Knowsley Quality Assurance Framework for Alternative Educational Provision

2016-17

Alternative Educational Provision

Alternative Education Provision is defined as:

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.[1]

Schools are responsible for ensuring the quality of placements to which they send their pupils for alternative educational provision. In Knowsley all the secondary schools and academies working in partnership with the local authority have developed this quality assurance framework and associated processes. This is to ensure every Knowsley pupil who receives their education via a placement with an alternative provider can be assured they have met the high standards and expectations agreed by all partners.

The care with which Knowsley schools put into sourcing, selecting and commissioning alternative educational provision is captured in this framework and reflects best practice.

Young people and their families can be confident that alternative educational providers selected by the partnership of schools in Knowsley have met a set of clearly defined minimum standards. These include safeguarding, health and safety, quality of accommodation, value for money, hours offered and procedures for communication with the school.

Provision is selected taking into account the balance of the pupil's curriculum, their personal and social needs, the accreditation offered, and the opportunities for progression. Learning and progress (academic, vocational and/or personal), are the clear focus of all placements.

The school visits the provider in advance of a placement and assesses the suitability for the pupil to ensure it will meet their individual needs and involves the pupil in the process arranging for them to visit the provider prior to their placement.

The quality of what is provided is never less than could be provided or would be accepted at school, with the provider being given clear and relevant information about the pupil's needs from the outset including the pupil's strengths, their behaviour, and any special education needs especially literacy and numeracy skills.

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[1] Alternative Provision Statutory guidance for local authorities, January 2013

Rigorous Quality Assurance

In Knowsley alternative educational provision is successful because each school or unit keeps firm 'ownership' of their pupils and ensures placements meet their needs at all times.

Knowsley pupils and their parents/carers know that their school is interested in their alternative educational provision and that there is a named key link member of staff who liaises with the placement. The school or unit take an active and ongoing interest in their progress and will intervene and support them if there are any problems. It is essential that the pupil remains in close contact with their school and feels a sense of belonging to their school and provider community. At the same time the schools respect the fact that alternative educational provision may look different from school so will not interfere unnecessarily.

Providers will record the pupil's personal, academic and placement specific progress as agreed with the school or unit and actively involves the pupil in a self-evaluation process. Each school or unit in turn will take note of the information provided and include this in their routine tracking of the pupil's overall progress.

In order to evaluate the impact of the provision on the outcomes for the pupil each school or unit will use the information provided together with data such as overall attendance, behaviour and progress. If this identifies that the pupil is not making adequate progress, the school or unit will work to identify why and respond accordingly, offering support or challenge to the pupil or the provider concerned, and if necessary will change the placement.

The partnership of schools, pupil referral unit and the local authority have developed this framework in order to monitor the consistency and quality of leadership, management and delivery of alternative educational provision and vocational options for school age pupils, typically from Y10 and beyond. This collaborative approach to the quality assurance of alternative educational provision will also enable the sharing of effective practice with the common goal of continually improving overall provision and learners' experiences and outcomes.

The Knowsley Quality Assurance Framework for Alternative Educational Provision provides the criteria against which the various aspects of the programme can be assessed. The criteria apply to both the host school or unit and the alternative educational provider in equal measure, thereby acknowledging the importance of a partnership approach to quality assurance.

Quality Assurance Standards

The quality assurance framework has nine standards which the schools, pupil referral unit and providers will be familiar with as these are based on the self evaluation framework required by Ofsted as follows:

1. Safeguarding
2. Health and Safety
3. Achievement and standards
4. Teaching and learning
5. Admissions, guidance and support
6. Pupil entitlement
7. Leadership and management
8. Professional development
9. Employer engagement

The framework criteria have been identified as the key quality indicators for the various aspects and stages of alternative educational programmes in Knowsley.

In addition to the criteria is a checklist of questions and potential sources of evidence for each of the nine standards which have been developed to assist with the monitoring and evaluation processes.

The quality assurance standards and criteria are outlined on pages 6 - 8.

