

**North East  
Regional Quality Improvement Framework  
2007/2008**

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**September 2007**

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## 1. Introduction

The regional quality improvement framework for the North East region aims to bring together key policy developments and the regional improvement priorities supported and endorsed by the Regional Quality Improvement Partnership. The main policies and drivers that relate to this framework are:

[Raising our Game – Our Annual Statement of Priorities 2007/08](#)

[Leitch Report](#)

[Pursuing Excellence: the National Improvement Strategy](#) – QIA

[Managing Underperformance](#) -LSC

The emerging dimensions of the [Framework for Excellence](#),

The LSC's [Single Equality Scheme](#)

The regional Equality and Diversity Plan

LSC [Regional Commissioning Plan](#)

## 2. Purpose

The purpose of the improvement framework is to support our four national priorities:

**Priority 1:** Raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.

**Priority 2:** Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.

**Priority 3:** Raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence.

**Priority 4:** Raise our contribution to economic development locally and regionally through partnership working.

Specifically the improvement framework will:

- identify and set out regional improvement needs and priorities derived from the strategic plans of partner agencies and those identified by providers themselves through self-assessment and their own planning processes
- identify key delivery mechanisms by which they can be achieved
- outline approaches to improving quality and standards in the further education system and to determine ways in which members of the Regional Quality Improvement Partnership in the North East can support this
- identify gaps in support and advise the RQIP and QIA on these
- set out impact measures against which to assess the effectiveness of support activity in delivering improvement within the region
- communicate on quality improvement initiatives and actions.

The North East LSC Regional Commissioning Plan has identified regional activities and targets to underpin and support LSC priorities. It is these that form the core of the regional improvement indicators.

The regional quality improvement framework is also intended to support the regional plan for implementing 'Learning for Living and Work' and the implementation of the LSC's Single Equality Scheme in the region.

The six regional improvement priorities are:

- To increase the engagement of young people in learning and reduce the numbers 'not in education, employment and training'.
- To increase the attainment of young people at level 2 and at higher Levels.
- To ensure all adults have the foundations for employability, which we see as Skills for Life and a first level 2 qualification.
- To increase the attainment of higher level skills by adults to meet the changing needs of the economy.
- To put employers centre stage.
- To strive for excellent, high quality and responsive provision.

The quality improvement framework is informed by provider level data and inspection and self assessment judgements.

The framework also aims to support a partnership approach to improvement within the region with priority being given to those colleges and providers working collaboratively. It recognises that the responsibility for improvement resides within individual organisations.

### **3. CONTEXT FOR THE NORTH EAST IMPROVEMENT PRIORITIES**

This section is intended to provide a range of performance information to outline the origin of the regional improvement priorities

#### **a) Participation and Attainment**

- **Key Stage 4 Achievement 2005/06 (all schools)**

North East:	57.4%
National:	59.2%

- **Key Stage 4 Achievement including English and Maths 2005/06 (all schools)**

North East:	40.4%
National	45.8%

- **Level 2 achievement at 19 2004/05**

North East:	69.2%
National	71.4%

- **NEET data - January 2007**

North East:	10.7%
National	7.5%

Evidence identified here shows a lower level achievement in the North East compared to national averages at key points.

## 16-18

### *Participation*

- Overall, participation in learning is increasing, but remains largely static when compared to population growth.
- **FE growth** in 05/06 showed a reduction of **1.5%** from 04/05 with a 1% increase forecast for 06/07. There has been a significant shift from part time to full time learning in the last two years.
- Participation of FE learners on **full level 2** programmes rose by **4.3%** in 05/06 with an 8% rise forecast for 06/07.
- **WBL participation decreased by 4.6%** in 05/06 and is forecast to only maintain 05/06 learning numbers in 06/07. Nationally 05/06 saw 5% decrease in participation.

### *Achievement*

- **E2E** progressions have improved significantly from 40% in 04/05 to 47%, in 05/06 which is 1 percentage point below the national average.
- **Level 2 attainment** at 19 in 05/06 was 69.2%. As a region we add high value between ages 16 and 19: 22 percentage points in North East compared to 19.2 percentage points nationally in 05/06.
- **FE success rates** rose to 75.2% in 05/06 compared to 75% nationally, and full level 2 success rates, at 71.3%, are significantly above the national average at 67%.
- **WBL framework** completions are currently 52% in 05/6 compared to a national rate of 53%.

