



## **Bradford Confederations 14 – 19 Entitlement Quality Improvement Protocols**

Late in 2005 the Bradford Confederations team, in conjunction with the Centre for Learning Excellence, established a working group to look at ways of supporting the process of ensuring quality assurance and improvement with regard to collaborative provision supporting the 14 – 19 curriculum. This work would stand alongside the guidance already developed, in similar ways, for Child Protection and Health and Safety.

The team, which included colleagues from schools, colleges, work-based learning, the LSC, Careers Bradford and Education Bradford, decided that the starting point for establishing baseline expectations should be the Common Inspection Framework (CIF) which applies to all providers.

These expectations would give providers a descriptive guide to how their participation should look, whether it be as provider of learning opportunities or as a school whose students are accessing external provision.

A set of Protocols were established based on the key questions within the CIF to give baseline criteria for judging the quality of provision and supporting systems. These statements were then cross referenced with the Every Child Matters (ECM) outcomes. The resulting document was then circulated to all partner organisations for feedback and was well received.

The group felt that these guidelines should be set against a range of objective bench marks which could be used to monitor and evaluate progress. The Bradford Information Group was contacted and they agreed to establish appropriate and practicable measures for such bench marks.

To make the Protocols' document more useful as a support to partners, it was decided to create a toolkit, which will give further guidance to assist organisations and staff interpret the requirements of the protocols within the context of their own sector and setting.

The first toolkit developed, was initially designed to support work-based learning, but has subsequently been cross-reference with the schools' self-evaluation framework (SEF) and the RARPA (Recognising and Recording Progress and Achievement in Non Accredited Learning) stages of the learner journey and has now been agreed for use by schools and colleges in addition to w-blps.

The document will now need to be ratified by the CSE and then disseminated and embedded in due course.

Alongside this the CSE must consider strategically how the District will moderate, standardize and evaluate the process.

**Bradford Confederations  
14 – 19 Entitlement  
Quality Improvement Protocols  
by Common Inspection Framework Key Questions  
(Cross referenced with ECM Outcomes)**

**Achievement and standards**

**1 How well do learners achieve?**

Programme activities meet the needs and interests of learners in achieving challenging targets and learning goals.

- i). There is evidence that the links with provider organisations raise the attainment of learners and/or adds value to their learning (3 ECM)
- ii). Provider organisations ensure that Learners' progress, relative to their prior attainment and potential, is monitored to ensure that achievement is at least within the expected range (3 ECM)
- iii). The partner organisations have strategies in place to support underachieving groups of learners to raise their aspirations (4,5 ECM)
- iv). The partner organisations ensure that the standard of student work reflects their intended identified learning outcomes (3 ECM)
- v). The partner organisations ensure that programmes monitor and improve, attendance, behaviour, motivation, personal and social skills and the attainment of all learners involved (1,2,3,4,5 ECM)
- vi). The partner organisations ensure that the learners are aware of the personal qualities and generic and functional key skills employers require (4,5 ECM)

**The quality of provision**

**2 How effective are teaching, training and learning?**

The partner organisations ensure that the teaching/training and resources promote learning, address the full range of learners' needs and meet programme requirements.

The partner organisations;

- i). ensure that there is emphasis on the development of safe working practices and the adoption of a healthy lifestyle within all provision – Also relates to Key question 3 and (1,2 ECM)
- ii). have teaching and learning and assessment strategies which clearly describe the methodologies applied and planned for, that cover the range for the 14 -19 provision (3,4 ECM)
- iii). have effective processes for recording learner achievements in place, that clearly indicate progression within the curriculum (3 ECM)
- iv). ensure that there is sufficient, timely and appropriate information available for all stakeholders, including providers, learners and parents. Also relates to Key Question 3 & 5 and (3 ECM)
- v). have identified how learners, parents, staff and partners are to be involved in reviewing provision performance (3 ECM)
- vi). resources are current, sufficient, appropriate and deployed efficiently (3,4 ECM)

### **3 How well do programmes and activities meet the needs and interests of learners?**

The partner organisations build on the learner's prior attainment and ensure that all programmes and activities match the learner's aspirations, potential and needs.

The partner organisations;

- i). undertake rigorous initial assessment to ensure that suitable pathways for learners are established – also relates to key question 2 and (3, 5 ECM)
- ii). learners are provided with the opportunity to make their views known and are satisfied that they are treated as individuals (3,5 ECM)
- iii). provide opportunities for learners to participate in curriculum enrichment activities, where appropriate (3,5 ECM)
- iv). ensure that learners understand the requirements and expectations of employers and the workplace (5 ECM)
- v). produce ongoing evidence that the programme is of educational benefit to the learners – also relates to key question 1 and (3,5 ECM)
- vi). provide sufficient, timely and appropriate information available for all stakeholders, including providers, learners and parents – also relates to key question 4 and (3 ECM)
- vii). conducts an overall annual evaluation report of the provision, including satisfaction ratings for learners, parents and staff – also relates to key question 1 and (3,5 ECM)

### **4 How well are learners guided and supported?**

Care, advice, guidance and other support is provided through the partnership to safeguard the welfare of learners, promote their personal development and achieve high standards.

