

# Subcontractor Handbook

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# WEA

Adult Learning  
Within Reach



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# Introduction and aims of the booklet

The WEA have developed a management framework to support and enhance our relationship with our subcontractors. This booklet will provide an insight as to how WEA will support your organisation with access to information, our requirements and how we intend to work together to ensure that we meet the goals and aims of your educational provision agreement.

Key stakeholders within the WEA have developed the content of this booklet. Your appointed delivery manager will share the contents of this booklet with you and continue to provide guidance during your agreement with the WEA.

It is important that your organisation is familiar with the content of the booklet and understands the details, especially in providing data and evidencing quality and information in a timely manner.

## Handbook includes:

- ▶ The WEA's performance management framework for our subcontractors
- ▶ Clear guidance on WEA processes for subcontractors



# Section 1 - The WEAs role in the management with subcontractors

## Subcontractor performance management framework summary

WEA have developed a framework to help manage and support subcontractors. The key aspects of the framework focus on the following areas:

1. Procurement and contracting
2. On boarding
3. Management and monitoring
4. Exit and end of contract review.

The booklet's purpose is to provide a focus on the ability of the subcontractor to on board and start the delivery of the educational provision outlined in your agreement.

WEA will need to continue its due diligence of your organisation, working with you in managing and monitoring your performance. This includes the critical need to record and provide data to ensure that both organisations are working efficiently and effectively in meeting learner outcomes. It is important that both WEA and your organisation are able to demonstrate both from a quality and financial audit positions that we are meeting the objectives with our funder organisations.

### 1: Procurement and contracting

The WEAs subcontractor management framework recognises that processes are in place to identify the necessity to subcontract part or all of the delivery, and therefore focuses on the selection of organisations in an open, fair and transparent way following qualitative and financial assessment. As a subcontractor you will have been through this process, or just about to respond to an Invitation to Tender.

The framework, in addition, addresses the fundamental steps in the process of subcontracting, the role of commissioning that includes the procurement process reflecting and incorporating the operational activity within the WEA. In addition, there may be detailed requirements in funding contracts that control aspects of any subcontracting

of that contract which will form part of any subcontract process and subsequent agreement.

This process ensures that all appropriate due diligence has been incorporated meeting the requirements of Finance, Human Resources, Procurement, Marketing, Education, Membership and Income Growth teams.

A due diligence exercise will be undertaken before contract award and thereafter at six monthly intervals.

### 2: On boarding

On boarding is a critical part of WEA's relationship as this activity will set out how both organisations need to work together and ensure compliance with both our contractual and educational obligations. Understanding these obligations sets out the processes and required outcomes ensures that all data and information is provided in a timely manner to meeting the Funder requirements..

### 3: Management and monitoring

WEA has a responsibility to ensure that the subcontractor is managed on ongoing basis, and it is important that the relationship can mitigate potential issues for the education provision plan. This requires an appropriate mix of data analysis, monitoring visits and quality review to ensure that delivery meets the required standard, and that any risk to the expected outcomes is mitigated to limit the impact to all of those involved.

### 4: Exit and end of contract review

WEA will need is to ensure that all contracts have effective closure implemented and exit requirements detailed, with the subcontractor as part of its contractual obligations. This has the potential to cover the management of the current services if the contract is not completed, or ensuring all data access is provided for further audit and final payments.

## Headlines

These are some of the areas that WEA and subcontractors will work together to manage and deliver.

There will be regular reviews of subcontractor performance to ensure high quality delivery meets learner and employer needs by achieving the planned breadth and depth of provision

WEA will monitor compliance with funding rules and learner eligibility for funding as this ensures prompt payment from the funder organisation. This can take place on a monthly, quarterly and annual basis. The assigned delivery manager will be involved in this process.

All this is important as under performance in year impacts may lead to in year reductions to allocations and funders may reduce our contract value.

Over performance in year impact if performing to profile and eligible for a growth request will require evidencing the demand from learners and employers.

This will include evidence of progression into work.

Performance Management Reviews (PMRs) will require information provided in funding claims, ILR and EAS data will be used to measure performance.

The contract and delivery manager will rate your performance on RAG basis and this will be shared with the subcontractor. If the RAG rating is outside the tolerance levels then there is a potential to reduce the overall the contract value reducing subcontractor funding.