## ADULTS

### *Participation*

- Adult **participation in FE** reduced by 25% in 05/06, which is above the national position. Overall there were 57,000 fewer adult learners in FE in 05/06 compared to 04/05 of which a large majority were part-time learners.
- Participation on **FE Full level 2** programmes **has increased by 25%, in 05/06 compared to 04/05 which is above the national average increase of 16%.**
- **WBL** adult participation showed no change in 05/06 from 04/05 (compared to National 6% decline). Numbers are forecast to decline by a further 12% in 06/07 largely due to a decline in NVQ only participation. This is being closely monitored to ensure that there are sufficient volumes of learners to meet completion targets.

### ***Achievement***

- **FE success rates** have stayed constant at 76.9%, which is at the national average of 76.7%.
- **FE full level 2** success rates 05/06 are at 77% which is well above the national average and a 6% point increase on 04/05.
- **Success rates** have increased dramatically for WBL between 04/05 and 05/06. Apprenticeship completions have risen to 41%, which is comparable to the national average of 47%.
- The region is making positive progress towards the **Skills for Life** target and has achieved the 2007 target in 05/06 which is in line with national performance. 46% of all Skills for Life achievements counted towards the target in 05/06 which is a 7.2% point increase on 04/05, the national average is 40%.

### **b) inspection**

Colleges in the North East are achieving a predominately good profile with no institutions being deemed as inadequate overall. It is however difficult to carryout an accurate comparison against national trends due to the small number of inspections carried out within the North East. A summary of inspection reports identify the following strengths and areas for improvement.

#### **Strengths in the region:**

- There is good support for a wide range of learners

*There is good development of skills and knowledge across Sector Subject Areas. There is good vocational and personal learner support leading to good development of personal effectiveness and employability skills with many learners.*

- Good Retention and achievement in some Sector Subject Areas

*Within Colleges judged good or excellent there are good retention and achievement rates. Within Work Based Learning There are however some Subject Sector areas (Business administration & law and Retailing, customer service & transportation) that have attracted a judgement of inadequate provision at inspection.*

- Educational and social inclusion

*Colleges and providers have a good understanding of, and respond well to, the employment and social development needs within their area.*

- Self-assessment

*Judgements made within the provider's Self Assessment reports are generally more accurate and better reflect the organisations position with regard to quality and the Common Inspection Framework . For FE colleges the majority of judgements made for their capacity to improve are graded at 'good'.*

- Strong and effective partnership working

*Providers develop strong, effective partnerships working in collaboration with employers, community organisations and other providers.*

## Areas for development in the region:

- Improving teaching and learning

*There is a need to develop further the sharing best practice in teaching and learning. On and off the job training and assessment in the workplace is not generally well planned and co-ordinated. There is inadequate recording and monitoring of individual learning targets by some providers.*

- Improving retention rates and some success rates

*Retention, achievement and success are poor in some Sector Subject Areas (Retail and Care at level 2). One reason for this could be that there is poor development of courses and curriculum planning in some areas. A few providers do not adequately analyse and use data to identify trends and improve provision.*

- Improving key skills and Skills for Life success rates

*Providers will be encouraged to participate in both the national Key Skills network and the skills for life development programme. Other initiatives within the regional provider development programme will also support and underpin improvement across these specific areas.*

## c) Minimum Levels of Performance (MLP) and Notice to Improve (NTI)

### Work Based Learning:

In 2007 in the North East 22 individual providers have been affected by MLP. This equates to 975 Learners amounting to £3,185,000 worth of provision.

*Advanced Apprenticeships* show the region is close to the national rate for framework completions although this is still far too low at 56%. Achievement of full framework by sector subject show the region to be strong in ICT, Leisure, Travel and Tourism, Business Administration and Engineering but doing less well (below national level) in Agriculture (20%), Construction and Retail.

*Apprenticeships* overall are 8 percentage points below the national rate at 51%. Achievement of full framework by sector subject show the region to be better than national rates in Arts & Media but below in Leisure, Travel & Tourism and Health, Public Services & Care.

*NVQ Only* achievement is strong in Construction and Engineering but below national rates in Retail and Commercial Enterprise.

In summary only 2 sectors, Arts media & Publishing and Leisure Travel & Tourism are above the national average. 3 sectors equal the national rate (Construction, Engineering and Retail) with the remainder of sectors below the national average. The total average success rate shows the national rate to be 57.5% whilst the North East is achieving 57.3%.

### **Further Education**

The LSC issues a notice to improve where the proportion of further education provision that is below the MLP (50% for Long courses for the 2006/07 year) is greater than 25% of total provision. Notices have been issued to 3 External Institutions and cover the following sectors by level.

