



University of Chichester

Early Years Professional Status Audit by the Quality Assurance Agency for Higher Education

October 2012

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Key findings about the University of Chichester

As a result of its Early Years Professional Status Audit carried out in October 2012, the audit team (the team) considers that the soundness of the Prime Organisation's present and likely future management of the accreditation standards of awards and links to the Early Years Professional Status (EYPS) standards **meets expectations**.

The team considers that the soundness of the Prime Organisation's present and likely future management of the quality of the learning opportunities and support available to EYPS candidates **meets expectations**.

The team considers that the soundness of the Prime Organisation's present and likely future management of the assessment and moderation systems and processes for EYPS **meets expectations**.

The team considers that the soundness of the Prime Organisation's present and likely future management of candidate data, financial data, internal staff and infrastructure **meets expectations**.

Good practice

The team has identified the following **good practice**:

- the proactive approach of the Prime Organisation in establishing the role of the Internal Quality Auditor to identify and address priority issues across the South of England Early Years Consortium (paragraph 10).

Strengths

The team has identified the following **strengths**:

- the highly effective internal communication processes, which ensure the full engagement and collaboration of all involved in the delivery of the EYPS pathways (paragraph 39)
- the establishment of the key roles of Project Officer, Internal Quality Auditor, Lead Mentor and Business Development Manager, which make a significant contribution to the effective exercise of the responsibilities of the Prime Organisation (paragraph 9)
- the effective leadership of the Prime Organisation that has created an inclusive collaborative culture across diverse partners (paragraph 12)
- the effective use of technology to enhance communication and candidate learning (paragraph 40)
- the facilitation of a highly collaborative partnership across the South of England Early Years Consortium, which engenders a strong sense of ownership by all involved (paragraph 12).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the provision.

The team considers that it is **advisable** for the Prime Organisation to:

- continue in its efforts to meet the Teaching Agency recruitment targets (paragraphs 32-33)
- establish a procedure for disseminating and responding to the external moderators' reports (paragraph 1).

The team considers that it would be **desirable** for the Prime Organisation to:

- adopt a consistently thorough approach to the completion of records used in the cross-moderation process (paragraph 2)
- evaluate further the impact of the EYPS award, particularly in areas of deprivation, in order to promote its value (paragraph 31)
- formalise the recording of the suitability of placement settings for EYPS candidate learning (paragraph 22)
- enhance the minutes of meetings to ensure that a meaningful record of discussions is captured (paragraph 38).

About this report

This report presents the findings of the Early Years Professional Status (EYPS) Audit¹ conducted by the Quality Assurance Agency for Higher Education (QAA) at the University of Chichester (the Prime Organisation). The purpose of the audit is to provide accessible information which indicates whether Prime Organisations have in place:

- effective means of ensuring that the award of EYPS is robust, rigorous and consistent in quality and standards across all pathways
- effective means of enhancing the quality of EYPS provision, particularly by building on information gained through monitoring, internal and external audits, and feedback from stakeholders.

The audit focuses on how the Prime Organisation discharges its stated responsibilities in seven key areas:

- the management of EYPS candidate outcomes
- approach to quality improvement
- approach to the safeguarding and welfare of children
- approach to candidate support
- approach to data management
- approach to recruitment, selection and retention of candidates
- staff management and infrastructure.

The audit applies to those pathways leading to the award of Early Years Professional Status that the Teaching Agency has contracted with the Prime Organisations. The audit was carried out by Dr Sara Bubb (auditor), Ms Sally Powell (lead auditor) and Mr Alan Weale (QAA officer).

The audit team conducted the audit in agreement with the Prime Organisation and in accordance with the *Early Years Professional Status Audit: Handbook for Prime Organisations and delivery partners*.² Evidence in support of the audit included:

- a self-evaluation by the Prime Organisation
- candidate feedback information
- information relating to the policies, procedures and documentation of the Prime Organisation
- asking questions of relevant staff
- talking to candidates about their experiences
- asking questions of placement providers and employers.

Where it was not possible to meet relevant parties referred to above in person, teleconferencing or individual phone calls were used.

The audit team used as a key reference point the *Handbook for Early Years Professional Status (EYPS) Prime Organisations and their delivery partners* (April 2012) provided by the Teaching Agency.

Please note that if you are unfamiliar with any of the terms used in this report, you can find them in the [glossary](#).

¹ www.qaa.ac.uk/institutionreports/types-of-review/pages/EYPS.aspx

² www.qaa.ac.uk/publications/informationandguidance/pages/EYPS-handbook-prime-organisations.aspx

The University of Chichester was granted university title by the Privy Council in October 2005. The University is located on two sites: the Bishop Otter Campus and the Bognor Regis Campus. The South of England Early Years Consortium (SEEYC), based at the Bishop Otter Campus, was established in October 2011 to deliver EYPS pathways in South London and the South East of England. The Prime Organisation has five delivery partners in the SEEYC:

- University of Brighton
- Canterbury Christ Church University
- University of Portsmouth
- Tribal Group Ltd
- University of Winchester.

The University of Chichester and the partner universities cover the South East of England, while the Tribal Group Limited - a private organisation - covers the London region. All have provided EYPS programmes since 2007. Each delivery partner has a sub-contract with the University of Chichester to deliver EYPS pathways. The delivery partner team at the University of Chichester is managed separately from the Prime Organisation.

At the time of the audit visit, the Prime Organisation had 182 EYPS candidates and provided the following pathways across the delivery partners:

- Graduate Practitioner Pathway (GPP)
- Undergraduate Practitioner Pathway (UPP)
- Graduate Entry Pathway (GEP).

The statistical data relating to these pathways can be found in [Annex 1](#).