Providers will have the opportunity to voluntarily reduce their allocation for the financial year with no impact on the total for future years.

# Section 2 - Marketing and Branding

1. It's really important to us that students always know who we are and who has funded their courses.
2. Going forward, this means our MCA courses need to be marketed with both our funders branding and our branding.
3. Funder logos will be provided to you as a "lockup", ensuring that all funders organisations are represented in any course-related marketing.

## 2.1 Using our logo

When working with the WEA, you must include our logo wherever you mention provision that is in partnership with us. This means all digital and printed assets including:

- ▶ Newsletters
- ▶ Blog posts
- ▶ Posters
- ▶ Flyers
- ▶ Brochures
- ▶ Social media posts

## 2.2 Marketing all our courses

It's crucial we ensure that we are meeting the promises of our bid, filling our courses and attracting the audiences we need.

We can support you by including information about your courses through social media, newsletters and our website.

We may also ask you to share marketing about our courses on your social media channels, or in any newsletters you send out. This may include copy and digital assets or links.

**If you have any questions please contact your Contract Manager.**

# Section 3 - HR Pre-employment checks, DBS and referencing to support safer recruitment

## 3.1 The recruitment process

When recruiting new staff members, it is important to ensure the following steps are completed and stored securely within the individuals personnel file:

- ▶ The individual has applied and been interviewed for the role
- ▶ Right to work in the UK documentation and proof of national insurance is obtained (This can be requested and obtained at the interview stage)
- ▶ Employment references are requested for the last 3 years employment history, or 5 years if working with vulnerable adults or the last 2 employment references are requested (whichever is greater)
- ▶ All references must be requested and verified from the companies HR Department (or manager when a HR Department is not available)
- ▶ If there are any gaps in employment history, this must be verified as part of the interview process; An appropriate level DBS check is carried out based on their area work

**The individual must not start their role without all of the above being in place.**

## 3.2 DBS checks

1. DBS checks should be carried out for all individuals with a student facing role the level of DBS check should be determined on:
  - ▶ Who they will be teaching – vulnerable adults?
  - ▶ Where they will be teaching – children's centres?
2. DBS checks should be renewed every 3 years, this is to ensure that we remain up to date with any changes and remain compliant
3. It is important to remember that whilst you record the DBS certificate number and issue date, the certificate belongs to the individual
4. The WEA's DBS process can be seen on the right, our DBS checking process is facilitated via GBG using their online system

# Section 4 - General Data Protection Regulations

## 4.1 Our shared responsibilities

We expect the following from our staff and partners

- ▶ To process data in accordance with the principles of the GDPR and in line with our Privacy Notices To follow our data incident reporting procedure if they identify a breach
- ▶ To ensure all laptops and mobile phones are password protected and encrypted
- ▶ To ensure that any personal data sent via email is password protected and that the password is communicated by another method
- ▶ To ensure their work environment is secure; their monitors are locked when unattended, and all personal data is kept in locked drawers or cabinets
- ▶ To save all documents on our secure shared drive, not to use USB sticks or home drives
- ▶ To ensure that when sharing personal data with another department or external stakeholder (where data sharing agreement is in place) we must ensure that it complies with the Data Minimisation Principle and is not excessive

**Fines for GDPR breaches can be up to £20,000,000 or 4% of your global turnover.**



# Section 5 - Delivering the numbers

## 5.1 Data collection

Data returns:

- ▶ WEA need to submit a monthly ILR return to the ESFA
- ▶ WEA will need the data for sub-contractors file 2 weeks before the return to the ESFA is due

- ▶ The ESFA returns calendar can be found at:

[Click here to access the file Data](#)

<b>WEA return</b>	22/08/21	20/09/21	21/10/21	22/11/21
<b>ILR Date</b>	06/09/21	06/10/21	04/11/21	06/12/21
<b>WEA return</b>	24/12/21	21/01/22	18/02/22	23/03/22
<b>ILR Date</b>	07/01/22	04/02/22	04/03/22	06/04/22
<b>WEA return</b>	22/04/22	25/05/22	22/06/22	23/07/20
<b>ILR Date</b>	06/05/22	08/06/22	06/07/22	06/08/20
<b>WEA return</b>	01/09/22	06/10/22		
<b>ILR Date</b>	14/09/22	22/10/22		