- Health, Public Service and Care *Level 2 & 3*
- Language, Literature and Culture *Level 1 and Level 2*
- Information and Communication Technology *Level 1 and 2*
- Preparation for Life and Work *Level 1*
- Business, Administration and Law *Level 1 & 3*

A regional LSC analysis of minimum levels of performance 2005/6 identified that collectively colleges and external institutions were below the national success rates in the Sciences, Arts and Media, Languages Literature and Culture and History Philosophy and Theology. The analysis also showed above the national rates in Engineering and Manufacturing, Construction, Planning and the Built Environment. Retail and Commercial Enterprise were equalling the national rate within FE which is surprising given the poorer performance in Advanced Apprenticeships and NVQ only provision.

## **4. LINKS BETWEEN NATIONAL POLICIES AND REGIONAL IMPROVEMENT PRIORITIES**

The regional quality improvement framework is designed to support the implementation of the National Improvement Strategy, Pursuing Excellence. This strategy is built on 3 aims:

- *All learners in the further education system are equally able to access high quality education and training that equips them with the skills, knowledge and qualifications they need for work and personal fulfilment.*
- *Training provision meets employers' business needs and employers can recruit people with the vocational and employability skills needed to increase productivity.*
- *The further education system continuously improves so that colleges and providers aspire to and achieve excellence and no provision is unsatisfactory*

These aims also support our 4 national priorities.

The table on page 12 links the aims and improvement priorities from the National Improvement Strategy, with the LSC priorities, the emerging Framework for Excellence dimensions and the regional development priorities arising from the LSC's strategic analysis encompassed in Regional Commissioning Plan.

## **5. OTHER STRATEGIES AND INITIATIVES**

Other strategies and initiatives that will support the regional improvement activities are:

### **Framework for Excellence**

The extended vision for the framework is to:

- support alignment of standards and reduce bureaucracy
- establish a single set of standard performance indicators for responsiveness, effectiveness and efficiency
- inform employers and learners choices
- satisfy Awarding Bodies risk based monitoring arrangements
- meet requirements of Sector Skills Councils endorsement
- provide Local Authorities with clear assessment of 14-19 provision
- underpin development of measures for collaborative provision and partnership working

The region has been closely involved with testing and trialling since its inception. Nationally a pilot group of 100 providers have been selected to pilot the Framework with the following providers being selected from the North East Region:

- Newcastle College
- Sunderland City College
- Queen Elizabeth Sixth Form College
- Stockton on Tees Council (WBL)
- Northumberland County Council, (Adult Education)
- South Tyneside Council, (Adult Education)
- North East Chamber Of Commerce
- NETA Ltd
- Zodiac Training

### **LLUK FE Sector Workforce Strategy 2007-2012**

In December 2007, LLUK will finalise its FE Sector Workforce Strategy, the priority areas for which are:

- Determining size and nature of the workforce
- Attracting and retaining the best people
- Training and developing the workforce for the future
- Creating a positive and distinctive sector brand
- Increasing the diversity of the workforce

These priorities will be achieved in partnership with stakeholders and employers.

### **New Employer Standard**

The 2006 FE Reform White Paper mandated a New Standard that could accredit Responsiveness to business needs and recognise:

- Excellence in delivering vocational training
- A commitment to continuous development
- Accredited specialisms

The aim is to bring clarity to the market – moving from Quality Mark, CoVE etc to 1 badge that can be promoted nationally. The standard has a strategic fit with:

- Self regulation
- Market making
- Improving quality
- Reducing bureaucracy

Sixty eight providers have tested the standard between November 2006 and March 2007.

### **School Sixth Forms(SSF)**

With the commitment to develop a common funding approach, signalled in the FE White paper Raising Skills, Improving Life Chances, and the development of 14-19 partnerships, planning and reform the LSC will seek to develop its quality relationship with School Sixth Forms through appropriate Local Authority links.

The 2008/09 planning process will result in agreement between Local Authority, School Sixth Forms and the LSC regarding growth and matching provision to needs. School Sixth Forms will, therefore, feature in this framework as information becomes available.

The following tables link the various strategies and priorities between the QIA and LSC. They further explore the linkage to the Framework for Excellence and the regional commissioning plan.

<i>Pursuing Excellence aim 1: All learners in the further education system are equally able to access high quality education and training that equips them with the skills knowledge and qualifications they need for work and personal fulfilment.</i>			
<b>QIA Improvement Strategy Priority Actions</b>	<b>LSC Priorities Raising Our Game</b>	<b>Framework for Excellence dimensions</b>	<b>Regional Improvement Priorities Regional Commissioning Plan</b>
<p>Embed personalisation and increase the learner voice</p> <p>Develop programmes to address the gaps in success rates</p>	<p>To raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.</p>	<p>Effectiveness – qualification Success Rate</p> <p>Learner responsiveness, involvement</p>	<p>1.To increase the engagement of young people in learning and reduce the numbers ‘not in education, employment and training’.</p> <p>2 To increase the attainment of young people at level 2 and at higher levels</p>