The partner organisations;

- i). are proactive in working with the Connexions service to help learners receive impartial guidance to enable them to choose a programme most suited to their needs and to complete their individual learning/career action plans (1,2 ECM)
- ii). contribute to the development and maintenance of the web-based local area 14 – 19 Prospectus
- iii). ensure that rigorous diagnostic assessment is conducted with learners to establish Individual learning needs
- iv). have an efficient and effective referral process from schools to provider organisations which communicates necessary information about learners' prior achievement , needs etc
- v). have effective induction programmes and work closely together to prepare students for transition (3,5 ECM)
- vi). ensure that effective additional support arrangements are made available to learners to maximise potential
- vii). have effective procedures for recognising and managing poor behaviour, punctuality, absence, under achievement and drop out (2,3,4 ECM)
- viii). ensure that timely and effective advice is given to learners about opportunities for progression (1,2,3 ECM)
- ix). ensure progression routes are clearly defined and data on 'next steps', is recorded and used to inform management information (3,5 ECM)

**5 How effective are leadership and management in raising achievement and supporting all learners?** (Note: Key question 5 meets the evidence requirements to all 5 of the Every Child Matters outcomes.)

**Leadership & Management**

Provision promotes and manages the well being of learners through high quality care, education and training and provides a range of evidence, enabling quality judgments to be made that relate to national, regional and local standards, including Every Child Matters.

The partner organisations:

- i). plan strategically to meet the needs of young learners across the District and the requirements of legislation etc
- ii). governing boards have an annually approved policy statement for 14 – 19 vocational provision which includes entitlement statements for learners, parents and carers
- iii). accept and implement the Bradford Confederations' child protection, health and safety policy statements and associated protocols
- iv). have a written service level agreement which establishes clear benchmarks and protocols for the partnership
- v). have clear leadership, development and co-ordination of the curriculum provision within the partnership
- vi). set strategic objectives and targets are set, fully understood and contributed to, by all partner organisations
- vii). have an effective communication strategy that is understood and contributed to, by all partner organisations
- viii). have effective performance management systems in place
- ix). have effective processes for recording learner recruitment, retention, progression and achievement
- x). show evidence of effective collaboration between the partner organisations, including data exchange, management information and the sharing of good practice
- xi). promote the mutual benefits of the programme to other parties
- xii). resources, including CPD for staff, are current, sufficient, appropriate and deployed efficiently to support the quality improvement strategy
- xiii). ensure that there is sufficient, timely and appropriate information available for all stakeholders including school of origin, providers, students and parents. Also relates to Key Questions 2 & 3.

**Quality Improvement**

The partner organisations build quality assurance and planned improvement into all aspects of current and future provision:

The partner organisations;

- i). have a quality improvement plan which includes extended services offered and the application of the district protocols
- ii). have comprehensive and effective quality improvement arrangements that cover all aspects of provision, ensuring that teaching and learning is never less than satisfactory and that the provision is continuously improved
- iii). have in place, quality improvement arrangements that are systematic, procedural and take into account all relevant views
- iv). have effective strategies in place for monitoring, evaluating and improving performance
- v). carry out a rigorous and robust self assessment of provision against the 5 key questions of the Common Inspection Framework and all five Every Child Matters outcomes
- vi). conduct a self assessment of the institution's contribution to the partnership
- vii). involve learners, parents and staff in the review of provision
- viii). have a clear management structure, with a senior manager and a co-ordinator role established, with responsibility for Quality Improvement
- ix). systematically collect, collate relevant data and use the information to plan improvements to the provision process and improve the learners' experiences
- x). set challenging targets to ensure that year on year, satisfaction ratings made by students and staff, remain at a high level

## Equality, Diversity and Disability

The Partner organisations will ensure that equality of opportunity is promoted and discrimination tackled, so that all learners achieve their potential. That policies and procedures reflect the needs of learners from a wide range of backgrounds, abilities and cultures, which promote equality of opportunity.

The partner organisations;

- i). ensure that equality of opportunity is promoted and leadership and management reflects commitment to diversity and inclusion
- ii). aims and values promoting equality, is reflected in the curriculum
- iii). have effective policies, procedures and systems in place to measure and eliminate oppressive behaviour, including all forms of harassment, ensuring that all learners are aware of what constitutes harassment and know what to do if subjected to it
- iv). ensure that equal opportunities issues and learning difficulties and disabilities are addressed
- v). ensure that provision reflects the cultural diversity of the local area
- vi). identify and establish how learners will benefit from the provision
- vii). ensure that learners are provided with the opportunity to make their views known and are satisfied that they have been treated as individuals
- viii). make provision for child protection, health and safety and insurance for off site visits that meet local and national guidelines
- ix). use data and improvement strategies for specific groups of students to ensure equality of opportunity

## The Learner Journey

| CIF Key Question Numbers  | Recruitment   | Induction | Initial Assessment  | Learning Plans  | Teaching and Learning | Progress Reviews  | Assessment | Achievement  | Progression |
|---|---|-----------|---|---|-----------------------|---|------------|--|-------------|
| <b>KQ 1</b><br>How well do learners achieve?  |   |           | R2 R3   | R2 R3   | R2 R3                 | R2 R3 R4  | R2 R3 R4   | R2 R3 R4 R5  | R2 R3 R4 R5 |
| <b>KQ 2</b><br>How effective are teaching, training and learning?   |   |           | R2 R3   | R2 R3   | R2 R3 R4              | R2 R3 R4  | R2 R3 R4   | R2 R3 R4 R5  | R2 R3 R4 R5 |
| <b>KQ 3</b><br>How well do programmes and activities meet the needs and interests of learners?            | R1, R3  | R1        | R1 R3   | R1  | R1 R3                 | R1  | R1         | R1   | R1 R3       |
| <b>KQ 4</b><br>How well are learners guided and supported   |   |           | R2  | R2  | R2                    | R2  | R2         | R2 R5  | R2 R5       |
| <b>KQ 5</b><br>How effective are leadership and management in raising achievement and supporting learners | Following the RAPPA staged process, collecting evidence for Self-Assessment and quality assuring the learner process will provide the evidence for curriculum Leadership and Management which can then feed up to overall organisational Leadership and Management. |           |   |   |                       |   |            |  |             |
| <b>Where to find the evidence for:</b>  | Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)  |           |   |   |                       |   |            |  |             |
| <b>RARPA STAGE 1</b>  |   |           |   |   |                       |   |            |  |             |
| <b>RARPA STAGE 2</b>  |   |           | Initial assessment to establish the learners starting point |   |                       |   |            |  |             |
| <b>RARPA STAGE 3</b>  |   |           |   | Identification of appropriately challenging learning objectives; initial renegotiated and revised |                       |   |            |  |             |
| <b>RARPA STAGE 4</b>  |   |           |   |   |                       | Recognition and recording of progress and achievement during programme (formative assessment) tutor feedback to learners, learner reflection and progress reviews |            |  |             |
| <b>RARPA STAGE 5</b>  |   |           |   |   |                       |   |            | End of programme learner self assessment, tutor summative assessment, review of overall progress and achievement |             |