AEP QA Standards

Standard One: Safeguarding (Essential Requirement)	
1a	There are effective entry and exit procedures for staff, pupils and visitors to the premises
1b	Safeguarding / Child Protection policies and procedures are in place and up to date
1c	There is a named Designated Safeguarding Lead who receives appropriate training every two years and updates at least annually
1d	All staff members receive appropriate safeguarding and child protection training and updates (for example, via email, e-bulletins and staff meetings), at least annually.
1e	E-Safety / acceptable use and anti-bullying policies and procedures are in place and up to date
1f	There is a safer recruitment policy and procedures in place including Enhanced DBS checks for all staff

StandardTwo: Health and Safety (Essential Requirement)	
2a	Health and Safety policies and procedures are in place and up to date with a named person trained to IOSH standard with ultimate responsibility.
2b	Risk assessments have been carried out and reviewed regularly
2c	Fire alarm tests are undertaken weekly and fire drills take place regularly at least once a year
2d	Public liability insurance policy is current and the insurance certificate is displayed
2e	Staff are trained in first aid with equipment and/or facilities being readily available

Standard Three: Achievement and Standards	
3a	Learners meet the agreed targets set in relation to their starting points and make at least satisfactory progress
3b	Learners gain knowledge, skills and understanding at a satisfactory rate across aspects of the curriculum / programme
3c	Analysis of assessment data enables clear indications of: ➲ How well the provider is doing in relation to the agreed targets ➲ How effective the provider is in identifying specific groups of learners' needs
3d	Progress reports show modifications, if necessary, to learners' requirements

Standard Four: Teaching and Learning	
4a	Lessons/sessions have clear learning outcomes
4b	Lesson/session plans identify the knowledge skills and understanding that different groups of learners will achieve
4c	Regular and thorough assessment and review of progress takes place
4d	Resources are adequate to support a variety of teaching and learning styles
4e	There are productive working relationships between staff and learners leading to positive feedback
4f	Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and comply appropriately

Standard Five: Admissions, Guidance and Support	
5a	A profile on each learner is shared between the school/unit and provider detailing key information on ability, aptitude and specific needs
5b	Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve
5c	Regular and thorough assessment and review of progress takes place
5d	Resources are adequate to support a variety of teaching and learning styles
5e	There are productive working relationships between staff and learners leading to positive feedback
5f	Learning and pastoral support is available to all learners throughout the programme. Learners and staff are aware of the procedures to access this support

Standard Six: Pupil Entitlement	
6a	All learners participate in an induction process that will help them understand options, health and safety procedures, and their rights and responsibilities
6b	Learners have a forum to express their views and raise issues
6c	A planned programme of induction activities ensures that learners understand their rights and responsibilities and are aware of equal opportunities

Standard Seven: Leadership and Management	
7a	There is a secure agreement setting out the responsibility of the provider and the feeder school/unit
7b	Collaborative time-tabling arrangements allow individuals access to the widest possible range of programmes and activities
7c	Representative group or groups exist and meet regularly to plan and develop provision
7d	Effective lines of communication and engagement exist within and between organisations
7e	Clear lines of responsibility for the co-ordination and delivery of the programme are in place in both the home school/unit and the provider
7f	Effective self-evaluation procedures are in place
7g	Schools/unit and providers work in partnership with individual learners and parents/carers to monitor and review individual needs, abilities and aspirations
7h	Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards
7i	There is a named lead for Children Looked After who is a point of contact for key professionals and engages in appropriate training and updates on a regular basis.

Standard Eight: Professional Development	
8a	Strategies are in place to ensure that the professional development needs of the individual/provider are met
8b	Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes
8c	Arrangements have been agreed between partners for appropriate experience e.g. work shadowing and joint teaching programmes
8d	Good practice is identified and disseminated across all participating staff

Standard Nine: Employer Engagement	
9a	Employers demonstrate an understanding of the qualification and its link to the placement or experience provided
9b	Learners can identify the ways in which the employer input benefits their learning
9c	Employers are represented on key planning and decision-making groups
9d	Work placements are effectively planned and learners' experiences are recorded to show the benefit to the individual
9e	Work related activities and/or placement help learners to identify and understand potential career and training opportunities

Quality Assurance Process

AEP QA Team
The alternative educational provision quality assurance team will be selected by the members of the Knowsley Secondary Leadership Group and the Knowsley Education Improvement Team as follows:

- ➲ 2 school or unit key link staff members
- ➲ 2 local authority officer from the Education Improvement Team

AEP Cycle of Review
The aim of the alternative educational provision quality assurance team is to visit all commissioned providers during the course of one academic year. Members of the team will work in pairs when visiting providers with the full team moderating the results

Self-Evaluation and QA Evidence
All commissioned providers will be required to complete the *'Self-Evaluation Tool'* and provide this together with a range of appropriately selected documentary evidence to representatives of the AEP QA Team.

