

14-19 Reform



Quality assurance

Nuts and Bolts series

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Introduction

What is this guide?

This is one of a series of guides to support the delivery of Diplomas. It looks at how consortia can make sure that Diplomas are of the highest quality.

The guide gives an overview of how consortia can apply quality assurance (QA) processes and outlines key challenges and how you can meet them. As well as an action plan and useful resources, it includes real examples of how consortia are making sure that quality is assured across their consortium.

Who is it for?

This guide is for 14–19 co-ordinators, consortium leads, lines of learning leads and planners who are involved in offering Diplomas and other off-site learning such as BTECs.

What other guides are available?

Other guides in the Nuts and Bolts series are available from www.diploma-support.org/nutsandboltsguides

Share your experiences

If you are aware of emerging practice or experience that you would like to share on QA or other aspects of consortium work, please feed these through your local consortium adviser. Their contact details can be found at <http://lmdp.14-19support.org/consortiumadvisers>. You can also join discussions on www.diploma-support.org.



Quality assurance

Quality assurance (QA) means making sure that the delivery of a programme of study and the learning experienced by young people is of the highest quality and gets the best possible outcomes for learners. This is achieved through systems and processes that measure and evaluate quality.

These include:

- systems to commission learning providers
- tracking and progress reporting of students
- systems to review the quality of the teaching and learning experience of individual students
- reviewing policies on discipline, attendance and collective delivery.

Quality assurance in schools and colleges

Schools and colleges typically assure quality through:

- evidence about outcomes, retention and attendance
- observing teaching and learning
- listening to feedback
- Ofsted inspections.

The outcomes are summarised in self-evaluation forms (SEFs) and inspection reports. Although these practices assure quality in individual learning institutions, they do not extend to off-site learning. Collaborative delivery raises issues that are not covered by the individual partners' QA and inspection. These are looked at in more detail in 'Key challenges and how to meet them'.



London's cross-borough quality assurance system

A QA system has been adopted across central London to provide a quality framework for providers who may be taking young people from more than one local authority (LA) area.

Self-assessment tool

The 14–19 team within each LA distributes a comprehensive self-assessment or quality framework to all providers to complete and submit.

This framework includes a list of criteria under seven themes where providers assess whether they fully, partially or do not meet each criterion and then list types of evidence they would use to back up their assessment.

Providers also assess themselves on each theme as outstanding, good, satisfactory or inadequate. The themes are:

- achievement and standards
- teaching and learning
- admissions, guidance and support
- student entitlement
- leadership and management
- professional development
- employer engagement.

Quality, monitoring and evaluation team

Each borough has a quality, monitoring and evaluation team (QMET) made up of LA officers, school senior managers and providers. Providers send completed forms to the QMET. Two members of the QMET carry out each visit to a provider – the procedure is laid out below. Collaborative provision for 14–16 year olds follows the same QA system.

Procedure for QMET visit

Before the visit: Read through the submission, complete a pre-visit briefing note and meet with the QMET supplier. Contact the partner to decide the specific areas that should be discussed during the visit.

During the visit: Explore the issues in the briefing note and follow up with discussion of the nature of the evidence to support the provider's judgements. This could include:

- discussing assessment data
- jointly visiting learning environments
- discussions with teaching staff or tutors
- sampling students' work
- ensuring that Criminal Records Bureau (CRB) checks are current.

Observations based on the evidence seen at the visit are discussed with the provider.

Agree provisional strengths and areas for development in preparation for completion of the quality improvement plan.

For more information, contact Jon Hegerty, 14–19 Co-ordinator at the Royal Borough of Kensington and Chelsea, at jon.hegerty@rbkc.gov.uk.

Quality assurance and Diplomas

Consortia need to make sure that QA is consistently applied across institutions within their consortium. The quality of standards for collaborative arrangements must be as high as those for single institutions. It is also important that QA processes are responsive, enabling consortia and institutions to address issues as they arise rather than relying solely on formal evaluation methods which can take time.

Central functions

As described earlier, quality has typically been assured by single institutions. One option for consortia is for each individual school or college to carry out the QA of partners' delivery. However, as the scale of Diploma delivery increases, this is not sustainable. Each consortium or LA will need to make sure that there is a central QA approach with agreed protocols for Diploma delivery.