## Bradford Confederations' 14 – 19 Entitlement Quality Improvement Protocols Toolkit (Generic)

(N.B. The term 'provider' is used to refer to all organisations working in collaborative partnership to provide learning and training opportunities for 14 – 19 learners in the Bradford District and includes schools, colleges, work-based learning providers voluntary organisations and employers.)

### CHARACTERISTICS OF YOUR ORGANISATION (SEF Part A: Section 1)

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions        | Who is responsible<br>S = Sending school<br>P = Course provider<br>C = Connexions/Careers |  | Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|--|---|--|---|----------------------|
| An outline of the main characteristics of the learners.  | S/P/C   |  | <ul style="list-style-type: none"> <li>• Learners' attainment on entry and how you know this;</li> <li>• Learners' social and economic backgrounds, indicating the level of prosperity or deprivation.</li> </ul>   |                      |
| A brief description of your distinctive aims and a description of any special features of your organisation.                     | S/P/C   |  | <ul style="list-style-type: none"> <li>• any special units</li> <li>• additional community services or extended provision</li> <li>• significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers).</li> </ul> |                      |
| A brief outline of the specific contextual or other issues that act as aids or barriers to raising performance.                  | S/P/C   |  | <ul style="list-style-type: none"> <li>• -any difficulties in recruiting and retaining staff, or governors;</li> <li>• recent or impending reorganisation;</li> <li>• mobility of learners;</li> <li>• particularly important facts in your recent history, such as change of leadership.</li> </ul>              |                      |
| Brief outline of the main priorities in your improvement / development plan, and how they reflect the context in which you work. | S/P/C   |  |   |                      |
|  |   |  |   |                      |

# Achievements & Standards

## 1) How Well Do Learners Achieve?

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions  | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|--|---|--|
| a) Programme activities meet the needs and interests of learners in achieving challenging targets and learning goals.  | S/P/C   |  |
| b) There is evidence that the links with partner organisations raise the attainment of learners and/or adds value to their learning (3 ECM) / 3a, 3b, 3c   | S/P   |  |
| c) Provider organisations ensure that Learners' progress, relative to their prior attainment and potential are established and targets are set to ensure that achievement is at least within the expected range (3 ECM) / 3a, 3b, 3c | P/S   |  |
| d) The partner organisations have strategies in place to support underachieving groups of learners to raise their aspirations (4,5 ECM) / 3a, 3b, 3c   | P/S   |  |
| e) The partner organisations ensure that the standard of student work reflects their intended identified learning outcomes (3 ECM) / 3a, 3b, 3c  | P/S/C   |  |
| f) The partner organisations ensure that programmes monitor and improve, attendance, behaviour,  | P/S   |  |

| Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|---|----------------------|
| <b>1. Inspectors evaluate learners' success in achieving challenging targets, including qualifications, vocational and learning goals, with trends over time and any significant variations between groups of learners.</b> |                      |
| <b>a) Challenging targets at different levels of aggregation involve all providers and include:</b>   |                      |
| overall and timely completion of training   |                      |
| Timely achievement of key skills and literacy, numeracy and language skills appropriate to the main qualifications  |                      |
| Overall and timely achievement of qualifications including all courses; including vocational qualifications such as BTECs, NVQ's and technical certificates   |                      |
| Distance travelled measures for 16-18 year olds at different levels of aggregation  |                      |

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions                | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|--|---|--|
| motivation, personal and social skills and the attainment of all learners involved (1,2,3,4,5 ECM) / 4                                   |   |  |
| g) The partner organisations ensure that the learners are aware of the personal qualities and key skills employers require (4,5 ECM) / 4 | P/S/C   |  |
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| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
|  |                      |
| Overall and timely success rates, learner retention and distance travelled measures over time, should show improvement, or be maintained at a high standard for different groups of learners.  |                      |
| <b>b) The Standards of learners' work in relation to their learning and vocational goals</b>   |                      |
| <ul style="list-style-type: none"> <li>• The levels of skills and knowledge shown by learners at work</li> <li>• The standards of learners' literacy, numeracy and language skills.</li> <li>• The standard of learners' work for their courses including BTECs, GCSEs , technical certificate and any other qualification or training programme</li> </ul>  |                      |
| <b>c) Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners</b>  |                      |
| <ul style="list-style-type: none"> <li>• Learners progress toward gaining skills and qualifications including vocational skills, NVQ's, key skills, technical certificates and other relevant skills and knowledge</li> <li>• Learners' levels and rates of achievement appropriate to their previous and potential level of achievement</li> <li>• Learners' skills and knowledge at each stage of their training as identified on learning plans and records of achievement</li> </ul> |                      |
| <b>d) The extent to which learners enjoy their work</b>  |                      |
| <ul style="list-style-type: none"> <li>• The degree to which learners show interest and participate in their learning sessions and take pride in their achievements</li> </ul>   |                      |