During their annual visit they will also speak with the pupils on placement. The AEP QA Team will act as moderators in order to establish the degree of consistency of provision commissioned in Knowsley with the results being presented to the Secondary Leadership Group on a termly basis.

Knowsley
Alternative Educational Provision
Quality Assurance
Self Evaluation Tool

Knowsley Educational Provision
Quality Assurance Self Evaluation Tool

Provider	

Placement Address	
Postcode	
Invoice Address (if different than above)	
Postcode	

Lead Contact	
Designation	
Telephone Number	
Email Address	

Date Completed	

AEP QA Standard One: Safeguarding (Essential Requirement)

Guiding Principle: Learners feel safe

1a. There are effective entry and exit procedures for staff, pupils and visitors to the premises		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

1b. Safeguarding / Child Protection policies and procedures are in place and up to date		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

1c. There is a named Designated Safeguarding Lead who receives appropriate training every two years and updates at least annually		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

1d. All staff members receive appropriate safeguarding and child protection training and updates (for example, via email, e-bulletins and staff meetings), at least annually.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

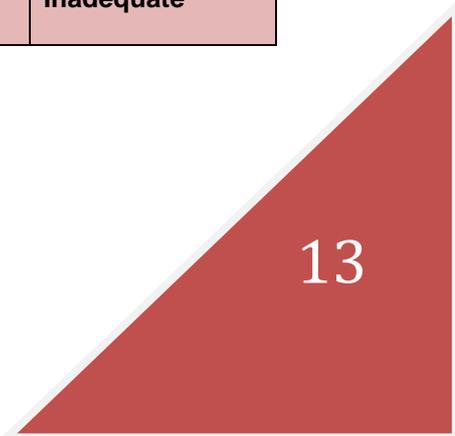| 1e. E-Safety / acceptable use and anti-bullying policies and procedures are in place and up to date		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

1f. There is a safer recruitment policy and procedures in place including Enhanced DBS checks for all staff		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard One Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence

How effective are the pupil and visitor registration processes in relation to:
  − Pupil registration
  − Signing in / out
  − Challenging strangers without visitor ID
How safe do pupils feel?
	Visitor registration system
	Pupil registration system
	Pupil surveys

How effective are the procedures for safeguarding? How effectively does the provider communicate referral and confidentiality procedures to learners?	Safeguarding/Child Protection Policy Links with Children's Social Care/other agencies particularly in relation to children "at risk" Confidential personal records Referral records Anti-bullying policy Behaviour & attendance policy
Is there a Designated Safeguarding Lead (DSL)? How systematic and effective is the DSL training? How do you know the training is effective?	Evidence of a named DSL DSL job description clearly states role and responsibilities for safeguarding DSL training certificates of completion Evidence of ongoing training Evidence of safeguarding supervision
How systematic and effective is staff safeguarding training?	Certificates of completion of training Evidence of all staff reading Part 1 of Keeping Children Safe in Education Supervision records of staff Impact evaluation of training
How effective are the E-Safety, acceptable use and anti-bullying policies and procedures? How are pupils, parents/carers and staff made aware of the policies and procedures?	Recording and reporting of incidents adheres to procedures 'Child's Voice' is evident in the development of policies Evidence of policies being communicated to staff, pupils and parents/carers
How rigorous and suitable are the safer recruitment policy and procedures? Are appropriate staff trained in safer recruitment procedures and mandatory duties e.g. PREVENT and FGM?	Safer recruitment policy and procedure Staff DBS checks Certificates of completion for safer recruitment and other related training e.g. PREVENT Supervision records of staff Impact evaluation of training

AEP QA Standard Two: Health & Safety (Essential Requirement)

Guiding Principle: Learners are safe on and off the premises.