The Prime Organisation's stated responsibilities

The Prime Organisation leads and manages the SEEYC as a partnership, through a board chaired by the Prime Organisation EYPS Director. The board membership is made up of representatives of each delivery partner. The SEEYC takes account of the requirements of the contract with the Teaching Agency, but allows for some differences in approach at delivery partner level, responding to local requirements and established practice.

The SEEYC Board states that its primary objective is to ensure that the SEEYC achieves the outcomes documented in the Teaching Agency programme agreement. This includes:

- ensuring that the needs of the Teaching Agency programme agreement are incorporated, where appropriate, into the development and delivery of the EYPS programme
- being responsible for the planning and implementation of the provision of EYPS programmes
- ensuring that the EYPS programme meets the needs of all stakeholders at all levels
- the development and delivery of an appropriate plan to embed the EYPS programme within the day-to-day activities of the partner's delivery teams
- ensuring that progress on delivering the EYPS programme, including the decisions taken by the Board and any actions required of members of staff who are not members of the Board, are communicated effectively across the SEEYC.

Detailed findings about the University of Chichester

1 Management of EYPS candidate outcomes

1 Following a competitive tendering process, the Prime Organisation has contracted with the Open University to provide external moderation across the whole SEEYC. A lead external moderator has been appointed to coordinate issues from all delivery partners. The external moderation process was used for the first time for the GP pathways in the Summer 2012 assessment round. The Prime Organisation acknowledged that the report suggests that further briefing for external moderators could be beneficial in order to enhance the moderators' understanding of the different approaches to meeting EYPS standards across the SEEYC. Although the team was told by the Prime Organisation that external moderation reports would be considered at the regular Programme Leader meetings, at the time of the visit there was no formal procedure implemented for the discussion and dissemination of the findings of these reports. The team therefore recommends that it would be **advisable** for the Prime Organisation to establish a procedure for disseminating and responding to the external moderators' reports.

2 An internal cross-moderation process has been facilitated by the Prime Organisation, with each delivery partner acting as moderator for another delivery partner. Individual delivery partner internal moderation reports were made available to the team, and used a comprehensive, standardised template. It was noted that some were not fully completed; a matter which the Prime Organisation considered was due to its being used for the first time by delivery partners. The sample of assessed work provided to the team did not provide more detailed evidence of the systems in place for marking or internal moderation. Nonetheless, the team noted that issues raised through moderation were identified by programme leaders and fed through to their regular SEEYC meeting. In order to further develop this area, the team recommends that it would be **desirable** for the Prime Organisation to adopt a consistently thorough approach to the completion of records used in the cross-moderation process.

3 EYPS programmes are considered effective and useful by candidates. The summary of feedback of individual delivery partners shows that 96 per cent of candidates rate assessment processes as 'good/very good'. A helpful consortium-wide evaluation form has recently been introduced that seeks candidates' views at specific stages on their pathway, and this will be used for assessment issues in future cycles.

4 The team was told by candidates that they found the process of Development Review valuable, particularly in terms of recognising additional experience required and identifying personal and professional development goals. Candidates commented that the Development Review helped to prepare them for summative assessment. Documentation for Development Review references EYPS competencies. In reviewing sample Developmental Reviews, the team found that some were less well documented than others. The Prime Organisation has plans to share the good practice from one delivery partner across the SEEYC. See also paragraph 23.

5 The quality of assessment, moderation and outcomes meets performance management criteria. The Prime Organisation states that although delivery partners' assessment patterns vary, all Teaching Agency-prescribed outcomes are met, and all candidates follow the same assessment process during the last four months of their pathway. The external moderator reports on the first cohort of the Graduate Practitioner Pathway state that decisions made by assessors and internal moderators are sound and are based on a clear trail of documented evidence.

6 Systems are in place to track the destinations of candidates who have gained EYPS. The Prime Organisation has information regarding four-fifths of the first complete cohort. Employers are encouraged to contact the Prime Organisation with details of vacancies, and SEEYC members have agreed to host advertisements on their websites. Some systems and processes are in place to measure impact. Joint research by the Prime Organisation and one local authority is exploring the links between staff with EYPS and improvements in children's speech and language. Individual candidates are clear that the EYPS programme had an impact on them, their colleagues and their workplaces.

7 The team considers that the University of Chichester meets the Teaching Agency quality criteria for the Prime Organisation's management of EYPS outcomes.

2 Approach to quality improvement

8 The requirements of the Teaching Agency are effectively met through the operation of a single quality framework across the SEEYC. Each of the delivery partners operates EYPS pathways using a range of learning and teaching strategies designed to meet the needs of their candidates. The Prime Organisation recognises that delivery partners have their own internal quality assurance processes and seeks to complement these in its work towards consistency across the SEEYC. The SEEYC Board uses the European Framework for Quality Management Excellence Model to guide continuous improvement, and uses an evaluative action planning approach. The team noted the effective use of action planning throughout SEEYC documentation.

9 To ensure the effective exercise of its responsibilities, the Prime Organisation has established the key roles of Project Officer, Internal Quality Auditor, Business Development Manager and Lead Mentor. Each officer has a defined role in supporting the aims of the Prime Organisation and the needs of the delivery partners in providing EYPS programmes. The team considers these appointments to be a strength of the provision.

10 Quality improvement issues and sharing of good practice are regular items on the agenda of the SEEYC Board and Programme Leader meetings. Recent issues have included the introduction of internal and external moderation systems and a centralised approach to candidate feedback. The Internal Quality Auditor leads on these activities. All delivery partners have been visited by the Internal Quality Auditor and the Project Officer in order to provide support and guidance in the operation of Prime Organisation policies and to identify issues for quality priorities. Visits have clear records and timely action plans. This is effective in ensuring that delivery partners are meeting performance management and quality assurance requirements. The team considers that the proactive approach of the Prime Organisation in establishing the role of the Internal Quality Auditor to identify and address priority issues across the SEEYC is **good practice**.