***Pursuing Excellence aim 2: Training provision meets employers' business needs employers can recruit people with the vocational and employability skills needed to increase productivity.***

<b>QIA Improvement Strategy Priority Actions</b>	<b>LSC Priority Raising Our Game</b>	<b>Framework for Excellence dimensions</b>	<b>Regional Improvement Priorities Regional Commissioning Plan</b>
<p>Improve provider responsiveness to employers</p>	<p>To raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion</p> <p>To raise our contribution to economic development locally and regionally through partnership working.</p>	<p>Responsiveness to Employers</p> <p>Responsiveness to Learners</p>	<p>3. To ensure all adults have the foundations for employability, which we see as Skills for life and a first level 2 qualification</p> <p>4. To increase the attainment of higher level skills for adults to meet the changing needs of the economy</p> <p>5. To ensure that employers are 'centre stage' in developing provision.</p>

***Pursuing Excellence aim 3: The further education system continuously improves so that colleges and providers aspire to and achieve excellence and no provision is unsatisfactory***

<b>QIA Improvement Strategy Priority Actions</b>	<b>LSC Priority Raising Our Game</b>	<b>Framework for Excellence</b>	<b>Regional Improvement Indicators Regional Commissioning Plan</b>
<p>Improve performance and quality assessment, peer review and validation, the introduction of the Framework for Excellence and a more proportionate approach to inspection</p> <p>Implement the Intervention Strategy</p> <p>Support leadership development and implement leadership qualifications.</p> <p>Launch and implement the Workforce Development Strategy Continue and extend the National Teaching and Learning Change Programme Continue and extend the Skills for Life Improvement Programme and projects to take forward the Leitch recommendations</p> <p>Continue and extend the Development Programme to Train to Gain light of the Leitch recommendations</p> <p>Deliver the 14-19 Diploma Support Programmes</p>	<p>To raise the performance of a world class system that is responsive, provides choice and is valued and recognised for excellence.</p>	<p>Responsiveness to learners Responsiveness to employers</p> <p>Effectiveness: quality of provision; quality of outcomes</p> <p>Finance: Financial Health; Financial Control; Use of resources</p>	<p>6. To seek to increase the proportion of excellent, high quality and responsive provision</p>

The following tables indicate what we will achieve and the actions we will take to secure those improvements

## Measuring Impact

Regional Improvement Priority	Regional Performance Indicator	Actions – In order to achieve this indicator we shall:
<p><b>1. To increase the engagement of young people in learning and reduce the numbers ‘not in education, employment and training’.</b></p>	<p>We will secure a reduction on current levels of NEET (10.9%) and “not known (6.7%) and increase participation in FE to 44,100, in WBL to 9,800, and in Entry to Employment to <b>4,300 in 07/08</b></p>	<ul style="list-style-type: none"> <li>• share data across partners’ organisations, and share responsibility for the problem</li> <li>• take early action on providing support to young people perceived as being at risk of NEET</li> <li>• manage transition, both at key age points and where young people choose a change of route</li> <li>• identify targeted action in respect of specific groups in the NEET category, identified by their needs, their current activity, their characteristics, or by their concentration in particular geographic areas, including vulnerable groups such as teenage parents, juvenile offenders, care leavers</li> <li>• maintain provision at entry level as a first rung to complement Entry to Employment provision</li> <li>• work with Local Authorities and 14-19 Partnerships across a wide range of issues</li> </ul>
<p><b>2. To increase the attainment of young people at level 2 and at higher Levels</b></p>	<p>Increase the number of young people who achieve level 2 between 16 -18 from 15,400 in 2005/6 to 17,600 in 2007/08.</p>	<ul style="list-style-type: none"> <li>• ensure that progression routes up to Level 2 are sufficient.</li> <li>• support provider collaboratives as they redress where attainment of Level 2 when English and mathematics is particularly poor at 16, and in the meantime emphasise the achievement of these skills for life by the age of 19</li> <li>• identify best practice from the Level 2 Hot Spot Activity in Tyne and Wear (for example the joint Connexions/LSC database, Level 2 mentors) that may be rolled out across the region.</li> </ul>