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
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| Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|---|----------------------|
| their achievements <ul style="list-style-type: none"> <li>• And where appropriate the acquisition of workplace skills</li> <li>• The development of skills which contribute to the social and economic well-being of the learner</li> <li>• The behaviour of learners and the attendance of learners</li> <li>• The extent to which earners adopt safe practices and a healthy lifestyle</li> </ul> |                      |

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| <p><b>Sources of evidence include:</b></p> <ul style="list-style-type: none"> <li>• Observations of learners work</li> <li>• Data specified in the guidance and forms issued by the lead partners</li> <li>• Numbers of learners starting and completing the programmes with partner organisations</li> <li>• Comparisons between local and national data, where available</li> <li>• Partner organisations' data trends</li> <li>• Destinations of all learners who leave</li> <li>• Learners' written and practical work, including portfolios of evidence</li> <li>• Interviews with learners about their achievements</li> <li>• Learners' initial assessment records and individual learning plans</li> <li>• Records of learners' progress reviews</li> <li>• Records of learners' attendance</li> </ul> |
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## THE QUALITY OF PROVISION

### 2) How effective are teaching, training and learning?

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions   | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|---|---|--|
| The partner organisations ensure that the teaching/training and resources promote learning, address the full range of learners' needs and meet programme requirements.  | P/S   |  |
| <b>The partner organisations;</b>   |   |  |
| <ul style="list-style-type: none"> <li>ensure that there is emphasis on the development of safe working practices and the adoption of a healthy lifestyle within all provision – Key question 3 and (1,2 ECM, SEF 4)</li> </ul> | P/C   |  |
| have teaching and learning and assessment strategies which clearly describe the methodologies applied and planned for, that cover the range for the 14 -19 provision (3,4 ECM, SEF 5a, 5b, 5c, 5d,5e))                          | P/S   |  |
| <ul style="list-style-type: none"> <li>have effective processes for recording learner achievements in place, that clearly indicate progression within the curriculum (3 ECM, SEF 3a, 3b, 3c))</li> </ul>                        | P/S   |  |
| 2. have identified how learners, parents, staff and partners are to be  | S/P   |  |

| Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|---|----------------------|
| <b>1. How well teaching and/or training and resources promote learning, address the full range of learners' needs and meet course and programme requirements:</b>   |                      |
| a) the extent to which provider teaching staff possess technical competence and up to date expertise consistent with effective teaching and assessment of the course  |                      |
| b) whether provider staff use appropriate methods for dealing with learners from a wide range of backgrounds and in different types of provision  |                      |
| c) the effectiveness of on and off the job teaching and learning (where applicable)   |                      |
| d) to what extent partner organisation staff use methods and styles of teaching consistent with the aims of their course and personal objective and whether they use a range of teaching methods to build on existing experience and knowledge, helping learners to extend their repertoire of learning styles. |                      |
| e) The significance of practical and workplace experience (where appropriate) in developing learners' competence and  |                      |

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|---|---|--|
| involved in reviewing provision performance (3 ECM, SEF 2a, 2b, 2c, 2d))  |   |  |
| resources are current, sufficient, appropriate and deployed efficiently (3,4 ECM, SEF 5a, 5b, 5c, 5d, 5e))                | P/S   |  |
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| Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|---|----------------------|
| confidence  |                      |
| f) The contribution of planning and co-ordination of on and off the job training in achieving vocational learning aims, including how well the resources enable learners to achieve their qualifications.   |                      |
| g) The roles of provider teachers, lecturers, trainers, assessors and other specialists and whether there are enough suitably qualified and experienced staff to meet the demands of the course and range of learners   |                      |
| h) Whether provider staff challenge and inspire learners and motivate them by finding new ways for learners to look at themselves and their environment   |                      |
| i) The extent to which staff, with learners, develop individual learning plans guided by initial assessment, which are reviewed and updated regularly; learning plans reflect learners' identified learning needs, interests and aspirations, as well as their prior learning |                      |
| j) Whether learning plans are updated to take account of learners' progress   |                      |
| k) To what extent partner organisations staff use suitable, up to date learning materials and equipment that are available and used at all venues   |                      |
| l) If accommodation provides a suitable setting for good teaching, learning and support for learners; accommodation is conducive to learning.   |                      |
| m) Whether resources, including information learning technology (ILT), are used to best effect to promote learning  |                      |
| n) To what extent learning resources and accommodation allow learners to participate fully and all parts of the premises are accessible to learners with restricted mobility  |                      |
| o) To what extent additional learning and communications equipment is available for those who need it   |                      |



| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
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| Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|---|----------------------|
| <ul style="list-style-type: none"> <li>• differentiated teaching and training to meet all learners' needs</li> </ul>  |                      |
| <ul style="list-style-type: none"> <li>• additional support at work experience placement (where appropriate) and during the on and off the job training.</li> </ul> |                      |
| <ul style="list-style-type: none"> <li>• The involvement of parents and carers in the children's learning and development</li> </ul>                                |                      |