## 5.2 Data integrity

- ▶ **Data must be correct** at source this will ensure we have clean quality data which is error free
- ▶ The enrolment form can directly correlate to funding/finances, therefore, it is essential all fields are completed accurately.
- ▶ We have to be compliant with ESFA funding rules and we are required by the ESFA to collect all the data on the enrolment form otherwise funding could be lost.
- ▶ Student eligibility must be checked prior to the enrolment stage
- ▶ National Insurance number for FM35 MUST be collected for all learners on the following active benefits:
  - ▶ Universal Credit
  - ▶ Job Seekers Allowance (JSA) and Employment Support Allowance Work Related Activity Group (ESA (WRAG)
- ▶ LDD for all funding models where a learner has indicated they have a learning difficulty, disability or health issue they must indicate which health issue they have. Where there is more than one health issue the primary LDD must be indicated on the enrolment form
- ▶ Postcode is attached to the learning aim and eligibility must be checked at each learning aim. Use ZZ99 9ZZ if there isn't a postcode on OS.
- ▶ Employment status for learners who are not in paid employment and looking for work and available to start work the length of time not in work must be indicated. Employment status and benefit status must match
- ▶ Final attendance and achievement data must be recorded in an accurate and timely manner. (Attendance data should be recorded at or immediately after the session, with achievement data submitted within one month of the course end date.)

## 5.3 Financials

### Claims and payment process

#### 1. SUB-CONTRACTOR SUBMITS DATA TO THE WEA

- ▶ You give us information about learners and their learning as agreed in the Data Schedule in the contract and via WEA specified method.

#### 2. WEA CHECK

- ▶ The WEA checks your data returns for completeness and correctness
- ▶ If checks pass, then the WEA sends the IRL returns to the ESFA
- ▶ If checks fail, then WEA sends the query to sub-contractor
- ▶ Information can be resubmitted to the WEA again, once it is correct and complete

#### 3. FUNDING RECEIVED

- ▶ MCA receives ILR via ESFA
- ▶ MCA approves the ILR returns and releases funds to the WEA
- ▶ WEA makes payment to the sub-contractor in accordance to your contractual agreement.

#### 4. MONITORING

- ▶ The WEA will monitor sub-contractors achievement of allocated targets on a monthly basis.
- ▶ Payments to sub-contractors will be reconciled to cash earned on a monthly basis

## 5.4 Learner processes and paperwork

- ▶ Enrolment forms need to align to ESFA funding rules to ensure the registers and the correct data is collected from the students.
- ▶ The funders may have additional data collection and reporting requirements which need including in the enrolment forms. (see Appendix)
- ▶ Attendance and progression and learning outcome details must be captured for every student, via the course register.
- ▶ Students that declare they haven't been resident in the UK/EU for the last 3 years must undergo additional checks and assessment for eligibility
- ▶ A copy of WEA's current Learner Eligibility Form for further checks and assessments where a student hasn't been UK/EU resident for the last 3 years is provided for your reference to help you prepare an appropriate process/form for 2020/21 (see Appendix)
- ▶ If you are using paper enrolments, your student enrolment form, once completed must be sent to your WEA contract manager for approval.

## 5.5 Audit and compliance

- ▶ The WEA will be audited by funders. These audits will include audits of our arrangements to check compliance by sub-contractors
- ▶ The WEA will therefore undertake audit and compliance checks of sub-contractors in relation to course and learner documentation
- ▶ You must keep all relevant documentation and the WEA will collect at an appropriate point.
- ▶ Audit and compliance checks will include but not limited to:
  - ▶ Enrolment data Attendance
  - ▶ Progression and learning outcomes
  - ▶ Job outcomes
  - ▶ Learning aims
  - ▶ Achievement
  - ▶ Unique learner numbers
  - ▶ Residency , National Insurance Number (for active benefits), prior learning records and other eligibility criteria
  - ▶ Initial and ongoing assessments, and course placement