11 The Project Officer takes a lead in collecting information from delivery partners concerning the training needs of staff involved in EYPS pathways, and in facilitating the support of the Prime Organisation for relevant training. EYPS programme staff undertake annual performance review with their own employer, and records of local delivery partner training undertaken are regularly updated on the Prime Organisation's database. The Prime Organisation also facilitates the local EYPS network, which allows Early Years Professionals to come together and share knowledge and experiences. This network, in common with those linked to other members of SEEYC, provides a valuable professional forum for delivery partner staff and Early Years Professionals. The Prime Organisation's Training Policy defines expectations of training required for different groups of staff, and states that additional training may be arranged upon request. Mentors, assessors and programme staff

indicated that they had received training appropriate to their role. The team formed the view that the Prime Organisation is fulfilling its responsibilities for the training and developmental needs of EYPS staff.

12 The Prime Organisation has established a highly collaborative partnership with its delivery partners within the SEEYC. This engenders a strong sense of ownership by all involved; the team viewed this as a strength of the provision. Each delivery partner is represented on the SEEYC Board. Programme leaders have close links with their own Board representatives, with the SEEYC Project Officer and other key staff, and with each other. Delivery partners all make active contributions to the strategy and operation of the Prime Organisation, and work to promote the professional identity of EYPS. To manage the size and complexity of the consortium, it is agreed that the Prime Organisation leads on liaison with the Teaching Agency and other Prime Organisations, Local Authority Reference Group meetings, SEEYC Board meetings, Programme Leader meetings and the EYPS Administrator Group. Delivery partners lead on programme meetings, meetings with employers, mentor and assessor meetings and training events, and EYPS support groups. The team concluded that the effective leadership of the Prime Organisation has created an inclusive collaborative culture across diverse partners and is a strength of the provision.

13 A centralised candidate feedback process is being rolled out across EYPS pathways. Employers and placement providers reported that they had every opportunity to provide feedback through email and personal contact, and were well informed of steps to take if difficulties arose. Delivery partners provide summary feedback of issues to the Prime Organisation through Programme Leader meetings and through self-evaluation reports. The lack of an overarching surveying tool for placement feedback was identified during delivery partner visits by the Internal Quality Auditor. A draft questionnaire has been prepared by the Prime Organisation and will shortly be made available.

14 The team considers that the University of Chichester meets the Teaching Agency quality criteria for the Prime Organisation's approach to quality management.

3 Approach to the safeguarding and welfare of children

15 The Prime Organisation's self-evaluation states that the University of Chichester has a holistic approach to the safeguarding and welfare of children. The Prime Organisation and all delivery partners have safeguarding policies in place to provide support and guidance to those involved in activities with vulnerable children or adults. Delivery partners are given clear information about their responsibilities regarding safeguarding. Lines of communication for passing on updates are effective.

16 Safeguarding is addressed in programmes leading to EYPS, with documentation referring to the need to consult the local policies of placement settings. The duty of care of the Early Years Professional is particularly noted, as is the role of designated officers, and related health and welfare issues. Course handbooks contain written information about safeguarding issues and this is also addressed in materials provided for placement guidance. Candidates spoken to by the team felt they had been given clear, contextualised information about safeguarding and understood their personal responsibilities in this respect, including regarding documentation. Mentors and placement providers were able to articulate their local support for the achievement of students' competence in safeguarding matters. The team found that candidate training programmes and materials contain clear and accurate information regarding the safeguarding and welfare of children, the processes to be followed, and signposts to opportunities for continued development in this area.

17 Training materials for mentors and assessors contain appropriate clear and accurate information, with reference to Teaching Agency standards for safeguarding in the Prime Organisation Mentor Handbook template. Staff are provided with relevant updating opportunities through their candidates' host delivery partner and through local EYPS networks. The team found that staff were equipped to support and assess candidates' learning about the safeguarding and welfare of children.

18 As well as checking the appropriate content of EYPS programmes and documentation, the Prime Organisation monitors delivery partner compliance with Criminal Records Bureau (CRB) checks annually, in accordance with the performance indicators set out in the Prime Organisation's Quality Plan. At the time of their first enquiry, the Prime Organisation advises prospective candidates of their obligations to have a satisfactory CRB check before entering into a practice setting. Candidates reported their understanding of the processes and importance of CRB checking. Delivery partners provide effective information and support for their candidates regarding checking procedures, and this is followed through by employers and placement providers.

19 The team considers that the University of Chichester meets the Teaching Agency quality criteria for the Prime Organisation's approach to the safeguarding and welfare of children.

4 Approach to candidate support

20 The philosophy of student-centred practice is shared across the SEEYC. Evaluations show that support processes are well regarded by candidates. Those interviewed by the auditors commented that programme leaders and other staff could not have done more, and that any issues were dealt with promptly. Candidates on practitioner pathways were particularly enthusiastic about how the virtual learning environments enabled them to download valuable materials and discuss issues. Online systems are updated regularly with timely, accessible and accurate information.

21 The mentor systems are fit for purpose. Delivery partners organise mentoring in different ways but work to similar principles. The Prime Organisation has employed an experienced Lead Mentor to work across the SEEYC to improve consistency. The Mentoring Handbook is customised to delivery partners' processes and is used by lead mentors and work-based mentors. Online training is being developed to supplement and replace face-to-face mentor skills development. Support is offered to mentors through email and telephone contact. Mentors interviewed by the audit team felt well briefed and valued. They considered that the benefits of mentoring go beyond the candidate, aiding the work-based mentors and other staff in settings. They felt better informed about issues and more connected to the wider early years community. One gave an example about how her new knowledge and experience with babies enhanced her playgroup colleagues' understanding of child development. Mentor availability and support are well regarded by candidates who feel well supported and know whom to contact if they have a problem.