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| <p><b>Sources of evidence include:</b></p> <ul style="list-style-type: none"> <li>• Observation of all teaching and learning opportunities including on and off the job training and assessment (where appropriate)</li> <li>• Visits to all external provision including work experience placements (where appropriate)</li> <li>• Observations and records of progress reviews</li> <li>• Interviews with learners about <ul style="list-style-type: none"> <li>- how well their learning and training needs are met</li> <li>- what they think of their assessments</li> <li>- the quality of the feedback they receive about their progress</li> </ul> </li> <li>• interviews with teachers, lecturers, trainers, assessors and internal verifiers</li> <li>• interviews with external provision co-ordinators, work experience placement supervisors/employers etc.</li> <li>• individual learning and assessment plans</li> <li>• on and off the job training plans and session plans (where appropriate)</li> <li>• learning and assessment materials and resources, including ILT</li> <li>• records of assessment, internal and external verification, learners' progress and achievement</li> <li>• learners' assessment portfolios</li> <li>• records of progress reviews</li> <li>• progress records sent to work experience placement providers</li> <li>• plans and materials for induction to the course/programme</li> <li>• records of communication between schools, parents, learners, colleges, work -based learning providers and those involved in providing work experience.</li> <li>• feedback from learners as gathered from surveys or other sources</li> <li>• staff qualifications and staff training and development records</li> <li>• health and safety monitoring records and training materials</li> </ul> |
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### 3) How well do the programmes and activities meet the needs and interests of the learners?

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions   | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|---|---|--|
| The partner organisations build on the learner's prior attainment and ensure that all programmes and activities match the learner's aspirations, potential and needs.                                   | S/P/C   |  |
| <b>The partner organisations;</b>   |   |  |
| <ul style="list-style-type: none"> <li>undertake rigorous Initial assessment to ensure that suitable pathways for learners are established. – key question 2 and (3, 5 ECM, SEF 3a, 3b)</li> </ul>      | P/S   |  |
| <ul style="list-style-type: none"> <li>Learners are provided with the opportunity to make their views known and are satisfied that they are treated as individuals (3,5 ECM, SEF 2a, 2b, 2c)</li> </ul> | P/S   |  |
| <ul style="list-style-type: none"> <li>provide opportunities for learners to participate in curriculum enrichment activities, where appropriate (3,5 ECM, SEF 4)</li> </ul>                             | P/S   |  |
| <ul style="list-style-type: none"> <li>ensure that learners understand the requirements and expectations of employers and the workplace (5 ECM, SEF 3a, 3b, 5b, 5c)</li> </ul>                          | P/S/C   |  |
| <ul style="list-style-type: none"> <li>produce ongoing evidence that the programme is of educational benefit to the learners – key question 1 (3,5 ECM, SEF 2a, 2b, 2c)</li> </ul>                      | P/S   |  |

| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
| <b>The extent to which courses and programmes or activities meet learners' aspirations and potential, building on prior attainment and experience:</b> |                      |
| a) whether learners have the chance to follow an appropriate range of courses or programmes suitable to their identified needs                         |                      |
| b) if, where appropriate, learners can achieve suitable qualifications to enhance their career and employment prospects                                |                      |
| c) to what extent training programmes are well planned and coherent, involving activities that become progressively more complex and demanding         |                      |
| <b>2. how far courses, programmes or the curriculum meet external requirements and are responsive to local circumstances</b>                           |                      |
| a) whether all learners, whatever their personal circumstances and background, can take part in the course or training programme                       |                      |
| b) to what extent learning courses and programmes comply with the requirements of appropriate external agencies  |                      |

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions  | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>conducts an overall annual evaluation report of the provision, including satisfaction ratings for learners, parents and staff – also relates to key question 1 and (3,5 ECM, SEF 2d, 5b, 5e)</li> </ul> | P/S/C   |  |
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| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
| c) whether multi site provision and resources are integrated effectively to provide coherent programmes of learning  |                      |
| d) (where appropriate) how well off the job training compliments on the job training and is relevant to the learners vocational goal                               |                      |
| e) programmes of work take into account the needs of employers   |                      |
| f) learners are given the opportunity to broaden their experience through a suitable variety of enrichment activities  |                      |
| g) whether systems ensure that the learners are in a safe environment, personal protective equipment is used and safe working practices are followed and monitored |                      |
| h) to what extent learners are working in an environment that complies with health and safety legislation  |                      |
| i) to what extent learners and partner organisation staff are aware of their responsibilities for their own health and safety and that of others                   |                      |

**Sources of evidence include:**

- interviews with learners about the content and context of their courses and programmes
- interviews with teachers, lecturers, trainers, employers/work experience placement providers etc.
- partner organisations' strategic and development plans
- individual learning plans
- local labour market information

- promotional literature and advice given to prospective learners
- action plans for encouraging participation by potential learners
- feedback from learners as gathered from surveys or other sources
- records of communication about the co-ordination of on and off the job training
- records of awards of certificates to learners for any additional training, particularly that provided by an employer