## 5.6 Quality requirements

Expectations and guidance for on-course quality

For teaching and learning you must have:-

- ▶ A course syllabus (provided by the awarding body for accredited courses or created by the subcontractor for non-accredited courses)
- ▶ Learning outcomes on non-accredited and RARPA process
- ▶ A scheme of work for the course Lesson plans for each lesson
- ▶ Initial assessment that must take place before the course has started for all accredited courses. Please note this is not funded as a course session
- ▶ Initial assessment and goal setting on non-accredited courses following the RARPA process
- ▶ Ongoing assessment followed by group and individual feedback on the progress of courses
- ▶ Timely registration with awarding bodies
- ▶ Appointment of internal quality assessors (IQA) for each accredited course before the course starts
- ▶ Standardisation and moderation policy and process (IQA & EQA etc) along with records of its conduct
- ▶ Annual self-assessment of performance on this contract with the Quality Improvement Plan
- ▶ Timely achievement records (within one month of the course completion date)

## 5.7 Learning records for students

You must keep and maintain accurate records of the each student's learning journey with your organisation. These records should ensure that you have evidence of the student's participation in learning episodes, any initial assessment, the

learning they undertook, their attendance, retention and achievement. A learner file must be maintained for each learning programme which contains evidence required by ESFA for funding purposes.

Please see the section on Learner data below.

In addition, for non-accredited learning each tutor and student must complete a record of learning which identifies the course the student attended, the learning aim, the learning outcomes, the student's starting point at the beginning of the course, their progress at the approximate mid-point of the course and their achievement against the course learning outcomes at the conclusion of the course. The tutor should confirm their judgement of the achievement of the student and should sign the record of learning. The student should also sign the record of learning. A copy of this document should be kept on the learner file.

A full copy of the learner file should be sent to the WEA at the end of the course or programme.

A copy of the WEA student learning record is attached for reference. You can use this or use your own version.

## 5.8 For staff

Required qualifications and experience of tutors / trainers:

- ▶ Expected is QTLS but will consider individual cases on their merits.
- ▶ DBS requirement
- ▶ Training and support

For venues and facilities, including placements

- ▶ Health and Safety
- ▶ Venue assessments
- ▶ Placement checks

Required structures for supporting students

Recruitment

- ▶ Process, eligibility,
- ▶ ALS and DLS
- ▶ GDPR

Information, advice and guidance

- ▶ Pre-course
- ▶ On course
- ▶ Post course
- ▶ Destinations

Support for learning

- ▶ VLE or other resource and learning support?
- ▶ Safeguarding and prevent arrangements including DBS
- ▶ Complaints

WEA expect to see in place and will review the subcontractor quality processes including:-

- ▶ Observation of teaching learning and assessment (OTLA) procedures
- ▶ Process, regularity and reporting
- ▶ Sub-contractor and joint observations
- ▶ % of provision each term/quarter randomly selected
- ▶ Data reports
- ▶ Course offer
- ▶ Enrolments
- ▶ Course status
- ▶ Attendance, Withdrawals, Retention and Pass rate
- ▶ Safeguarding Central Record in the subcontractor Annual self-assessment with agreed links for the WEA Self-assessment process which is required to review subcontractor provision.
- ▶ Quality Improvement Plan arising from the self-assessment

## Section 6 - Social research and evaluation

- ▶ To help us to demonstrate the value of our adult learning we will be carrying out surveys with all students.
- ▶ WEA need valid contact details from all students and the permissions to contact them for monitoring
- ▶ We will be asking some survey questions at the start and end of courses to measure social value using the TOMS National Framework for measuring social impact <https://youtu.be/j7h08vb2lfg>
- ▶ We will create links to the surveys using survey monkey and it will be the responsibility of the subcontractors to ensure their completion as part of their contracts.
- ▶ The data from these surveys is then entered into the social value calculator to provide us with a monetary value of our outcomes of the devolved contract.
- ▶ The surveys can be quite detailed and some beneficiaries may need support to complete them.