2a. Health and Safety policies and procedures are in place and up to date with a named person trained to IOSH standard with ultimate responsibility.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

2b. Risk assessments have been carried out and reviewed regularly		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

2c. Fire alarm tests are undertaken weekly and fire drills take place regularly at least once a year		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

2d. Public liability insurance policy is current and the insurance certificate is displayed		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

2e. Staff are trained in first aid with equipment and/or facilities being readily available		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Two Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How effectively does the provider ensure that learners work in a healthy and safe environment? Has the Health & Safety policy been reviewed within the last 12 months? Are staff duties defined within the policy? Is the Statement of Intent signed, dated and on display?	Current Health & Safety policy including organisation chart. Statement of Intent is easy to locate and displayed clearly. Incident reports
Have suitable and sufficient risk assessments been completed within the last 12 months? Are staff aware of the contents of risk assessments? Have all risk assessments been reviewed, signed and dated within the correct timescales? Are actions within the risk assessments being addressed?	Risk assessment documentation for such things as: − Classrooms − Science labs − Out of hours activities − Manual handling − COSHH − Outdoor areas / playgrounds

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Points for Consideration	Suggested Evidence
Is there a suitable and sufficient fire risk assessment on site that has been received in the last 12 months? Are actions within the fire risk assessment being addressed? Has all fire fighting equipment been tested within the last 12 months?	Fire risk assessment documentation. All exit routes are clearly displayed, unlocked and clear from obstruction. Evacuation instructions are clearly displayed. Staff and pupils are aware of the evacuation procedures, routes and assembly points.
Is the pubic liability insurance certificate clearly displayed and up to date?	Public liability insurance certificate.
Are health and safety training requirements for staff identified and documented? i.e. Fire Marshall, 1st aider, manual handling etc. Is there an infection control policy? Are there adequately stocked first aid kits in prominent locations throughout the premises? How effective is staff health and safety training and awareness raising? How effective is pupil health and safety induction?	Health & Safety training plans for staff Infection control policy First aid kits Health & Safety training certificates Inset training / refresh awareness raising for staff Evaluation of pupil induction

AEP QA Standard Three: Achievement and Standards

Guiding Principle: Learners achieve the standards set for them in relation to their capabilities and starting points.

3a. Learners meet the targets set in relation to their starting points and make at least satisfactory progress.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

3b. Learners gain knowledge, skills and understanding at a satisfactory rate across aspects of the curriculum / programme		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

3c. Analysis of assessment data enables clear indications of:
   − How well the provider is doing in relation to the agreed targets
   − How effective the provider is in identifying specific groups of learners' needs		

Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

3d. Progress reports show modifications, if necessary, to learners' requirements			
Evidence Presented		Standard Met	✓
		Fully	
		Partially	
		Not at all	
Comments			

Standard Three Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How do different learners perform? Are course targets set for any specific groups who appear to be underachieving?	Assessment and test data, records and reports Course planning documents Learner questionnaire feedback
How do learners' outcomes compare year on year? What are the overall trends? Are they analysed according to - Ethnicity - Gender - English as an additional language (EAL) - Gifted and Talented (G&T) - Children Looked After (CLA) - Special Educational Needs and Disability (SEND) - Attendance - Punctuality - Retention rates - Destinations	Performance statistics Individual learner records Attendance records
What range of data is used to identify the learning needs of learners?	On-entry data Initial assessment information
How is learners' progress monitored and evaluated?	Records of learners' progress Lesson/session observations focused on learners' learning Discussion with learners and staff Peer and self-assessment
How effectively are learners' skills in English, mathematics and ICT assessed? (Functional skills)?	Planning Assessment and test data
How effective is target setting? Are they specific and do they enable learners to improve their work / attitude / behaviour?	Discussion with learners Targets

AEP QA Standard 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.

4a. Lessons/sessions have clear learning outcomes		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

4b. Lesson/session plans identify the knowledge skills and understanding that different groups of learners will achieve		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

4c. Regular and thorough assessment and review of progress takes place		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

4d. Resources are adequate to support a variety of teaching and learning styles		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

4e. There are productive working relationships between staff and learners leading to positive feedback		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