Quality assurance plans

QA is one of the development areas that will be included in your consortium's implementation plan. Your QA plan will need to fit with the overall strategy, objectives and timescales of this plan (see the Nuts and Bolts guide on implementation planning for more information).

Individual schools and colleges within a consortium will have their own QA plans and protocols. Your consortium will need to bring these together and develop a central QA plan with protocols that apply to all members of the consortium.



Your QA plan should address the following areas:

1. **Step objectives:** What are your objectives? It may be helpful to break them down into different steps that need to be achieved consecutively.
2. **Actions:** What actions need to be taken to meet your objectives? Be as clear as possible about what the purpose of the action is and what needs to happen.
3. **Responsibility:** Who is responsible for making sure that the actions identified in step 2 are carried out? Your plan should also identify all of the individuals or groups who will be involved – for example, your action may involve consulting with practitioners.
4. **Timescales:** When will your actions be carried out? What are the start and completion dates? Make sure that your deadlines are realistic, but it is also helpful if you can achieve your outcomes in a relatively short time.
5. **Resources:** What resources do you need to deliver the actions in step 2? This includes the cost of staff time, for example to attend meetings or take part in workgroups.
6. **Monitoring arrangements:** How can you monitor that actions are being carried out successfully? Set fixed points or dates for reviewing your actions and identify who will review them.
7. **Outcomes:** What are the outcomes that you want to achieve? Make sure that these are measurable.

Diploma delivery

Quality needs to run through all aspects of Diploma delivery, including principal learning, project work, work experience, additional specialist learning, personal learning and thinking skills and generic learning. As different components of the Diploma will be delivered on different sites and by different institutions, QA processes need to be agreed for:

- planning at course and lesson levels
- classroom or workshop resourcing and teaching
- assessment procedures and standards.

There also needs to be QA of the wider context of delivery, for example in areas such as transport and discipline.

Partnership working

There will be service-level-type agreements, contracts, funding agreements and protocols between all institutions and partners within your consortium and these should take quality into account. Consortia need to manage these contracts and make sure that partners meet agreed standards. See the Sheffield case study on page 14 for the kind of quality criteria that can be used for tenders and contracts.

Employer engagement

Employers are key partners in developing the 14–19 curriculum. They can provide a range of activities to support learning such as site visits, work experience, work shadowing, interviews, visiting speakers, mentoring, simulated workshop activities and company documentation. Everyone involved in teaching young people needs to make sure that employability and transferable skills are delivered. Within Diplomas, employer engagement is crucial to the planning of courses as well as the delivery and evaluation of teaching and learning outcomes. This requires a coherent structure and process to be in place to facilitate employer engagement without overburdening employers.

QA will make sure that the contribution of employers is of the highest quality and helps to get the best outcomes for learners. Before involving an employer, there are a number of questions that you should ask:

- Does the employer have a history of working with schools, colleges or your local education business partnership?
- Does a local employer broker such as the chamber of commerce or a trade association recommend the organisation?
- Has a specific briefing been done with the employer to check exactly what input is required?
- Can the employer confirm that the member of staff they release is confident working with young people?
- Is evaluation and feedback to the employer built into the process?

The Dorset case study overleaf shows how the QA process can be applied to employer engagement at different levels.

Dorset Children's Services 14–19 team's strategy to secure quality employer engagement

Dorset Children's Services' 14–19 team has been working to produce an employer engagement strategy that is based on five levels of engagement.

Individual institution level

Schools list employers they work with, which provides a starting point for work experience placements, visiting speakers, work shadowing and employer-led curriculum planning and assessment. Governing bodies and partners of staff all contribute. The following can help embed this into the ethos of an institution:

- Schools should encourage staff to understand the potential benefit of involving business and industry as well as developing and sustaining relationships with employers. They need to think carefully about how to create and use the widest range of employer-related activities.
- Staff should be encouraged to develop links with local firms, and schools should make sure that there are enough resources to do this. Employer engagement could also become part of professional development programmes.

Consortium level

Consortia should develop strategic partnerships with employers, as employers can be involved in Diplomas in a number of ways – by supporting young people, for example with business plans, by offering work placements and visits, by planning curricula and activities, and by giving practitioners real case studies to support learning. Consortia should include a section on employer engagement in their implementation plan. They should also develop and maintain links with sector skills councils and their LA.