# Section 7 - Learner Data Requirement

## The Learner File:

The learner file must contain evidence to support the funding claimed and a copy must be passed to the WEA at the conclusion of the learning. It must contain

- 127. Evidence in the learner file must assure us that the learner exists
- 128. The learner must confirm information they provide is correct when it is collected.
- 129. If the time spent in learning is short, the level of evidence in the learner file would reflect this
- 130. Where you hold information centrally, you only need to refer to the source.
- 131. If applicable, the learner file must confirm the following:
  - 131.1. All information reported to us in the ILR and the earnings adjustment statement (EAS), and if it applies, the supporting evidence for the data you report<sup>1</sup>
  - 31.2. Your assessment and evidence of eligibility for funding and a record of what evidence the learner has provided
  - 131.3. All initial, basic skills and diagnostic assessments
  - 131.4. Information on prior learning that affects the learning or the funding of any of the learning aims or programme
  - 131.5. for 'personalised learning programmes', for example, non-regulated learning aims, full details of all the aspects of the learning to be carried out, including supporting evidence of the number of planned hours reported
  - 131.6. A description of how you will deliver the learning and skills and how the learner will achieve
  - 131.7. The supporting evidence about why you have claimed funding and the level of funding for a learner, including details of any learner or employer contribution
  - 131.8. Support needs identified, including how you will meet these needs and the evidence of that
  - 131.9. That learning is taking or has taken place (including a work placement if the learner is taking part in a traineeship) and records are available
  - 131.10. A learner's self-declarations as to what state benefit they claim
  - 131.11. A learner's self-declarations on their status relating to gaining a job
  - 131.12. All records and evidence of achievement of qualifications, learning aims or traineeship programme. This must be available within three months of you reporting it in the ILR
- 132. Where the learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs
- 133. If a subcontractor delivers any provision to the learner, it must clearly identify who it is. This must match the information reported to us in the ILR

# Appendices

- A:** Leadership Team
- B:** Stakeholder Management Team
- C:** WEA supply chain fees policy
- D:** Subcontractor quality checklist
- E:** Subcontractor initial meeting template
- F:** Compliance checks
- G:** Subcontractor monthly monitoring template
- H:** RAG rating
- I:** Not in Use
- J:** Subcontractor Quality Checklist

## **Appendix A**

### **Leadership Team**

Chief Executive and General Secretary

Director of Quality and Student Services

Director of Education: Employability and Skills

Director of Education: Community Learning

Director of Finance

Director for Marketing, Membership and Income Growth

Director for Scotland

Head of HR and Organisational Development

## **Appendix B**

### **Stakeholder Management Team**

Head of Finance and Business Planning

Head of Business Development

Head of Information Technology

Head of Procurement and Contracts

Head of Marketing and Communications

Regional Education Manager/ Head of Region

Senior Delivery Manager

## Appendix C

### WEA Supply Chain Fees Policy

To outline the fees and charges of supply chain activity using Education and Skills

Funding Agency/MCA funds provided by the Workers' Educational Association (WEA) to its subcontractors.

**To access the file click here.**

## Appendix D

### Subcontractor Quality Checklist

This is an example of a document currently used in WEA.

**To access the file click here.**

Further advice can be provided by the Director for Curriculum and Quality REM, and HoBD.

## Appendix E

### Subcontractor Initial Meeting Template

<b>Organisation</b>	
<b>Date</b>	
<b>A Delivery</b>	
	<b>Comments</b>
<b>1. Planned delivery against profile</b>	
<b>2. Tutors</b> <ul style="list-style-type: none"> <li>• CVs</li> <li>• DBS</li> <li>• Safeguarding / Prevent Training</li> </ul>	
<b>3. Venues</b> H&S checks	
<b>4. Records required (refer to Subcontractor Compliance checklist)</b>	
<b>B Due Diligence</b>	
	<b>Comments</b>
<b>Any items outstanding from due diligence checks</b>	

C Quality check	
	Comments
Complete quality checklist	

D Other discussion areas	
	Comments

Next meeting date:

Actions agreed		
	Responsible person	Date for completion
Signed: WEA		
Subcontractor		

## Appendix F

### Management and Monitoring

#### Compliance checks

**Note:** this list may not be exhaustive and the WEA reserve the right to review additional items as appropriate, for example in the event of new/ changing funder requirements, process changes, etc.