#### 4) How Well Are Learners Guided and Supported

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions  | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|--|---|--|
| Care, advice, guidance and other support is provided through the partnership to safeguard the welfare of learners, promote their personal development and achieve high standards.  | C/P/S   |  |
| <b>The partner organisations;</b>  |   |  |
| <ul style="list-style-type: none"> <li>• are proactive in working with the Connexions service to help learners receive impartial guidance to enable them to choose a programme most suited to their needs and to complete their individual learning/career action plans (1,2 ECM, SEF 4e, 5b, 5c, 5d)</li> </ul> | S/P/C   |  |
| <ul style="list-style-type: none"> <li>• ensure that rigorous diagnostic assessment is conducted with learners to establish Individual learning needs. (SEF 3a, 3b, 3c)</li> </ul>   | P/S   |  |
| <ul style="list-style-type: none"> <li>• have an efficient and effective referral process from schools to provider organisations which communicates necessary information about learners' prior achievement , needs etc. (SEF 3a, 3b, 3c)</li> </ul>   | S/P   |  |
| <ul style="list-style-type: none"> <li>• have effective induction programmes and work closely together to prepare students for</li> </ul>  | P/S   |  |

| Guidance / Evidence based upon the Common Inspection Framework  | Location of evidence |
|---|----------------------|
| <b>1. The care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards</b>                   |                      |
| a) how well the partner organisations evaluate pre-course guidance, induction and additional support to identify good practice and areas for improvement.       |                      |
| b) The quality and accuracy of information given to schools and prospective learners and parents to direct them toward the most appropriate course or programme |                      |
| c) how well impartial guidance enables learners to choose the programme or course that is right for them  |                      |
| d) the effectiveness of careers education and guidance in guiding learners towards appropriate opportunities  |                      |
| e) how accurately learners' individual learning needs are diagnosed   |                      |

| <b>Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions</b>  | <b>Who is responsible</b><br>S = Sending school<br>P = Education / Training provider<br>C = Connexions/Careers |  |
|---|--|--|
| work closely together to prepare students for transition (3,5 ECM, SEF 3a, 3b, 3c)  |  |  |
| <ul style="list-style-type: none"> <li>ensure that effective additional support arrangements are made available to learners to maximise potential. (SEF 3a, 3b, 3c)</li> </ul>                                  | P/S  |  |
| <ul style="list-style-type: none"> <li>have effective procedures for recognising and managing poor behaviour, punctuality, absence, under achievement and drop out (2,3,4 ECM, SEF 3a, 3b)</li> </ul>           | P/S  |  |
| <ul style="list-style-type: none"> <li>ensure that timely and effective advice is given to learners about opportunities for progression (1,2,3 ECM, SEF 3a, 3b, 3c)</li> </ul>                                  | C/P/S  |  |
| <ul style="list-style-type: none"> <li>ensure progression routes are clearly defined and data on 'next steps', is recorded and used to inform management information (3,5 ECM, SEF 3a, 4, 5b, 5c,5d)</li> </ul> | C/P/S  |  |
| <ul style="list-style-type: none"> <li>report of the provision, including satisfaction ratings for learners, parents and staff – also relates to key question 1 and (3,5 ECM, SEF 2a, 2b, 2c)</li> </ul>        | P/S  |  |
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| <b>Guidance / Evidence based upon the Common Inspection Framework</b>   | <b>Location of evidence</b> |
|---|-----------------------------|
| needs are diagnosed   |                             |
| f) the extent to which learners receive effective additional support throughout their training, including access to specialist support  |                             |
| g) how well induction programmes for on and off the job training prepare the learners for the demands of their course or programme  |                             |
| h) how effectively induction programmes enable learners to understand their rights and responsibilities.  |                             |
| i) the effectiveness of support systems in maximising the learners ability to achieve his/her learning/vocational goals and minimising risk of them leaving their course or programme before completion |                             |
| j) the effectiveness of procedures for recognising and managing poor punctuality, absences from training and poor performance   |                             |
| k) the appropriateness of support arrangements and accommodation for training programmes  |                             |
| <b>2. The quality and accessibility of information, advice and guidance to learners in relation to courses, programmes and progression</b>  |                             |
| a) the level of timely and effective advice given to learners, teachers, parents and training staff about opportunities for progression.  |                             |

**Sources of evidence include**

- interviews with learners about the quality of care, guidance, advice and support

that they receive

- individual learning plans
- interviews with training staff
- interviews with work experience placement providers
- observation of induction sessions and examination of induction materials and records
- observations and records of additional learning support
- interviews with staff and managers about additional support arrangements
- advice and guidance materials
- promotional literature
- procedures for monitoring attendance, punctuality and performance
- appropriateness of accommodation
- feedback from learners, parents, schools and employers through surveys or other sources
- agreements between work experience placement providers and partner organisations

## 5) How effective are leadership and management in raising achievement and supporting learners?

| Common Inspection Framework Key Questions / Every Child Matters objectives / Schools' Self Evaluation Framework Questions  | Who is responsible<br>S = Sending school<br>P = Education / Training provider<br>C =<br>Connexions/Careers |  |
|--|--|--|
| Provision promotes and manages the well being of learners through high quality care education and training and provides a range of evidence, enabling quality judgments to be made that relate to national, regional and local standards, including Every Child Matters. | S/P/C  |  |
| <b>The partner organisations:</b>  |  |  |
| <ul style="list-style-type: none"> <li>governing boards have an annually approved policy statement for 14 – 19 vocational provision which includes entitlement statements for learners, parents and carers (SEF 2a, 2b, 2c)</li> </ul>                                   | S/P/C  |  |
| <ul style="list-style-type: none"> <li>accept and implement the appropriate Bradford CYP / LA / Confederations' child protection, health and safety policy statement and associated protocols</li> </ul>   | S/P/C  |  |
| <ul style="list-style-type: none"> <li>have a written service level agreement which establishes clear benchmarks and protocols for the partnership</li> </ul>  | S/P/C  |  |
| <ul style="list-style-type: none"> <li>have clear leadership, development and co-ordination of the curriculum provision within the partnership (SEF 6a, 6b,6c))</li> </ul>   | S/P/C  |  |
| <ul style="list-style-type: none"> <li>set strategic objectives and targets are set, fully understood and contributed to, by all partner organisations (SEF 3a, 3b)</li> </ul>   | S/P/C  |  |
| <ul style="list-style-type: none"> <li>have an effective communication strategy that is understood and</li> </ul>  | S/P/C  |  |

| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
|  |                      |
| <b>1) How effectively performance is monitored and improved through quality assurance and self assessment</b>  |                      |
| a) whether the partner organisations have comprehensive and effective quality improvement arrangements that cover all training, ensuring that training is never less than satisfactory and that provision is continuously improved |                      |
| b) the extent to which quality improvement arrangements are systematic and take into account all relevant views  |                      |
| c) whether partner organisation staff understand and are a part of the provider's quality improvement arrangements   |                      |
| d) the extent to which the partner organisations carry out rigorous self assessment, recognise strengths and weaknesses in training and take appropriate action to rectify identified weaknesses                                   |                      |
| e) how effectively accurate data about learner retention, overall and timely success rates and distance travelled measures for 14-19 year olds are used in the self assessment process   |                      |
| f) whether partner organisation managers and staff can obtain accurate data about learners' performance and  |                      |

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|---|--|--|
| contributed to, by all partner organisations (SEF 2a, 2b, 6a, 6b)   |  |  |
| • have effective performance management systems in place  | S/P/C  |  |
| l) have effective processes for recording learner recruitment, retention, progression and achievement (SEF 3a, 3b, 3c)  | S/P/C  |  |
| m) show evidence of effective collaboration between the partner organisations, including data exchange, management information and the sharing of good practice. (SEF 3a, 3b)                 | S/P/C  |  |
| n) promote the mutual benefits of the programme to other parties  | S/P/C  |  |
| o) resources, including CPD for staff, are current, sufficient, appropriate and deployed efficiently to support the quality improvement strategy.   | P/S/C  |  |
| p) ensure that there is sufficient, timely and appropriate information available for all stakeholders including school of origin, providers, students and parents. (SEF 2a, 2b, 2c, 2d,3a,3b) | S/P/C  |  |
|   |  |  |
| <b>Quality Improvement</b>  |  |  |
| The partner organisations build quality assurance and planned improvement into all aspects of current and future provision:   | S/P/C  |  |

| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
| destinations on the leaving the course or programme  |                      |
| g) if data is used effectively to plan improvements to the training process and improve the learners' experience   |                      |
| h) whether organisations, managers and staff are aware of and follow agreed Child Protection and Health & Safety protocols and guidance (National & local)   |                      |
| <b>2) The adequacy and suitability of provider staff, including the effectiveness of processes for recruitment and selection of staff to ensure the learners are well taught and protected</b>       |                      |
| a) whether there are enough qualified and experienced teaching, training and support staff, who between them, carry out training, assessment, internal verification and where necessary, counselling |                      |
| b) If all work experience placement provider staff have current occupational experience and are able to devote sufficient time to off the job training.  |                      |
| c) whether the staff appraisal process is effective as a means of helping staff identify their training needs and improve their performance  |                      |
| d) to what extent the professional development of staff contributes to the effectiveness and updates their knowledge and skills  |                      |
|  |                      |
| <b>3) The adequacy and suitability of specialist equipment, learning resources and accommodation</b>   |                      |

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|---|--|--|
| <b>The partner organisations;</b>   |  |  |
| <ul style="list-style-type: none"> <li>have a quality improvement plan which includes extended services offered and the application of the district protocols</li> </ul>  | S/P/C  |  |
| <ul style="list-style-type: none"> <li>have comprehensive and effective quality improvement arrangements that cover all aspects of provision, ensuring that teaching and learning is never less than satisfactory and that the provision is continuously improved (SEF 3a, 3b, 3c)</li> </ul> | S/P/C  |  |
| <ul style="list-style-type: none"> <li>have in place, quality improvement arrangements that are systematic, procedural and take into account all relevant views</li> </ul>  | S/P/C  |  |
| <ul style="list-style-type: none"> <li>have effective strategies in place for monitoring, evaluating and improving performance (SEF 3a, 3b, 3c)</li> </ul>  | S/P/C  |  |
| <ul style="list-style-type: none"> <li>carry out a rigorous and robust self assessment of provision against the 5 key questions of the Common Inspection Framework and all five Every Child Matters outcomes. (SEF 3a, 3b, 3c)</li> </ul>   | S/P/C  |  |
| <ul style="list-style-type: none"> <li>conduct a self assessment of the institution's contribution to the partnership</li> </ul>  | S/P/C  |  |
| <ul style="list-style-type: none"> <li>involve learners, parents and staff in the review of provision (SEF 2a, 2b, 2c)</li> </ul>   | S/P/C  |  |

| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
| a) whether learners have access to good learning materials, equipment and facilities when they need them and are able to use them safely on their own to make progress toward their learning and vocational goals              |                      |
| b) the extent to which learning resources and equipment comply with health and safety requirements and industry standards  |                      |
| c) whether the accommodation provides a suitable setting for good teaching, training and learning and support for learners   |                      |
| d) all partner organisations, managers and staff are familiar with agreed Health & Safety guidance, protocols and procedures and follow them.  |                      |
| <b>4) How effectively and efficiently resources are deployed to achieve value for money</b>  |                      |
| a) to what extent the 'value for money' principles of comparison, challenge, consultation and competition are applied in securing resources and services   |                      |
| <b>5) How effective are the links made with other providers, schools and work experience training providers to promote integration of care, education and any extended services to enhance learning and promote well-being</b> |                      |
| a) appropriate partnership arrangements, formal and informal, contribute to enhancing the quality of courses and programmes  |                      |