Local authority level

LA have a strategic role in assisting the development of employer engagement and are expected to produce an employer engagement strategy, which will embed employer engagement at a consortia and individual institution level.

Dorset Children's Services has distributed a CD that links key services and has raised awareness through the Dorset for You website (www.dorsetforyou.com) and newsletter for the benefit of all consortia.

As well as producing resources for consortia and schools, Dorset Children's Services is also building links with organisations and initiatives, such as DepARTure, Creative and Media local area agreement, sector skills councils, East Dorset District Council and Ferndown Industrial Estate.

Regional level

Employer engagement is promoted at a regional level with key partners agreeing to share links and materials produced across the South West. The potential role of the employment and skills boards, and their relationship with each other in the South West, need to be further considered. The region needs to consider how large employers, for example Flybe, can support the whole region when engaging with education. At the other extreme, small businesses also need to be engaged, and further work to enable this is required.

National level

There are many organisations that work with employers and produce materials to support employer engagement. Many of these are multinational or international companies who are able to provide interactive material that can be used in consortia.

For more information, contact Linda Wyatt, Senior Inspector 14–19, at l.wyatt@dorsetcc.gov.uk.

Roles and responsibilities

This section outlines who has the different responsibilities of key players. Diploma consortia will operate slightly differently, depending on how they are set up. For example, in some cases, an LA or 14–19 partnership will be acting as a consortium.

Local authorities and 14–19 partnerships

LAs or LA 14–19 partnerships will include an outline QA strategy in their overall 14–19 strategy. They are responsible for establishing service level agreements, contracts, funding agreements and protocols that aim to assure the quality of all partners within a consortium. They will also make sure that there are consistent assessment procedures and standards across the area.

Consortia

Your consortium lead and senior leaders will be responsible for developing a QA plan as part of your consortium's implementation plan. This should include plans for workforce development and recruitment – for example, of lead and domain assessors.

Your consortium will need to reach an agreement with schools, colleges and work-based learning providers for a central quality function that has protocols for the delivery of Diplomas by all partners.



Schools, colleges and work-based learning providers

Individual institutions within a consortium will usually have their own QA plans. These should include self-evaluation strategies for promoting good learning, policies for equal opportunities and systems to ensure effective data capture and progress monitoring. Headteachers and principals need to balance their approaches and priorities with those of their consortium and make sure that their plans are consistent with the consortium strategy.

Awarding bodies

The awarding bodies for Diplomas are responsible for assessing institutions that carry out assessment procedures.

Lead and domain assessors

Lead assessors will oversee staff assessment practice, working across your consortium to measure how learners are progressing. They will also identify where professional development and support are needed.

Domain assessors will support the assessment of particular lines of learning. These roles may initially involve a small number of students but will grow as more lines of learning are introduced.

Practitioners

Practitioners who are delivering Diplomas should be committed to quality learning through good teaching. They should have agreed objectives and targets, an understanding of QA processes and use agreed methods for self-evaluation.

Sheffield's partnership arrangements for strategic quality assurance

In Sheffield, the Learning for Life group meets every week of the academic calendar. It is led by the LA and attended by the Learning and Skills Council, Connexions, the local education business partnership, work-based learning providers, colleges, universities and schools.

The group is accountable for commissioning a range of provision including Diplomas, Young Apprenticeships, other vocational courses, pre- and post-16 re-engagement and work with young people not in education, employment or training. These programmes have been brought together in a single framework, underpinned by common systems of QA, progress and attendance monitoring, finance and charging, health and safety, and contracting.

The systems are regularly reviewed through three networks of curriculum managers, suppliers or providers and mentors. This process leads to a constant improvement of QA procedures.

The QA process in Sheffield operates on an annual cycle that has much in common with the new post-16 commissioning cycle.

Commissioning

In the December prior to September delivery, the LA and schools meet to consider what new provision is required and whether any existing provision is no longer required. This meeting also agrees the timetabling priorities and the charging policy for the coming year.

Tenders and contracts

A detailed tendering process is advertised in the local press and distributed to interested training providers. The exercise is conducted within council procurement rules and the process is carried out under the supervision of the city solicitor.

A single tendering exercise is used to purchase all 14–16 applied, vocational, Young Apprenticeship and re-engagement provision. Over 30 suppliers are involved.