Regional Improvement Priority	Regional Performance Indicator	Actions – In order to achieve this indicator we shall:
<p><b>3. To ensure all adults have the foundations for employability, which we see as Skills for Life and a first level 2 qualification.</b></p>	<p>We will increase adult learner volumes of full level 2 programmes in FE and WBL from 18,500 in 2005/06 to 20,900 in 2007/08. We will increase adult learner volumes on full level 3 programmes in FE and WBL from 12,600 in 2005/06 to 13,000 in 2007/08 We will also ensure that 10,800 adults achieve Skills for Life qualifications through FE and 2,600 through Work Based Learning in 2007/08.</p>	<ul style="list-style-type: none"> <li>• continue the shift of literacy and numeracy provision to nationally recognised qualifications in the light of the national target, with a particular emphasis on ensuring that provision for adults is delivered for those with the greatest need.</li> <li>• ensure that where provision is uncertified or at entry level, there are clear progression routes.</li> <li>• look to providers to better integrate Skills for Life throughout their organisation to support retention and achievement.</li> <li>• introduce a customised version of literacy and numeracy provision for JobCentre Plus clients in 2007/08.</li> <li>• continue to ensure the delivery of Skills for Life targets through the Train to Gain offer to employers.</li> </ul> <p>(Undertake an exercise to map, with partners, ESOL provision across the North East - This is an activity being undertaken by the Regional ESOL Group)</p>

Regional Improvement Priority	Regional Performance Indicator	Actions – In order to achieve this indicator we shall:
<p><b>4. To increase the attainment of higher level skills by adults to meet the changing needs of the economy.</b></p>	<p>Introduction of a level 3 entitlement for people aged 19–25 who have not yet achieved a full level 3 qualification.</p> <p>Support the expansion of foundation degrees as a route to higher level learning, ensuring these are aligned with sectoral needs, and developing a regional Higher Education Development Plan</p>	<ul style="list-style-type: none"> <li>• increase our focus on Level 3 provision for adults through further education, work based learning, Train to Gain programme (ESF funded), targeting the sectors that are important for economic growth within the region and those that we know need more help.</li> <li>• continue to review the delivery of Level 3 and higher level provision, including the delivery of leadership and management, to ensure that it meets the needs of employers to improve competitiveness and productivity.</li> <li>• continue to support the expansion of foundation degrees.</li> <li>• embed the higher education offer into the overall Train to Gain skills offer.</li> <li>• develop a regional Higher Education action plan.</li> </ul>

Regional Improvement Priority	Regional Performance Indicator	Actions – In order to achieve this indicator we shall:
<p><b>5. To put employers centre stage.</b></p>	<p>Train to Gain will have an employer engagement target of 2,500 (1,275 “hard to reach”), and one of 7,800 first full level 2 qualifications and 1,650 in Skills for Life</p>	<ul style="list-style-type: none"> <li>• focus on the continuous improvement to the brokerage service</li> <li>• work towards a fully integrated brokerage service with one set of brokers supplying both skills brokerage and IDB service</li> <li>• measure the impact on productivity of both skills brokerage and business brokerage through the regional Business Link</li> <li>• ensure the use of Type C (responsive) funding is informed by robust sectoral intelligence articulating the collective employer voice</li> <li>• use ESF funding to supplement TtG programme for second level 2s, level 3, management and leadership</li> <li>• create more effective links through working protocols with Job Centre Plus, TUC, Sector Skills Councils and the IAG network to ensure a consistent interface with employers</li> <li>• create more effective links with City Region skills and employment initiatives.</li> </ul>

Regional Improvement Priority	Regional Performance Indicator	Actions – In order to achieve this indicator we shall:
<p><b>6. To strive for excellent, high quality and responsive provision.</b></p>	<p>Positive improvements against the Department for Children Schools and Families 14-19 progress check indicators</p> <p>No poor provision by 2008</p> <p>All provision above Minimum Levels of Performance by 2009</p> <p>Effective reporting of learner incidents in health and safety</p>	<ul style="list-style-type: none"> <li>• expect to see measures to improve success rates in providers' plans</li> <li>• challenge poor quality and unresponsive provision through our planning discussions and commissioning decisions, applying the national policy on minimum levels of performance</li> <li>• work with the Quality Improvement Agency (QIA) and the Regional Quality Improvement Partnership</li> <li>• support the pilot of the Framework for Excellence as a holistic performance assessment framework for all colleges and providers</li> <li>• discuss specialisation with providers, informed by a regional strategy for specialist provision</li> <li>• support the national implementation of a new national standard for employer engagement and vocational excellence, against which all existing CoVEs will be reassessed in 2007/08</li> <li>• underpin the development of the provider base by prioritising key support and intervention strategies as commissioned by QIA through their key partners such as the Learning and Skills Network and the Centre for Excellence</li> <li>• define and identifying 'coasting providers' as part of the annual review and ensure that providers have in place effective actions to achieve continuous improvement</li> <li>• ensure we fulfil our statutory duty for Learner Health and Safety so that all learning takes place in a safe, healthy and supportive environment</li> <li>• produce a single programme for provider development activities which clearly indicates the support available.</li> </ul>