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| <ul style="list-style-type: none"> <li>have a clear management structure, with a senior manager and co-ordinator role established, with responsibility for Quality Improvement</li> </ul>  | S/P/C  |  |
| <ul style="list-style-type: none"> <li>systematically collect, collate relevant data and use the information to plan improvements to the provision process and improve the learners' experiences. (SEF 2a, 2b, 2c, 3a, 3b, 3c)</li> </ul>                              | S/P/C  |  |
| <ul style="list-style-type: none"> <li>set challenging targets to ensure that year on year, satisfaction ratings made by students and staff, remain at a high level. (SEF 2a, 2b, 2c, 3a, 3b, 3c)</li> </ul>   | S/P/C  |  |
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| <p><b><u>Equality and Diversity</u></b></p> <p>The Partner organisations will ensure that equality of opportunity is promoted and discrimination tackled, so that all learners achieve their potential. That policies and procedures reflect the needs of learners</p> | S/P/C  |  |

| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
| management and supervisory bodies effectively oversee the providers strategic direction and regularly monitor the quality of provision and their own performance   |                      |
| <p><b>) How effectively leaders and managers within the partner organisations clearly direct improvements and promote the well being of learners through high-quality care, education and training</b></p> |                      |
| a) the clarity of direction given through strategic objectives and targets that are fully understood by partner organisations staff, schools and work experience placement providers                       |                      |
| b) the effectiveness of communications between provider staff, with schools, with work experience placement providers and other external agencies  |                      |
| c) the ability of the provider to set its own demanding targets for learner retention, success, progression and employment without relying on those of an external body                                    |                      |
| d) the extent to which provider staff understand the performance targets and know what they need to do to contribute to successful courses and programmes  |                      |
| e) how well performance is monitored and compared with the targets   |                      |
| f) how effective performance management, staff appraisals and reviews are in improving the quality of courses and programmes   |                      |
|  |                      |

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| from a wide range of backgrounds, abilities and cultures, which promote equality of opportunity.   |  |  |
| <b>The partner organisations;</b>  |  |  |
| q) ensure that equality of opportunity is promoted and leadership and management reflects commitment to diversity and inclusion (SEF 2c)   | S/P/C  |  |
| r) aims and values promoting equality, is reflected in the curriculum (SEF 3b)   | S/P  |  |
| s) have effective policies, procedures and systems in place to measure and eliminate oppressive behaviour, including all forms of harassment, ensuring that all learners are aware of what constitutes harassment and know what to do if subjected to it. (SEF 2a, 2b, 2c) | S/P  |  |
| t) ensure that equal opportunities issues and learning difficulties and disabilities are addressed (SEF 2c, 3a, 3b, 3c)  | S/P/C  |  |
| u) ensure that provision reflects the cultural diversity of the local area   | S/P/C  |  |
| v) identify and establish how learners will benefit from the provision   | P/S/C  |  |
| w) ensure that learners are provided with the opportunity to make their views known and are satisfied that they have been treated as individuals   | S/P/C  |  |
| x) make provision for child protection, health and safety and insurance for off site visits that meet local and national   | S/P/C  |  |

| Guidance / Evidence based upon the Common Inspection Framework   | Location of evidence |
|--|----------------------|
| <b>7) How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential</b>   |                      |
| a) how well providers and work experience placement providers understand and meet their statutory obligations regarding equality   |                      |
| b) the extent to which explicit aims and values promoting equality for all are reflected in the provider's work  |                      |
| c) the extent to which the provider has taken specific action to promote training to people from groups in the community under-represented on the courses or programmes  |                      |
| d) the effectiveness of measures to eliminate oppressive behaviour, including all forms of harassment and to ensure that learners are aware of what constitutes harassment and know what to do if subjected to it. |                      |
| e) The extent to which learners are protected from harassment and discrimination at all times, including work experience situations  |                      |
| f) Whether the provider has a system for dealing with harassment and records show that this is effective   |                      |
| g) Whether the provider and work experience placement provider consider complaints and grievances promptly and effectively, using procedures that are understood by all staff and learners                         |                      |
|  |                      |

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|---|--|--|
| guidelines  |  |  |
| b) use data and improvement strategies for specific groups of students to ensure equality of opportunity.                 | S/P/C  |  |

| Guidance / Evidence based upon the Common Inspection Framework | Location of evidence |
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Sources of evidence could include:

- Interviews with provider staff and managers about their own development and their understating of the organisation's quality improvement procedures and promotion of equality of opportunity
- Policy and operating statements
- Visits to work experience placement providers
- Written agreements with work experience placement providers
- Business/service plans
- Targets for staff and monitoring of progress toward them
- Staff development plans and activities, including those for equality of opportunity
- Quality improvement procedures and arrangements
- Self-assessment reports
- Development and action plans
- Management information
- Arrangements for monitoring and recording learners' progress
- Agenda and minutes of meetings
- Procedures for dealing with bullying and harassment
- Equal and diversity statistics
- Complaints and appeals procedures and associated records
- Interviews with learners about providers' promotion of equality of opportunity
- Analysis of cost of training
- Records of learners' achievement and retention rates
- Observations of teaching and learning records
- Observations of off the job training
- Visits to learners' external provision, including work experience placements to monitor service level agreements and the flow of information between the provider and the placement
- Interviews with learners
- Interviews with trainers, assessors and internal verifiers
- Staff qualifications and staff training and development records
- References to resources in the provider's business plan
- Learning materials and equipment for on and off the job training
- Visits to any sub-contractors