22 Appropriate placement selection, management, quality assurance and review processes are in place. Each delivery partner has a Placement Officer who takes responsibility for ensuring the quality and standards of the placements. There are processes to record the suitability of placement settings in relation to health and safety issues; however, there is little information related to the appropriateness for EYPS candidate learning. The team recommends that it would be **desirable** for the Prime Organisation to formalise the recording of the suitability of placement settings for EYPS candidate learning.

23 Candidates are given help in finding placements to give them experience with babies as well as with toddlers and young children. Candidates judge that the programmes are well designed and help them to understand the EYPS standards. Some spoke of valuable sessions about how to demonstrate meeting of the standards. Feedback and follow-up from the Development Review are effective and well regarded by candidates; candidates find them very helpful in prioritising their development goals. See also paragraph 4.

24 The team considers that the University of Chichester meets the Teaching Agency quality criteria for the Prime Organisation's approach to candidate support.

5 Approach to data management

25 The Prime Organisation operates on the principles that data should be available as required, and that confidentiality should be maintained in line with legal requirements. The Business Development Manager takes a lead in managing data and is responsible, together with the Project Officer, for preparing the weekly returns to the Teaching Agency.

26 The Prime Organisation carries out all financial transactions between the Teaching Agency and the delivery partners. Delivery partners invoice the Prime Organisation for appropriate funds, and the Prime Organisation has provided staff development to delivery partner administrators to facilitate this activity.

27 Statistical data relating to candidate numbers, profiles and outcomes is collected from delivery partners, captured via the Prime Organisation database, and uploaded in accordance with Teaching Agency requirements, on a weekly basis. The team formed the view that these processes are efficiently organised, that technology is appropriately utilised, and that SEEYC partners work co-operatively to achieve accurate information.

28 The Prime Organisation has developed and implemented a comprehensive Data Security Policy and Security Plan which take full account of data protection and risk management issues.

29 The team considers that the University of Chichester meets the Teaching Agency quality criteria for the Prime Organisation's approach to data management.

6 Approach to recruitment, selection and retention of candidates

30 A clear marketing and recruitment strategy is in place which has been adapted in the light of experience. For instance, activities such as national advertising and conference stands may have helped to maintain awareness of EYPS, but have yielded few applicants. Advertising in commuter papers, contact with local authorities and word of mouth have been more fruitful. The Prime Organisation has a dedicated contact in the University of Chichester Marketing Department. Creative steps are taken to attract applications from a diverse range of prospective Early Years Professionals. The Prime Organisation and delivery partners operate a staged recruitment process. Initial enquiries are dealt with by telephone and details of the programme are discussed with prospective applicants. They are given information and advice so that they join the most appropriate pathway. Candidates who do not meet the entry criteria are signposted to further learning and development opportunities, such as GCSE training courses. Accurate records of all enquiries, application requests, submitted applications, offers and acceptance of places are recorded weekly on a detailed spreadsheet. Recruitment information is timely, accessible and accurate.

31 Recruitment and selection processes result in applicants who meet the entry requirements for the programme. The SEEYC has successfully recruited candidates from Black and Minority Ethnic groups, males, and those working in deprived areas. These are mostly within the London region of the SEEYC. The audit team was told that the Prime Organisation's local ethnic minority groups are mainly from Eastern Europe and are not able to be recorded within the Black and Minority Ethnic categories. The Prime Organisation has already taken some steps to analyse issues in these areas of recruitment, using a case study approach. Although the team recognises these efforts, it considers it **desirable** for the Prime Organisation to evaluate further the impact of the EYPS award, particularly in areas of deprivation, in order to promote its value.

32 Teaching Agency recruitment targets for January and September 2012 have not been reached. Recruitment onto the Undergraduate Practitioner Pathway was 88 per cent of the agreed allocation in January and 81 per cent in September. Recruitment onto the Graduate Practitioner Pathway was 83 per cent of the agreed allocation in January and 78 per cent in September. Recruitment onto the Graduate Entry Pathway was 74 per cent of the agreed allocation in January and 56 per cent in September. Recruitment onto the Undergraduate Entry Pathway was 76 per cent of the agreed allocation for September 2012.

33 The Prime Organisation has worked hard to analyse and address the reasons behind the shortfall in numbers. The reduced roles of local authority advisers and reductions in funding for early years networks have exacerbated the problem. However, steps have been made to improve recruitment through personal contacts and raising the status of EYPS. For instance, a programme leader has written an article in a key publication. The delivery partners facilitate networks for those with EYPS. However, the team considers it **advisable** that the Prime Organisation continue in its efforts to meet the Teaching Agency recruitment targets.

34 The induction, needs analysis and action planning processes meet the candidates' requirements. Materials are of good quality and candidates rate the whole induction experience highly. They sign a learning agreement and, in discussion with their tutor, are given an individual learning plan. They are well prepared for and informed about EYPS and working in the early years sector when they start the programme.

35 In recent candidate feedback, responses are very positive: 94 per cent of respondents consider recruitment and selection to have been good or very good, and 92 per cent rate the induction process highly.

36 Processes are in place to monitor and review individual candidate journeys. Tracking documentation is effective. Candidates feel that any concerns they have are listened to and addressed quickly. Links between recruitment, selection and retention are managed well. Retention rates are high. Reasons for withdrawals and deferrals are recorded and analysed.

37 The team considers that the University of Chichester meets nearly all of the Teaching Agency quality criteria for the Prime Organisation's approach to recruitment, selection and retention of candidates.

7 Staff management and infrastructure

38 The Prime Organisation Board and programme leaders meet regularly to ensure the effective operation of the EYPS pathways. Teleconferencing is used if members have difficulty in attending in person, and relevant documentation is communicated electronically.