The following table seeks to secure what the contribution will be from members of the regional Quality Improvement Partnerships

### Resources from RQIP members to support Regional Improvement priorities

Partner	Resource	Measuring Impact
LSC	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>• Success rates</li> <li>• Participation</li> <li>• LAT</li> <li>• VA</li> <li>• Self assessment analysis</li> </ul> <b>Communications</b>	
QIA	<b>Programmes and Services</b>	QIA runs an extensive portfolio of support and development programmes and services that are aimed at all types of colleges and providers in the further education system including Further Education, sixth form and specialist colleges and providers that support work based learning, personal and community development learning and offender learning. QIA works with colleges and providers to improve organisations, improve teaching and learning and help colleges and providers respond to major government reforms. QIA's services are free. For more details visit <a href="http://www.qia.org.uk">www.qia.org.uk</a>
	<b>Support Programmes:</b> <ul style="list-style-type: none"> <li>• Support For Excellence</li> </ul>	This programme aims to improve provider self-assessment and develop their capacity for self-improvement and will also support the roll out of Framework for Excellence to non-FfE pilot providers. It will do this primarily through peer review and development activity. There will be 125 peer groups established of (normally) 4 - 6 organisations per group. PRD groups will be paid £20k per group for

		<p>participating in the programme to cover their start up costs. Providers will be expected to carry out reviews of provision in partner organisations, provide feedback on performance and support their partners in carrying out improvement activity. They will also be expected to host review activities, share self assessment reports and related documentation with their partner organisations for this purpose The programme will facilitate peer groups to share good practice and will develop guidance and a toolkit to support peer review and development. A separate strand of the programme will develop a QI model for offender learning, facilitated by workshops and conferences and good practice case studies.</p>
	<ul style="list-style-type: none"> <li>• <b>Improvement Adviser Service</b></li> </ul>	<p>This programme provides sector consultants to work directly with organisations that want or need to lift their performance. To access, referral should be made in the first instance by the funding organisation, e.g. LSC, DWP, HMPS. Support is provided by specialist advisers with extensive experience.</p>
	<ul style="list-style-type: none"> <li>• <b>High Quality Managers</b></li> </ul>	<p>A programme whereby high quality managers offer peer support and guidance to colleagues in other organisations, in a variety of capacities:</p> <ul style="list-style-type: none"> <li>• The expert operator</li> <li>• The critical friend</li> <li>• The confidence builder</li> </ul> <p>HQMs can also provide whole organisational support as well as 1:1 mentoring.</p>
	<ul style="list-style-type: none"> <li>• <b>National Teaching and Learning Change Programme incorporating Centres for Excellence in Teacher Training and E learning Workforce</b></li> </ul>	<p>This programme aims to transform teaching, training and learning by developing and supporting 'Subject Learning Coaches' in the following learning areas: Entry to Employment, Construction, Science, Business, Health and Social Care, Mathematics, Land-based, ICT, Engineering, Modern Foreign Languages, Level 2 learners, Adult Learning.</p> <p>The structure of the programme is based around</p> <ol style="list-style-type: none"> <li>1. Subject-specific teaching and learning resources</li> </ol>

	<p><b>Development Programme</b></p>	<p>2. Subject coaching networks  3. Professional Training Programme for Subject Learning Coaches  Centres for Excellence in Teacher Training (CETTs) will accelerate the process of identifying, developing and sharing practice and provide models for improving the quality of teacher training and support the teacher training providers.</p>
	<ul style="list-style-type: none"> <li>• <b>Development Programme for Train to Gain</b></li> </ul>	<p>A programme to help the sector work successfully with employers and deliver flexible, responsive, high quality training. It targets sector organisations delivering T2G and other providers whose mission is to respond to employer demand and meet the needs of employers, employees and the economy by:</p> <ul style="list-style-type: none"> <li>• Encouraging the development of an employer-led culture across the FE sector and in particular for T2G delivery</li> <li>• Increasing commercial awareness within organisations through self-assessment</li> <li>• Promoting a whole organisation approach to high quality, responsive delivery through input and participation from a variety of staff</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Skills for Life Improvement Programme incorporating Family learning, literacy, language and numeracy support</b></li> </ul>	<p>An innovative programme designed to support creative change in a wide range of self-improving organisations building on previous initiatives to make best use of people, systems and materials to help deliver the SfL strategy. The structure of the programme is based around:</p> <ul style="list-style-type: none"> <li>• Workforce development</li> <li>• Quality</li> <li>• Teaching and Learning</li> <li>• Transferring effective practice</li> <li>• Communications</li> </ul> <p>Skills for Life Projects include</p> <ul style="list-style-type: none"> <li>• Move On Up</li> <li>• Motivating Skills for Life Learners to Persist, Progress and Achieve:</li> <li>• Review of Core Curricula</li> </ul>