4f. Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and comply appropriately		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Four Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How effectively is the quality of teaching and learning monitored in relation to: – Teachers' subject knowledge? – Planning with clear learning objectives and suitable teaching strategies? – Meeting the needs of the full range learners and course requirements? – Learners' interests and engagement? – Appropriate methods and resources? – Effective use of time? – High standards of responsibility and behaviour? – Additional study as a means of reinforcing learning? – Equality of opportunity? – How well teachers recognise and overcome barriers to learning?	Records of progress of all learners including vulnerable learners Monitoring records of teaching Learners with learning difficulties or disabilities (LLDD); Looked After Children (LAC); traveller children; refugee and Asylum seeker children Account take of the language needs of EAL learners Schemes of work and lesson plans Initial assessment records Retention statistics Attendance records
How suitable and rigorous is assessment in planning learning and monitoring learners' progress? - How effectively is assessment used to provide feedback to learners? - How clear are learners about what they are expected to learn and how their work will be assessed?	Assessment policy Tracking records Planning documents Records of learners' targets Lesson observation, work samples and portfolios, learners' self-assessment records Discussions with learners, learners' targets, attendance and input by learners into individual learning plans
How systematically and effectively: - Does the course leader/leadership team observe teaching and learning in classrooms and workshops in line with a teaching and learning policy? - Do teachers observe one another (peer observation)? - Do teachers evaluate their own learning in relation to its impact on the progress of all learners?	Observation records Feedback reports and action plans Annotated / revised plans

AEP QA Standard Five: Admissions, Guidance & 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.*

5a. A profile on each learner is shared between the school/unit and provider detailing key information on ability, aptitude and specific needs		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

5b. A structured process of guidance and admissions interviewing is in place which enables learners to be appropriately placed.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

5c. Activities and advice area available to raise awareness of options prior to a final choice being made.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

5d. Opportunities are available for learners to change options within an appropriate time scale.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

5e. Learning and pastoral support is available to all learners throughout the programme. Learners and staff are aware of the procedures to access this support.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Five Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How effective and secure are the collaborative mechanisms for sharing information about learners between the home, school and provider?	Outreach support arrangements Induction arrangements Preparation procedures for pupils leaving the school Completion of the proforma for transfer information Key staff proactively work with feeder / destination schools/unit
How effective is curriculum continuity for transferring pupils?	Transition records
How effective are the induction arrangements for learners? Are learners' time-tables matched to their learning needs?	Pre-assessment records Discussions with tutors / key workers
How effective are educational links and collaborative arrangements for curriculum provision and mutual benefit? How keen are staff to learn of best practice elsewhere? How effective, overall, are partnerships with others?	Records of advance skills teachers (AST) and leading teacher activities Extracurricular provision in and with other providers Particular initiatives / projects

AEP QA Standard Six: Pupil Entitlement

Guiding Principle: All learners have the right to a safe, secure and supportive environment and are aware of their rights, responsibilities and codes of behaviour.

6a. All learners participate in an induction process that will help them understand options, health and safety procedures, and their rights and responsibilities.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

6b. Learners have a forum to express their views and raise issues		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

6c. A planned programme of induction activities ensures that learners understand their rights and responsibilities and are aware of equal opportunities		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Six Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How effective are induction arrangements for learners' welfare and well being?	Planned induction programme Pupil information pack outlining procedures for safeguarding, behaviour, health and safety, pupil voice, complaints etc Induction evaluation
Learners' growing understanding of how to live a healthy lifestyle	Impact of health education programme Pupil questionnaires Data on smoking rats etc
Are learners' free and feel safe from bullying, racism, exploitation and other forms of harm?	Safeguarding/Child Protection Policy Anti bullying policy Behaviour and attendance policy
How well do learners develop skills and personal qualities that enable them to achieve future economic well-being?	Evaluation of PSHE and enterprise education Opportunities available for pupils to undertake projects relating to enterprise, world of work etc Mentoring programmes
Learners' understanding of careers options and the acquisition of workplace skills?	Review of careers education provision, feedback from pupils Review of work experience provision and work related learning Data on transitions from school to next steps (Fe, training, work etc) Mentoring programmes

AEP QA Standard 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 learners' needs, abilities and aspirations.