Minutes of meetings record action points but do not currently provide a sufficiently full record of discussion among members. The team therefore considers it **desirable** that the Prime Organisation work to enhance the minutes of meetings to ensure that a meaningful record of discussions is captured.

39 In addition to scheduled meetings, the Prime Organisation and delivery partners have a well established network with frequent formal and informal exchanges. An EYPS Pathway Administrator Group has also been established by the Prime Organisation, which has proved particularly helpful. The Project Officer plays a key role in disseminating information and facilitating liaison between delivery partners, particularly programme leaders. Information shared includes quality assurance issues, updates on Teaching Agency standards, and professional development opportunities. Delivery partners report that swift responses are made to any issues raised. Effective use of technology is made in enhancing communication across a wide geographical area. The coordinating role of the Project Officer is particularly valued by colleagues across the SEEYC. The team considered the highly effective internal communication processes, which ensure the full engagement and collaboration of all involved in the delivery of the EYPS pathways, to be a strength of the consortium arrangements.

40 Training facilities, buildings, materials and resources ensure accessibility and are fit for purpose. The Internal Quality Auditor has visited each of the delivery partners and, where appropriate, has reported on the learning environments available to candidates. The Prime Organisation noted that overall provision was of a high calibre. The Prime Organisation is currently reviewing how it assures itself of the calibre of facilities. In discussions with delivery partner staff, assessors, mentors, placement providers, employers and candidates, the team received favourable reports on the facilities and learning resources available to support their programmes. Virtual learning platforms are effective in enabling practitioner candidates to gain access to materials and to contribute to online discussion, particularly where geography is a challenge. The team found the effective use of technology to enhance communication and candidate learning to be a strength of the provision.

41 The Quality Assurance Plan is strategic in addressing priorities. Quality Assurance Standards have been designed collaboratively to build on the Teaching Agency requirements and good practice. The appointment of the Internal Quality Auditor has helped to ensure that delivery partners are meeting performance management and quality assurance requirements. The team considered that the Prime Organisation has clear processes in place to monitor and quality assure each delivery partner in the SEEYC.

42 The team considers that the University of Chichester meets the Teaching Agency quality criteria for the Prime Organisation's approach to staff management and infrastructure.

Action plan³

University of Chichester action plan relating to the Early Years Professional Status Audit October 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The audit team identified the following areas of good practice that are worthy of wider dissemination within the Prime Organisation:						
<ul style="list-style-type: none"> the proactive approach of the Prime Organisation (PO) in establishing the role of the Internal Quality Auditor to identify and address priority issues across the South of England Early Years Consortium (paragraph 10). 	<p>The PO acknowledges the value of establishing the role of the Internal Quality Auditor (IQA) and will:</p> <ul style="list-style-type: none"> Review the role with the post holder to ensure developmental needs are identified and met 	May 2013	SEEEYC Director/ IQA	Development needs identified and objectives set, with agreed time scales	SEEEYC Board	Internal appraisal and reviews. Development agreed reported to and approved by the Board
	<ul style="list-style-type: none"> Obtain feedback on the effectiveness of the role of the IQA 	Sept 2013	IQA/Board Members	As above	SEEEYC Board	Recommended actions evaluated and approved by the Board
	<ul style="list-style-type: none"> Make amendments to quality assurance (QA) processes if deemed necessary by the Board 	Nov 2013	SEEEYC Management Team	Feedback summarised and reported to the Board with recommendations	SEEEYC Board	Improvements to the QA processes discussed and noted by the Board (minutes of Board

³ The Prime Organisation has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the Teaching Agency.

				Amendments made and promulgated to partners		meetings)
The audit team identified the following areas of strength within the Prime Organisation:						
<ul style="list-style-type: none"> the highly effective internal communication processes, which ensure the full engagement and collaboration of all involved in the delivery of the EYPS pathways (paragraph 39) 	<p>The team at the PO and across the SEEYC recognise and value the role of the Project Officer in establishing and maintaining highly effective internal and external communication processes.</p> <p>Going forward the following actions will be taken:</p> <ul style="list-style-type: none"> Annual schedule of structured meetings will be issued, for: SEEYC Board, Programme Leaders (PL), Administrators, Lead Mentors, Assessment Group and Placement Group. All meeting and relevant policy documents will be accessible to the relevant groups on the SkyDrive 	<p>Feb 2013</p> <p>Jan 2013 and ongoing</p>	<p>Project Officer</p> <p>Project Officer</p>	<p>Schedule issued to partners.</p> <p>SkyDrive utilised to access documentation by delivery partners</p>	<p>Reported to SEEYC Management Team</p> <p>Reported to SEEYC Management Team</p>	<p>Issue of schedule recorded in meeting minutes and confirmed with delivery partners during IQA visits</p> <p>Monitoring traffic on SkyDrive and seeking feedback at Board and PL meetings.</p>

<ul style="list-style-type: none"> the establishment of the key roles of Project Officer, Internal Quality Auditor, Lead Mentor and Business Development Manager, which make a significant contribution to the effective exercise of the responsibilities of the PO (paragraph 9) 	<p>The PO considers the roles of Project Officer, IQA and Business Development Manager (BDM) to be a significant strength in carrying out the responsibilities of the contract with the Teaching Agency</p> <ul style="list-style-type: none"> To increase overall effectiveness in the delivery of contract requirements, the SEEYC Management Team is to be established. This group will meet bi-monthly, will include all of the above, and be chaired by the SEEYC Director. 	<p>Dec 2012</p>	<p>SEEYC Management Team and SEEYC Director</p>	<p>Formal record of meetings with action plans.</p> <p>Performance measured against Teaching Agency Handbook Performance Indicators.</p> <p>Positive feedback from the delivery partners.</p>	<p>Chief Executive Team of the PO via Annual Monitoring Report.</p>	<p>Annual self-assessment by the SEEYC Management Team.</p> <p>Positive feedback from Board members.</p>
<ul style="list-style-type: none"> the effective leadership of the PO that has created an inclusive collaborative culture across diverse partners (paragraph 12) 	<p>The PO welcomes this recognition of effective leadership. The leadership of the PO is modelled on a distributed, transformational leadership model. The PO will maintain and develop the collaborative culture.</p> <ul style="list-style-type: none"> Additional European Foundation for Quality Management (EFQM) Excellence Model materials issued to the Board 	<p>Jan 2013</p>	<p>SEEYC Director/ IQA</p>	<p>Materials received by Board members</p>	<p>SEEYC Director</p>	<p>Confirmation of receipt by Board members</p>