		<ul style="list-style-type: none"> <li>• Family Literacy, Learning and Language Projects</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>14-19 Support Programmes including</b></li> <li>• <b>14–19 Diploma Support Programme</b></li> <li>• <b>Functional Skills Support Programme</b></li> <li>• <b>Vocational Learning Support Programme</b></li> <li>• <b>Foundation Learning Tier: Post-16 trial development and support programme</b></li> <li>• <b>Post-16 citizenship support programme</b></li> <li>• <b>Key Skills Support Programme</b></li> </ul>	<p>The purpose of the Diploma Deliverys programme is specifically to support practitioners who will be involved in Diploma delivery in September 2008 to prepare practitioners to be fully competent and confident to deliver Diplomas. It is designed to offer a blended learning approach:</p> <ul style="list-style-type: none"> <li>• Practitioner support materials and Virtual Learning Environment</li> <li>• 3 days face-to-face training</li> <li>• Ongoing support through regional/national networks</li> </ul> <p>QIA also runs programmes to improve the quality of the teaching and learning of citizenship, functional skills, key skills and vocational learning and work related skills.</p>
	<p><b>QIA Helpline, Excellence Gateway and Improvement Services Directory</b></p>	<p>QIA provides a helpline for any quality improvement queries – 0870 211 3434</p> <p>In addition, QIA runs the Excellence Gateway a major online resource for all those working in the further education system. It provides a one stop shop for case studies of good practice, online materials and resources, forums and communities. The Excellence Gateway can be found at <a href="http://excellence.qia.org.uk">http://excellence.qia.org.uk</a></p>

	<b>Beacon and Star awards</b>	<b>QIA Learning and Skills Beacon Status</b> An award recognising outstanding sector organisations  <b>QIA STAR Awards</b> An award celebrating the achievements of the sector's staff
<b>Government Office</b>	<b>14-19 Progress Checks</b>	
<b>LLUK</b>	<b>QTLS Golden Hellos</b>	
<b>Ofsted</b>	<b>Inspection Data Thematic Reports  JAR/APA analyses</b>	
<b>AoC &amp; ALP</b>	<b>Communications  Access to Networks</b>	
<b>LA/ACL</b>	<b>Communications  Access to Networks</b>	
<b>Schools</b>	<b>Communications  Access to Networks</b>	
<b>ESF/ESF</b>	<b>Communications</b>	

<b>only and CSV groupings</b>	<b>Peer review</b>	
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### Annex 1 North East RQIP Membership

Name	Organisation	Name	Organisation	Name	Organisation
Alan Dixon	Association of Colleges	Margaret Bennett	Quality Improvement Agency	Nomination awaited	Regional Network Local Authorities (Schools)
Paul Eeles	Association of Learning Providers	Marc Mason	Regional Network Adult Learning	Pat Hornsby	Ofsted
Frank Ramsay	Association of Learning Providers & Regional Provider Network	David McClelland	ESF Network	June Cramman	Ofsted
Sue Hannan	Regional Skills Partnership	Jackie McHanwell	Head of Youth Policy and Programmes Government Office for the North East	Dorothy Smith	LSC Regional Director, Learning Planning & Performance
Linda Harries	Regional Network Local Authorities (Schools)	Fred Holmes	Third Sector	Richard Brannen	LSC Director Learning and Quality
Linda Wilson	Quality Improvement Agency	Mark Wright	Lifelong Learning UK	David McCabe	LSC Provider Development Manager

## Annex 2: Information from Inspection Reports

The table below summarises the inspection grade profile resulting from the inspections of 8 colleges of further education and 3 specialist colleges between April 2005 and March 2007.

Grade	Further Education Inspection Grades April 05 to March 07									
	Overall effectiveness		Capacity to make further improvements		Achievements & Standards		Education & Training		Leadership & Management	
	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total
<b>1 outstanding</b>	0	0	1	13.3	0	0.0	0	0	1	3.6
<b>2 good</b>	7	63.6	6	66.7	8	72.7	9	81.8	6	65.5
<b>3 satisfactory</b>	4	36.4	4	13.3	3	27.3	2	18.2	2	27.3
<b>4 inadequate</b>	0	0	0	0	0	0	0	0.0	2	3.6
<b>Total</b>	11	100	11	100	11	100	11	100	11	100

The table below summarises the ALI findings for those inspections that have taken place from April 2005 to March 2007 – North East LSC (1<sup>st</sup> Time Inspections) – Sole Remit Grades - 30 inspections (2 ACL and 28 WBL)