7a. There is a secure agreement setting out the responsibility of the provider and the feeder school/unit		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7b.Collaborative time-tabling arrangements allow individuals access to the widest possible range of programmes and activities		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7c.Representative group or groups exist and meet regularly to plan and develop provision		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7d. Effective and secure methods of information sharing, communication and engagement exist within and between organisations		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7e. Clear lines of responsibility for the co-ordination and delivery of the programme are in place in both the home school/unit and the provider		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7f. Effective self-evaluation procedures are in place		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7g. Schools/unit and providers work in partnership with individual learners and parents/carers to monitor and review individual needs, abilities and aspirations		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7h. Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

7i. There is a named lead for Children Looked After who is a point of contact for key professionals and engages in appropriate training and updates on a regular basis.		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Seven Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How effectively is the course led and managed over time and on a day-to-day basis?	Service Level Agreement Course organisation and structure Course/programme handbook Procedures manual Transport arrangements Code of conduct/behaviour and attendance policy Job descriptions Team briefing/staff meeting notes
How effective are the collaborative relationships between contributing groups of staff / professionals from other agencies?	School/unit and provider service level agreements School/unit and provider time-tables Minutes of co-ordination meetings Named lead for Children Looked After
How effectively is performance monitored and improved through quality assurance and self-assessment? Is there a clear view of the courses strengths and	Internal self-evaluation records across all aspects of the course/programme Course planning documents Student reports

Points for Consideration	Suggested Evidence
weaknesses and actions for improvement? How effectively is information communicated to parents/carers?	Progress review meetings
How effectively and efficiently are resources (including accommodation) deployed to achieve value for money?	Attendance data Standards and achievement data/tracking records Appropriately costed plans Budget/finance records Audit reports Secure information sharing protocols
How thorough is the implementation of supervision/performance review of staff in order to being about improvement?	Records of appraisal of teaching and learning Evidence of performance management outcomes influencing course planning
Are there systems for linking appraisal with professional development for staff, fulfilling both institution and individual development needs?	CPD pans showing links between training and the course programme/plan Induction programme for new staff

AEP QA Standard Eight: Professional Development

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

8a. Strategies are in place to ensure that the professional development needs of the individual/provider are met		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

8b.Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

8c. Arrangements have been agreed between partners for appropriate experience e.g. work shadowing and joint teaching programmes		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

8d.Good practice is identified and disseminated across all participating staff		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Eight Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How effective is the performance management of staff?	Records of rigorous appraisal of teaching Evidence shows that outcomes of performance management inform programme planning
How effectively has the provider established systems for linking performance management with professional development for all staff, fulfilling both the aspirations of the provider and the individual, thereby demonstrating a commitment to staff development?	Discussions with staff indicate personal development needs are being met CPD plan shows relevant links between training undertaken and the programme plan Appropriate documentation for new staff Programmes of induction for new staff throughout the year, commensurate with individual experience
How effectively does the provider manage the recruitment, retention and deployment of staff?	Evidence of imaginative approaches to recruitment

AEP QA Standard Nine: Employer Engagement

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

9a. Employers demonstrate an understanding of the qualification and its link to the placement or experience provided		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

9b. Learners can identify the ways in which the employer input benefits their learning		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

9c. Employers are represented on key planning and decision-making groups		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

9d.Work placements are effectively planned and learners' experiences are recorded to show the benefit to the individual		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

9e. Work related activities and/or placement help learners to identify and understand potential career and training opportunities		
Evidence Presented	Standard Met	✓
	Fully	
	Partially	
	Not at all	
Comments		

Standard Nine Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate

Points for Consideration	Suggested Evidence
How are employers involved in programme planning and delivery and how far do they influence changes to programmes?	Job search activities Written and oral feedback from employer/learner Opinion surveys

AEP QA Improvement Plan

Reflecting on the QA assessment completing this improvement plan 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 commissioning.

Alternative Educational Provider		Date	

Standard /Criterion	Outcome	Activity	Success Criteria	By When	Lead Person

AEP QA Team Assessment

AEP QA Team Representatives	Name	
	Name	
Alternative Educational Provider		
Address		
Contact Name		
Date of Annual Assessment		

Commissioning School / Unit	✓	No. of Pupils	Commissioning School / Unit	✓	No. of Pupils
All Saints Catholic High School			Alt Bridge Secondary Support		
Finch Woods Academy			Halewood Academy		
Lord Derby Academy			Kirkby High School		
Meadow Park School			St Edmund Arrowsmith Catholic CfL		
The Prescot School					

List below the programmes/courses commissioned

Briefly summarise how the QA Assessment was managed (e.g. discussions with staff, pupils, sessions observed, documentation seen)

Assessment Overall Judgement ✓	Outstanding	Good	Requires Improvement	Inadequate