The purpose of the exercise is to use a set of quality criteria to select suitable providers to deliver provision to young people in the city. The tender document seeks information on:

- the financial situation of the organisation
- the current status of staff CRB checks
- the qualifications and experience of staff
- the premises to be used for training
- the validity of current insurance arrangements
- the experience of the organisation in delivering and accrediting external qualifications.

The completed tenders are marked within an agreed timescale and outcomes are fed back to suppliers. Unsuccessful candidates may be supported with a development programme to improve future submissions.

When the tender has been completed, the suppliers are placed on an approved suppliers list which is shared with headteachers.

A volume of work will be offered to a supplier and a formal contract is issued. The contract stipulates frequency of reporting progress and attendance as well as adherence to the QA system set out in the LA's QA manual.

Contract compliance

An LA contract manager visits the provider. The frequency of visits varies according to the size of the contract, assessed risks and previous history. The manager will go through a checklist of compliance issues including learner progress, sampling of student portfolios, considering a snapshot of learner feedback from students and an RAG (red, amber, green) rating of the perceived level of support from schools. This latter information is compiled into a single dashboard to give a quick overview of schools' support for off-site learners and is shared with school improvement partners. Any concerns or issues raised at these meetings are brought back to the fortnightly programme steering group.

Observation of teaching and learning

Observation of teaching and learning (OTL) is done by two members of the 14–19 team who have extensive experience of teaching and accreditation. The OTL is conducted in an Ofsted style and graded on a four-point scale which is shared with providers and made available online on a secure website for schools. The providers also complete an evaluation of the conduct of the OTL, which is fed back to the 14–19 team on a standard form.

The frequency of OTL varies according to grade history, from termly to annually (more frequently where specific concerns emerge). The overwhelming view of suppliers is that they value this process, and schools like the easy access of the reports and the efficiency of the system. In order to ensure standardisation of the reports, the two staff undertake additional inspections with staff in schools at regular intervals. At each OTL, student interviews take place to gain further information about the effectiveness of the programme.

Self-evaluation forms

Providers submit an annual SEF and an associated quality improvement plan. This is assessed by members of the 14–19 team and recommendations are fed back to the providers. One of the outcomes from this process is to inform the process of workforce development and staff training. Where common areas emerge, the LA will provide training leading to the constant improvement of the supplier base.

Surveys and reviews

Towards the end of the academic year, a number of surveys are carried out, including on schools' views of suppliers, suppliers' views of the LA's management of the programme and an electronic survey of young people on the quality of the programme. These surveys are conducted every year and the results are compared with previous results.

The outcomes of all the QA processes are included in an annual review of provision and translated into an action plan for the coming year. The emphasis is not only on collecting the views of schools, suppliers and young people, but also on translating these into improvements in the system.

Communications with stakeholders

There are three regular networks to communicate with the main stakeholders. At the suppliers' meeting (held termly), common issues and developments are discussed and good practice is shared. This meeting also allows networking between suppliers and offers of mutual peer support. At the school mentors' meeting (held termly), issues about supporting learners are discussed and issues can be raised around suppliers. Because the school staff know each other, they will cover for each other and sometimes provide feedback on learners and issues from another school. The curriculum managers' meeting (held half-termly) deals with strategy, finance, timetabling and forward planning.

Data and monitoring

The programme delivers 2,800 days of activity per week and associated outcomes. Attendance is tracked through an online attendance system used by all providers and available daily in school through a password-protected site. This process has now been extended to include the progress of learners both termly and through regular assessment points in qualifications.

At the end of any programme, certificates are collected centrally and scanned so that each school has the evidence that the qualification has been achieved before the results in the summer. Schools are provided with a tracking summary of qualifications so that they can calculate the impact of the programme on the schools' performance.

Raising the assessment standards of providers

Work-based learning providers may be more familiar with NVQ-style assessment rather than BTECs and Diplomas. Sheffield has recruited a lead assessor who has successfully supported three providers to manage BTEC assessment up to Level 2. This has not only resulted in ensuring that students are on track to gain the qualification but also that students are setting targets to improve individual grades.

Key challenges and how to meet them

This section describes some of the specific challenges of ensuring consistent QA and how you can address them.

Working with partners

Partnerships need to be built on trust and mutual understanding. Formal agreements, such as service level agreements and contracts, are important to help clarify roles and responsibilities. Your LA 14–19 partnership should play a lead role in helping to resolve any partnership issues within your consortium.

