact
- the provider has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement
- staff at all levels contribute to securing sustained improvements
  
- governors or the appropriate supervisory body fulfil their duties and ask challenging questions to raise or maintain high standards and secure positive learner experiences and outcomes.

### A. Outcomes for learners

A1. How well do learners achieve and enjoy their learning?

Inspectors will take into account:

A1. a) learners' attainment of their learning goals

A1. b) how well learners progress.

To make their judgements on a) learners' attainment, inspectors will evaluate the extent to which:

- learners attain their learning goals, including qualifications and challenging targets
- there are any significant variations in the attainment of different groups of learners
- learners' work meets or exceeds the requirements of the qualifications, learning goals or employment
- learners attend and participate as required.

To make their judgements on b) learners' progress, inspectors will evaluate the extent to which:

- learners develop personal and social skills, including, as appropriate, spiritual, moral and cultural aspects
- learners enjoy learning and make progress relative to their prior attainment and potential
- learners develop the literacy, numeracy, language and key skills required to complete their programmes and progress.

A2. How well do learners improve their economic and social well-being through learning and development?

To make their judgements, inspectors will evaluate the extent to which:

- learners develop relevant knowledge, understanding and skills which contribute to their economic and social well-being
- learners increase their employability
- learners progress to further learning and employment or gain promotion
- learners understand their rights and responsibilities at work.

A3. How safe do learners feel?

To make their judgements, inspectors will evaluate the extent to which:

- learners use safe working practices in learning and at work
- learners say they feel safe.

A4. Are learners able to make informed choices about their own health and well being?

To make their judgements, inspectors will evaluate the extent to which:

- learners have the knowledge and understanding to enable them to make informed choices about their health and well-being.

A5. How well do learners make a positive contribution to the community?

To make their judgements, inspectors will evaluate the extent to which:

- learners are involved in additional community-based development activities and projects
- learners develop skills, knowledge and understanding relevant to community cohesion and sustainable development.

## **B. Quality of provision**

B1. How effectively do teaching, training and assessment support learning and development?

To make their judgements, inspectors will evaluate the extent to which:

- learning and assessment are linked to initial and current assessments and related activities are adapted to make sure they build on and extend learning for all learners

- interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding
- technology is used effectively to promote and support learning, where appropriate
- staff have appropriate skills and expertise to provide good quality teaching, learning, assessment and information and support services for each learner
- assessment of learners' performance and progress is timely, fair, consistent and reliable
- learners receive constructive feedback on their progress and how they might improve
- learners receive help to develop literacy, numeracy, language and key skills to support the attainment of their main learning goals
- learning, teaching, training and assessment promote equality and recognise diversity.

B2. How effectively does the provision meet the needs and interests of users?

To make their judgements, inspectors will evaluate the extent to which:

- the range, content and context of provision provides learners with a choice of subjects, levels and qualifications, that are relevant to their medium- and long-term personal, career and/or employment goals
- provision is planned to provide coordinated progression routes
- the provider considers employers' views and identified training needs and information on performance, skills and labour demand
- arrangements for training and assessment are flexible to suit learners' and employers' needs
- enrichment activities and/or extended services, including work experience, contribute to learners' enjoyment and achievement, and their personal, spiritual, moral, social and cultural development.

B3. How effectively does the provider use partnerships to develop its provision to meet learners' needs?

To make their judgements, inspectors will evaluate the extent to which:

- the provider develops partnerships with schools, employers, community groups and others that lead to tangible benefits for learners
- provision is well coordinated, relevant to local communities and promotes social inclusion and sustainable development.

B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

To make their judgements, inspectors will evaluate the extent to which:

- learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment

- learners receive individual care and support to promote their learning and development, and to help them achieve their potential.

### **C. Leadership and management**

C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

To make their judgements, inspectors will evaluate the extent to which:

- leaders promote very high standards in a positive and supportive culture that aspires to excellence
- the provider raises expectations through a clear and realistic strategy for planning and developing learning programmes and services
- demanding targets are set and met throughout the organisation
- the provider promotes and implements national and local priorities and initiatives that are relevant to learners, employers and local communities
- the provider uses data and information on learners' and employers' needs, and local and national skills needs to plan and review the provision or service
- resources, including staff, accommodation, facilities and technologies, are developed and used to support learning effectively.

C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?

To make their judgements, inspectors will evaluate the extent to which:

- governors and supervisory bodies set the mission and strategic direction of the provider
- governors and supervisory bodies establish effective arrangements to monitor all aspects of the provider's performance
- governors and supervisory bodies make sure that their statutory duties – where applicable – are fulfilled

C3. How effectively does the provider promote the safeguarding of learners?

To make their judgements, inspectors will evaluate the extent to which:

- learners are safeguarded and protected
- staff take action to identify and respond appropriately to users' welfare concerns
- safeguarding is prioritised
- providers work together with agencies and professionals to safeguard learners.

C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

To make their judgements, inspectors will evaluate the extent to which the provider:

- manages equality and diversity, particularly disability, gender and race, and actively promotes equality and diversity among staff, learners, employers, parents and other partners
- assesses the impact of its work in relation to equality and diversity and takes appropriate action in response to its findings
- makes sure training in equality and diversity is effective so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles and responsibilities in relation to equality and diversity
- makes sure that all learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the providers
- manages incidents and complaints specifically about disability, gender and race equality
- sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners
- takes action to reduce any significant variation in outcomes between different groups of learners, to maximise their potential.

C5. How effectively does the provider engage with users to support and promote improvement?

To make their judgements, inspectors will evaluate the extent to which:

- the provider implements and monitors an effective strategy to involve learners and employers in the decision making of the organisation
- the views of different user groups are sought and acted upon to plan, manage and improve the provision
- external partnerships are promoted to ensure the needs of learners at all levels are met.

C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?

To make their judgements, inspectors will evaluate the extent to which:

- the provider has effective processes for monitoring and evaluating performance and tackling weaknesses
- the analysis of data on performance and progress is used to improve performance
- action plans have clear, ambitious and realistic targets that show how provision will be developed for learners and are implemented and monitored effectively.

C7. How efficiently and effectively does the provider use its available resources to secure value for money?

To make their judgements, inspectors will evaluate the extent to which:

- learners progress, develop skills and knowledge and attain their learning goals, taking account of their starting points
- the provider considers the views of users about the suitability and availability of resources

- resources are managed and used for the different activities to meet the needs of all learners
- the quality and availability of resources support all users
- the provider is committed to managing its resources in a sustainable way.

### **The common grading scale for all inspection judgements**

A common grading scale will be used in making judgements for organisational inspections:

- Grade 1 outstanding
- Grade 2 good
- Grade 3 satisfactory
- Grade 4 inadequate.