	<ul style="list-style-type: none"> The EFQM Excellence Model will be further embedded at Board level. 	Feb 2013	SEEYC Director/ IQA	<p>Reporting and action planning follows the EFQM Excellence Model approach</p> <p>Specific feedback to IQA during one-to-one meetings with Board members</p>	SEEYC Director	<p>Published minutes of Board meetings</p> <p>IQA annual one-to-one consultations with the Board members</p>
<ul style="list-style-type: none"> the effective use of technology to enhance communication and candidate learning (paragraph 40) 	<p>The use of technology across the SEEYC will continue to develop and respond to feedback and innovation as the opportunities arise.</p> <ul style="list-style-type: none"> Pilot online Mentor training will be developed and trialled by the PO Each delivery partner will develop and enhance their Virtual Learning Environment The PO EYPS website will be developed by the PO and routinely updated The SkyDrive will be developed to become a repository for a range of 	<p>Dec 2012</p> <p>Ongoing development</p> <p>Twice monthly updates</p> <p>Jan 2013 and ongoing</p>	<p>PO Programme Leaders (PL)</p> <p>delivery partners</p> <p>Project Support Assistant (PSA)</p> <p>Project Officer</p>	<p>Training available online</p> <p>Positive feedback from candidates</p> <p>Increased traffic and pages visited</p> <p>SkyDrive utilised to access documentation by</p>	<p>PLs</p> <p>Board members and PLs</p> <p>SEEYC Management Team</p> <p>Reported to SEEYC Manage-</p>	<p>PO PL will seek feedback from users and Lead Mentor group, April 2013</p> <p>Candidate surveys and listening groups</p> <p>Interrogation of software reports</p> <p>Monitoring traffic on SkyDrive and seeking feedback</p>

	<p>resources and key SEEYC documents</p> <ul style="list-style-type: none"> • Social media will be established as a way to communicate with existing and potential candidates. A social media plan will be developed for approval by the PO marketing department • A facilities audit checklist will be developed to record the calibre of facilities available for learning at each delivery partner premises 	<p>Dec 2012</p>	<p>PSA</p>	<p>delivery partners</p> <p>Plan approved to enable implementation</p>	<p>ment Team</p> <p>Reported to SEEYC Management Team</p>	<p>at Board and PL meetings</p> <p>SEEYC will give consideration to any feedback given from the PO marketing dept and agree forward action</p>
		<p>Dec 2012</p>	<p>IQA</p>	<p>Checklist in place and actively used during IQA visits</p>	<p>Reported to SEEYC Management Team</p>	<p>Checklist to be reviewed for suitability annually with the QA Plan</p>
<ul style="list-style-type: none"> • the facilitation of a highly collaborative partnership across the South of England Early Years Consortium, which engenders a strong sense of ownership by all involved (paragraph 12). 	<p>The PO will continue to work in a highly collaborative way - both as an effective way of meeting the strategic aims of the contract, and to model this way of working to all those involved with EYPS</p> <ul style="list-style-type: none"> • The role of the Board will become more strategic through embedding the EFQM Excellence Model approach • Additional EFQM Excellence Model materials issued to the Board 	<p>Jan 2013</p>	<p>SEEYC Director/ IQA</p>	<p>Materials received by Board members</p>	<p>SEEYC Director</p>	<p>Confirmation of receipt by Board members</p>
		<p>Feb 2013</p>	<p>SEEYC Director/ IQA</p>	<p>The development of strategy, reporting and action planning</p>	<p>SEEYC Director</p>	<p>Published minutes of Board meetings</p>

	<ul style="list-style-type: none"> The EFQM Excellence Model will be further embedded at Board level 	Feb 2013		<p>follows the EFQM Excellence Model approach</p> <p>Specific and related feedback to IQA during one-to-one meetings with Board members</p>		IQA annual one-to-one consultations with the Board members
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the Prime Organisation to:						
<ul style="list-style-type: none"> continue in its efforts to meet the Teaching Agency recruitment targets (paragraphs 32-33) 	<p>In order to meet the Teaching Agency targets, the PO will:</p> <ul style="list-style-type: none"> Create a detailed action plan to increase recruitment, particularly in the London region The plan will be reviewed monthly and updated in light of evaluation of progress The plan is shared with Board members 	<p>Oct 2012</p> <p>Each month</p> <p>Oct 2012</p>	<p>SEEYC Director, Project Officer and Business Development Manager, in liaison with the Teaching Agency</p>	<p>Meets Teaching Agency requirements and supports recruitment to target in January 2013</p> <p>Plan distributed to Board members</p> <p>Recruitment numbers for Jan 2013</p>	<p>Teaching Agency</p> <p>PO Deputy Vice-Chancellor Academic</p> <p>SEEYC Director</p>	<p>Teaching Agency recruitment data returns</p> <p>Teaching Agency recruitment report for Jan 2013</p>