Funding arrangements

There need to be clear protocols and formal agreements for securing and distributing funding. A service level agreement with a school, college or work-based learning provider should identify:

- how much money will be paid
- whether funding is per student or a block grant
- the duration of the funding
- how it will demonstrate that it has delivered the required outputs
- who – for example, the headteacher or bursar – can authorise significant spends from their budget.

Provision, planning, commissioning and contracting

All learners should be able to access the learning they want within a reasonable travel-to-learn area. Your LA will need to work with your consortium and its schools, colleges and work-based learning providers to co-ordinate provision across the area or sub-divisions of the area.

You need to have rigorous and robust tendering, contracting and contract management processes when working with providers that are not schools or further education colleges. This will clarify the expectations of all partners and identify enforceable requirements on a range of quality-related matters.



Information, advice and guidance

Your consortium will need to work with your LA 14–19 partnership to make sure that information, advice and guidance (IAG) provision meets quality standards. Applications to the 14–19 Diploma Gateway require that consortia have mechanisms in place for IAG. There are three ways of assessing IAG:

- The *Quality Standards for Young People's Information, Advice and Guidance (IAG)* provide a set of criteria for reviewing IAG services.
- Careers and Connexions services have developed local quality awards for IAG and careers education to help schools and colleges to review whether they have the right guidance in place.
- The *National Framework for Careers Education and Guidance 11–19* helps learning providers to assess what young people have learned from their programmes of career education and guidance.

QA processes should be developed collaboratively across your consortium. IAG services need to be regularly and systematically monitored, reviewed and evaluated, and actions taken to improve services where necessary.

Sharing information

You will need to share information across your consortium. You need to make sure that there are systems in place to share electronic data about attendance, learners' progress, disciplinary records and timetables. As well as developing networks for sharing information, you will need to agree how regularly information will be shared. This data should be used to inform quality improvement and future commissioning.

Observation of teaching and learning

You need to assure the quality of classroom or workshop resourcing and teaching through OTL. There need to be the same protocols for this at all schools, colleges and work-based learning providers. You should consider:

- employing QA staff to observe and report on provider provision
- commissioning an external organisation to carry out OTL
- sharing responsibility for OTL across a number of schools, colleges or work-based learning providers.

Lead and domain assessors should oversee staff assessment practices. This will identify progress, professional development and support needs across the institutions within your consortium. The lead assessor will need to work across a range of institutions and subject areas to make sure that there are consistent standards and practices. Domain assessors will support the assessment in a particular line of learning.

Learner voice

There need to be systematic procedures for capturing the learner voice. You should look at whether learner engagement activities would work well between the schools and colleges in your consortium as well as within individual institutions. For instance, learner forums, surveys or question-and-answer sessions might increase their remit to include learners from other institutions or tackle issues raised by other schools and colleges.

You should evaluate your learner voice activity regularly. As a Diploma consortium, you will need to make sure that you look at projects within individual institutions as well as your overall strategy.

For more guidance, see the Nuts and Bolts guide on learner voice.

Barnsley Metropolitan Borough Council's online tool to capture learner voice

Barnsley Metropolitan Borough Council has produced a quality assurance toolkit, which includes an online survey for capturing learner voice in a user-friendly way. The commercially available toolkit was initially used by Barnsley College but is now used by all the schools, colleges and work-based learning providers in Barnsley which deliver 14–16 collaborative learning. It means that learners' views are collected in a consistent way and this data can be used to assure the quality of the collaborative courses being offered.

The tool includes standard questions that capture baseline data, and this can be measured against national benchmarks. Other questions are more specific, focusing on particular elements of collaborative delivery. All Year 10 learners who are taking a collaborative course are asked to complete the survey during a three-week period in June. The results are analysed by the LA which can break the information down, for example by course or by provider. They can assess how satisfied learners are with their courses, address any issues that stand out and identify how future programme delivery can be improved.

Having a central process means that all learners are given the opportunity to have their say. Barnsley Metropolitan Borough Council is also going to introduce an online SEF that providers will submit with their service level agreement. They will have access to the learner feedback and can use this to address any issues.

Questions

Initial questions ask about the course being studied and about the learner, for example their gender and ethnic background. Then follows a number of questions about the provision of the course where **students can give one of the following responses: 'very good', 'good', 'bad', or 'very bad'**.