Grade	ACL and WBL Inspection Judgements							
	Overall effectiveness		Quality assurance		Equality of Opportunity		Leadership & Management	
	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total
<b>1 outstanding</b>	1	3%	2	7%	2	7%	2	7%
<b>2 good</b>	12	40%	8	27%	7	23%	13	43%
<b>3 satisfactory</b>	12	40%	13	43%	18	60%	10	33%
<b>4 inadequate</b>	5	17%	7	23%	3	10%	5	17%
<b>Total</b>	30	100%	30	100%	30	100%	30	100%

The table below shows inspection grades by sector skills area for all ALI inspections (ACL and WBL) 1<sup>st</sup> April 2005 to 31<sup>st</sup> March 2007

SSA	1 Outstanding		2 Good		3 Satisfactory		4 Inadequate		Total
	No of Grades	%	No of Grades	%	No of Grades	%	No of Grades	%	
Health, Public Services & Care		0	4	67	2	33		0	6
Engineering & Manufacturing Technologies		0	4	40	4	40	2	20	10
Construction, Planning & the Built Environment		0	2	50	2	50		0	4
Information & Communication Technology		0		0	2	67	1	33	3
Retail & Commercial Enterprise	1	10	4	45	4	45		0	9
Languages, Literature & Culture		0		0	1	100		0	1
Preparation for Life & Work		0		0	1	100		0	1
Business, Administration & Law	1	9	3	27	5	46	2	18	11
Family Learning	1	50	1	50		0		0	2
Community Development		0	1	100		0		0	1
Hospitality & Catering		0		0	1	100		0	1
Hair & Beauty Therapy		0	1	100		0		0	1
Foundation Programme		0	5	63	3	38		0	8
Humanities		0		0	1	100		0	1
Visual, Performing Arts & Media		0	1	100		0		0	1
		3		26		26		5	60
Total No. of Inspections - % of total		5%		43%		43%		9%	

## **Further Education**

An analysis of the key themes emerging from further education inspections suggests that the better colleges are good at:

- Providing support for a range of learners
- Providing effective integration of key skills
- Providing outstanding educational and social inclusion
- Providing effective and well focused staff development
- Providing good self-assessment
- Providing excellent financial management
- Providing strong and effective leadership

Areas for development include:

- Improving teaching and learning/sharing best practice in teaching
- Improving retention rates and some success rates
- Improving key skills success rates

## **Adult and Community Learning and Work Based Learning**

Overall findings indicate that:

- There is good development of skills and knowledge across Sector Subject Areas. There is good vocational and personal learner support. There is a focus on the individual learner.
- Inspection judgments indicate that retention, achievement and success are good in some Sector Subject Areas. However advanced apprenticeship progress and success are poor.
- Weaknesses include key skills implementation, progress reviews and initial assessment.
- There is limited comment on innovation by inspectors and where it is found to be a strength it is not shared with other parts of the organisation.
- Development of course and curriculum planning is poor in some areas.
- On and off the job training/assessment in the workplace is not generally well planned and co-ordinated
- Weaknesses include poor employer engagement/employer commitment/ employer involvement

The three sector subject areas that attracted grade 4 judgements, Engineering, Business Administration and ICT, are surprisingly the stronger performing sectors in terms of success rates for the region.

## ESF provision

The ALI undertook a regional inspection of the ESF funded programme in July 2006. The inspection focussed on ESF only funded providers of learning.

The Key strengths of the inspection were:-

- Good retention across many providers
- Good achievement of qualifications across many providers (where applicable)
- There is particularly good development of personal effectiveness and employability skills with many learners - with improved effectiveness in the workplace and in personal lives
- Many exciting and innovative projects to attract and engage a wide variety of learners
- Providers have a good understanding of, and respond well to, the employment and social development needs within their area
- Good learning and additional support for learners
- Well qualified and experienced staff in many providers – committed to improving people's lives
- Providers develop strong, effective partnerships working in collaboration with employers, community organisations and other providers
- Good networking between many providers in the region and good sharing of best practices
- Well managed projects and clear strategic planning across many providers

## Key Areas for Improvement

- Inadequate analysis & use of data by some providers to identify trends and improve provision – mainly used for audit compliance
- Insufficient monitoring and recording of 'soft outcomes'/distance travelled, by some providers
- Weak self-assessment by some providers
- Quality monitoring of sub-contracted provision not always sufficiently robust
- Insufficient provision for Skills for Life by many smaller providers – initial assessment often poor
- Inadequate recording and monitoring of individual learning targets by some providers
- Unrealistic contractual targets with some providers – sometimes not sufficiently challenging/sometimes over challenging
- Slow start to contract by some providers – first learners not recruited in some cases until several months after the start of contract