<ul style="list-style-type: none"> establish a procedure for disseminating and responding to the external moderators' reports (paragraph 1). 	<ul style="list-style-type: none"> The PO will disseminate the External Moderation (EM) partner reports to Board members and PLs within seven days of receipt of the final report 	With one week of receipt of EM Reports	Project Officer	Partner reports received by partners with request for feedback	Project Officer	Email receipt request
	<ul style="list-style-type: none"> Responses to the EM reports will be consolidated across the SEEYC 	Within two weeks	SEEYC Director/ IQA	Consolidated report produced within the set timeframe	SEEYC Board and PLs	Report reviewed by SEEYC Management Team as being fit for purpose, prior to forwarding to the EM team
	<ul style="list-style-type: none"> A response report will be sent to the Lead External Moderator within three weeks of receipt 	Three weeks	SEEYC Director/ IQA	Implementation of procedure for EM	SEEYC Board and PLs	Acknowledgement from the EM team
	<ul style="list-style-type: none"> Copies of the report and responses will be lodged with the University of Chichester's Director of Quality and Standards 	Three weeks	Project Officer	Report received by PO QA Department	PO Academic Standards Committee	Email receipt request
	<ul style="list-style-type: none"> A process document will be written to ensure clarity for delivery partners and the EM team which will be disseminated to Board, PLs, Administrator Group and EM team 	January 2013	Project Officer	Document produced and promulgated for use	SEEYC Director/ IQA	To be evaluated for effectiveness during EM visit (see below)

	<ul style="list-style-type: none"> The EM team to be invited to the PO for an annual visit to discuss the process, share ideas and meet the PLs 	April 2013	Project Officer	Meeting held and actions agreed	SEEEYC Director	Feedback obtained at the end of the meeting from all present
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the Prime Organisation to:						
<ul style="list-style-type: none"> adopt a consistently thorough approach to the completion of records used in the cross-moderation process (paragraph 2) 	<ul style="list-style-type: none"> Cross moderation reports (updated Jan 2013) will be completed after each session 	Feb 2013 and thereafter	IQA	Cross moderation reports received by PO post moderation, with an action plan for the PLs by IQA	SEEEYC Management Team, Board and PLs	IQA will monitor and report
	<ul style="list-style-type: none"> The IQA will observe a sample of the Feb 2013 cross-moderation event 	Feb 2013	IQA	IQA report	SEEEYC Management Team	Report received and approved by members of the team
	<ul style="list-style-type: none"> The completed cross-moderation forms will be collated and analysed by the IQA in order to provide a report to the PLs and Board, with actions recommended to further improve the process 	March 2013	IQA	IQA report with recommendations	SEEEYC Board and PLs	Report received and approved by the Board
	<ul style="list-style-type: none"> The IQA will share the report with the EM team at the annual meeting (see above) 	April 2013	IQA	Feedback from the EM team with any additional actions noted	SEEEYC Board and PLs	Report shared, discussed and further comments noted

<ul style="list-style-type: none"> evaluate further the impact of the EYPS award, particularly in areas of deprivation, in order to promote its value (paragraph 31) 	<p>The PO will work with Board members and Programme Leaders to identify processes for evaluating the impact of EYPS in areas of deprivation, building on the work already carried out by partners</p> <p>Impact will be measured through:</p> <ul style="list-style-type: none"> Candidate surveys Employer surveys Setting surveys 	<p>Survey cycle schedule on SEEYC planner</p>	<p>PO, delivery partners, PLs</p>	<p>Feedback gathered, collated and reported to enable the measurement of the impact of the programme</p>	<p>SEEYC Board and Teaching Agency</p>	<p>Reports to the Teaching Agency</p> <p>Ongoing monitoring, evaluation and consolidation of results by PO/IQA reported to Board and SEEYC Management Team</p>
	<ul style="list-style-type: none"> Feedback from Local Authorities at the scheduled six-monthly meetings of the Representative Group 	<p>Mar 2013</p>	<p>Project Officer</p>	<p>Agreement on the approach to impact measurement and evaluation (minutes)</p>	<p>SEEYC Management Team, PLs</p>	<p>Board will consider the various sources of impact measurement and agree a SEEYC approach</p>
	<ul style="list-style-type: none"> Partner feedback through PL meetings 	<p>Feb 2013</p>	<p>Project Officer</p>		<p>SEEYC Board & Management Team</p>	
	<ul style="list-style-type: none"> The use and application of data will be discussed and agreed by the Board, in line with EFQM Excellence Model principles 	<p>Feb 2013</p>	<p>Board</p>		<p>PLs</p>	

	<ul style="list-style-type: none"> The SEEYC will contact other Consortia to share ideas and good practice 	Mar-Jul 2013	Project Officer	Responses reviewed and used to inform action (minutes)	SEEYC Board & Management Team, PLs	Responses will be reported to Board to further inform the SEEYC approach
<ul style="list-style-type: none"> formalise the recording of the suitability of placement settings for EYPS candidate learning (paragraph 22) 	<ul style="list-style-type: none"> A sub-group of the PLs will form a Placement Group and work with the IQA to write appropriate guidance on recording the suitability of placement settings for EYPS candidate learning. 	February 2013	Project Officer/ IQA Placement Group	Production of a checklist and guidance for candidates and placement settings	IQA report to the Board	Feedback from employers and candidates will be obtained by delivery partners and used by the Placement Group to inform any amendments
<ul style="list-style-type: none"> enhance the minutes of meetings to ensure that a meaningful record of discussions is captured (paragraph 38). 	<ul style="list-style-type: none"> The meeting minutes will be reformatted in favour of a more straightforward style, instead of the current complex recording method. 	January 2013	Project Officer	Production of minutes in amended format to reflect more of the narrative of meetings	SEEYC Director	Feedback from the meeting groups