- How good was the information you were given when you were choosing this course?
- How good was the help that the staff gave you in the first few weeks at your college, training provider or school?
- How good is the teaching on this course?
- How good is the respect that the staff show to you on this course?
- How good is the advice that you have been given about what you can do after this course?
- How good is the support that you get on this course?
- Overall, how good do you think the college, training provider or school is?
- How good do you think your teachers or tutors on this course are at knowing their subject?
- How good are the different ways in which your teachers or tutors on this course help you to learn?
- How good are the teachers or tutors on this course at making it clear what you should learn in each lesson?
- How good is the information that you are given about assessment tasks?

- How good is the information you are given about what you are doing well and what you need to do to improve while on the course?
- How good is the progress you are making on the course?
- How good are the rooms used for delivering the course?
- How good is the equipment that you use on the course?

Students can give one of the following answers to the questions below: 'definitely', 'yes', 'neither yes or no', 'no' or 'definitely not'.

- Do you think the college, training provider or school is a safe place to learn?
- Do you know who to ask for help with any problems while on the course?
- Do you feel that you are on the right course?
- Would you recommend this course to a friend?

For more information, contact Jane Fisher, Work Related Learning Consultant at Barnsley Learning and Achievement Services, at **JaneFisher@barnsley.gov.uk** or on **01226 281961**.

Curriculum support groups

Practitioners benefit from the opportunity to collaborate and share resources and ideas – particularly when they are involved in teaching pioneering new courses like Diplomas. Lines of learning leads should have the authority to arrange and co-ordinate curriculum-based support networks. As well as giving practitioners from across a consortium the chance to collaborate, this will give you an opportunity to bring in external expertise. Key issues include resources and making sure that staff are given the time to attend curriculum planning meetings. Free curriculum support is also available from a range of organisations, including the Specialist Schools and Academies Trust, the Learning and Skills Network and the National College for Leadership of Schools and Children's Services.

Practical issues

There are a number of practical issues raised by delivering learning across different sites, and you need to make sure that your solutions are quality assured. For example, you will need to review travel arrangements between sites and make sure that there are safeguards in place for vulnerable learners and that local transport is adequate.

Action plan

There is no single model for developing a central QA function but the following is a guide to the actions you might want to take.

1. Identify who is responsible for QA across your consortium at both a strategic and delivery level.
2. Develop a QA plan that fits into your consortium's implementation plan and supports your 14–19 quality strategy. Individual institutions' QA plans need to fit with your overarching plan.
3. Evaluate QA processes and systems across each institution in your consortium.
4. Identify where collaborative delivery means that central QA processes and systems are required.
5. Evaluate your actions on an ongoing basis.



Further resources

Nuts and Bolts guides website

The Nuts and Bolts guides website includes additional resources – for example, a generic memorandum of understanding and service level agreements. You can also find the other Nuts and Bolts guides on this site.

www.diploma-support.org/nutsandboltsguides

LSIS Excellence Gateway

The LSIS Excellence Gateway has a range of resources about managing quality and QA systems.

www.excellencegateway.org.uk

National College for Leadership of Schools and Children's Services

The National College's website includes a virtual learning environment module on collaborative QA of teaching and learning.

www.nationalcollege.org.uk/14-19-collaborative-quality-assurance-vle.pdf

Department for Children, Schools and Families 14–19 reform

The 14–19 reform area of the DCSF site includes a QA framework.

www.dcsf.gov.uk/14-19/documents/QA_framework.doc

Diploma support

The LSIS Diploma Support site includes a number of relevant resources, including a practitioner guide to collaborative working.

www.diploma-support.org/system/files/diploma-guide-ch04_1.pdf

Diploma-awarding bodies

You may also want to visit the websites of Diploma-awarding bodies:

- AQA City & Guilds – <http://web.aqa.org.uk/over/cityandguilds.php>
- Edexcel – www.edexcel.com
- Oxford Cambridge and RSA Examinations – www.ocr.org.uk
- NCFE – www.ncfe.org.uk
- Rockscool – www.rockscool.co.uk
- Council for Awards in Children’s Care and Education – www.cache.org.uk
- Educational Development International plc – www.ediplc.com
- EMTA Awards Ltd – www.eal.org.uk

Local authority quality assurance strategies

Most LAs will have their QA strategies available on their websites.



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