Annex 1: Candidate statistics

January 2012 intake

	Canterbury Christchurch University	University of Brighton	University of Chichester	University of Portsmouth	University of Winchester	Tribal Group Ltd	Teaching Agency allocation	Total	% of allocation achieved
GPP	7	16	6	8	7	12	70	56	80%
UPP	12	10	15	10	23	19	100	89	89%
GEP			6		4	27	50	37	74%
UEP							0	0	0%
Total	19	26	27	18	34	58	220	182	83%

Recruitment to meet strategic priorities - January 2012 intake

	Candidates from deprived areas	% of cohort	Black and Minortiy Ethnic (BME) candidates	% of cohort	Men into Childcare	% of cohort
GPP	0	0%	18	32%	5	9%
UPP	18	20%	13	15%	3	3%
GEP	19	51%	33	89%	5	14%
UEP	21	0%	0	0%	0	0%
Total	58	32%	64	35%	13	7%

Retention and success - January 2012 intake

	Enrolled	Withdrawn	Deferred	Completed or due to complete	% retained	Assessed	Successful completion	% success
GPP	56	3	0	53	95%	12	49	92%
UPP	89				0%			0%
GEP	37				0%			0%
UEP	0				0%			0%
Total	182	3	0	53	29%	12	49	92%

September 2012 intake

	Canterbury Christchurch University	University of Brighton	University of Chichester	University of Portsmouth	University of Winchester	Tribal Group Ltd	Teaching Agency allocation	Total	% of allocation achieved
GPP	21	10	13			21	93	65	70%
UPP	18	14	9	9	26	23	123	99	80%
GEP			5	4	8	25	75	42	56%
UEP			11	8			25	19	76%
Total	39	24	38	21	34	69	316	225	71%

Recruitment to meet strategic priorities - September 2012 intake

	Candidates from deprived areas	% of cohort	BME	% of cohort	Men into Childcare	% of cohort
GPP	14	22%	12	18%	2	3%
UPP	23	23%	24	24%	4	4%
GEP	7	17%	7	17%	1	2%
UEP	3	16%	1	5%	0	0%
Total	47	21%	44	20%	7	3%

Annex 2: About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Early Years Professional Status Audit can be found at: www.qaa.ac.uk/institutionreports/types-of-review/pages/EYPS.aspx.

Annex 3: Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the *Early Years Professional Status Audit: Handbook for Prime Organisations and delivery partners*: www.qaa.ac.uk/publications/informationandguidance/pages/EYPS-handbook-prime-organisations.aspx.

academic quality: A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards: The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

assessor: Person employed by the Prime Organisation or its partners to assess a candidate's competency against the EYPS standards.

Code of practice: The *Code of practice for the assurance of academic quality and standards in higher education*, published by QAA - a set of interrelated documents giving guidance for higher education institutions.

delivery partners: Any parties (as notified to and agreed by the Teaching Agency) that are required by the contractor to delivery any part of an EYPS contract.

Early Years Professional: A person who has achieved Early Years Professional Status. Early Years Professionals work across the diverse range of settings that make up the early years sector. They demonstrate excellent practice and leadership.

Early Years Professional Status (EYPS): A graduate-level professional accreditation for the early years workforce.

EYPS pathway: One of four packages of training, assessment and accreditation available for candidates to gain EYPS (as defined within the EYPS contract).

EYPS standards: The skills, knowledge and experience required to receive EYPS, as defined by the Secretary of State.

external moderator: The purpose of external moderation is to provide independent assurance that the quality and reliability of internal moderation and assessment is appropriate. The role of external moderator for EYPS is similar in nature, though not directly comparable, to that of external examiners used widely across higher education institutions.

feature of good practice: A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework: A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications: A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

Graduate Entry Pathway (GEP): For people with a degree and limited experience of working with children from birth to five years of age, but who are looking to pursue a career working in early years. Normal duration 12 months; maximum duration two years.

Graduate Practitioner Pathway (GPP): For graduates currently working in the sector who require a small amount of learning or experience before they can demonstrate the EYPS standards. Normal duration six months; maximum duration nine months.

internal moderator: The Prime Organisation is responsible for carrying out internal moderation of all assessment outcomes. An internal moderator will:

- check that all judgements made during assessment are sound
- monitor the quality of assessment to ensure consistency and standards
- provide assurance that the standard and reliability of assessment is appropriate.

learning opportunities: The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome: What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

mentor: A person employed by the contractor to provide a development expert/novice relationship which supports a candidate to become autonomous through dialogue and skilled questioning.

moderation: The process by which the contractor will review assessment outcomes and ensure the consistent application of processes defined by the Teaching Agency.

operational definition: A formal definition of a term, which establishes exactly what QAA means when using it in reports.

Prime Organisation: The training provider with a direct contract with the Teaching Agency to deliver EYPS from January 2012.

programme (of study): An approved course of study which provides a coherent learning experience and normally leads to a qualification.

quality: See **academic quality**.

reference points: Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by higher education providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

setting: A childcare setting can be a nursery, crèche, pre-school, day-care centre, children's centre or the location of a childminder or nanny.

threshold academic standard: The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications **frameworks**. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

UK Quality Code for Higher Education (the Quality Code): Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for **academic standards** and that students have access to a suitable environment for learning (**academic quality**).

Undergraduate Entry Pathway (UEP): For undergraduates completing a degree, for example in Early Childhood Studies. Normal duration 12 months; maximum duration two years.

Undergraduate Practitioner Pathway (UPP): For undergraduates currently working in the sector that require a small amount of learning or experience before they can demonstrate the EYPS standards. Normal duration six months; maximum duration nine months.

work placement: A sustained period of learning for candidates on EYPS pathways which takes place in a setting registered to deliver the Early Years Foundation Stage (EYFS) and enables opportunities to develop the skills, knowledge and experience defined by the EYPS standards. A childcare setting can be a nursery, crèche, pre-school, day-care centre, children's centre or the location of a childminder or nanny.

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The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

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