Evidence and documents that WEA will check as part of the contracts terms and conditions and in line with funder requirements are:

- ▶ DLS and ALS arrangements and records
- ▶ Enrolment forms
- ▶ Progression and learning outcome information
- ▶ Initial and ongoing assessment and monitoring arrangements and records
- ▶ Achievement records
- ▶ Attendance data / registers
- ▶ Eligibility check and records including residency
- ▶ Student feedback records
- ▶ Prior learning checks
- ▶ Course publicity
- ▶ Claims and supporting evidence of expenditure (if applicable)
- ▶ That students have been appropriately assessed and placed on the right level course for them (as applicable)
- ▶ That appropriate ongoing assessment arrangements are in place and evidenced
- ▶ That learning outcomes are in line with learning aims
- ▶ That requests for support have been appropriately actioned and the audit trail for this is evidenced
- ▶ That appropriate prior learning checks have been undertaken and informed correct placement onto courses (as applicable)
- ▶ That learner feedback has been sought and recorded and acted upon where applicable
- ▶ That course publicity and other course documentation and information correctly displays funder logos, statements, and any other relevant funder required information
- ▶ That achievement data is correct and timely and evidence
- ▶ To check for accuracy, correctness and eligibility and supporting evidence (if applicable)
- ▶ Check student withdrawal from a course as this should be notified to WEA within a short period

#### What the WEA will be seeking to check includes (but is not limited to)

- ▶ That the enrolment form contains the right information and questions of the students
- ▶ That enrolment forms have been fully and accurately completed and that any anomalies have been followed up appropriately with the accompanying evidence
- ▶ That any changes made to any of the data are appropriately authorised and that an appropriate audit trail of those changes is in place
- ▶ That students attendance has been accurately recorded and submitted in a timely way

#### Accredited Courses

- ▶ WEA will deliver their own internal verification of these courses
- ▶ WEA will notify the subcontractor on which course and students to assess
- ▶ Samples of work will be assessed and lessons attended
- ▶ A report is provided to the subcontractor outlining the findings
- ▶ This will then relate as to whether the course outcomes meet qualification gained

## Appendix G

### Subcontractor monthly monitoring template

Organisation	
Date	
A Performance	
Current position with reference to latest reports	Comments
5. Year to date earnings against profile	
6. Breakdown of actual earnings by learning type against profile	
7. Achievements and outcomes to date	
8. Actual delivery (starts) to date	
9. Forecast delivery (predicted) over remaining period	
10. Learner support data	

<b>B Quality Performance</b>	
<b>Current position with reference to latest reports</b>	<b>Comments</b>
<b>1. Health and Safety</b>	
<b>2. Safeguarding</b>	
<b>3. Prevent</b>	
<b>4. Wellbeing</b>	
<b>5. Sustainability</b>	
<b>6. Retention, Pass and Achievement Data</b>	
<b>7. Equality Diversity and Inclusion</b>	
<b>8. Progression &amp; Destination Data</b>	
<b>9. ILPs, Learner Files, Records</b>	
<b>10. OTLAs</b>	
<b>11. Learner Survey Outcomes and Feedback</b>	
<b>12. Complaints</b>	
<b>13. Sustainability</b>	

Actions agreed		
	Responsible person	Date for completion
Signed: WEA		
Subcontractor		



## Appendix H

### RAG rating for subcontractors - in Greater Manchester Combined Authority and Liverpool City Region 2019 -2020

	1	2	3
1. Current earnings against profile	<b>&gt;=97%</b>	<b>&gt;=90%</b>	<b>&lt;=90%</b>
2. Delivery progress	No significant problems on track to deliver outputs	Outputs deliverable but require profiling	Major issues causing delay. Likely to under deliver
3. Quality	Good quality overall no concerns	Some issues but actions in place to improve	Significant quality concerns
4. Overall RAG	All areas green	Any amber areas	Any red areas

### Interventions based on performance rating

- 1 No intervention required
- 2 Informal SMART Action Plan
- 3 Formal Performance Improvement Process:- Formal Action Plan

## **Appendix I**

**Not in use**

## Appendix J

### Subcontractor Quality Checklist

Requirement category	Requirement detail	Frequency	Term	In Place Now Y/N	Planned Y/N	Evidence Sent (Date)	Evidence Received (Date)
<b>Quality</b>	Annual Self Assessment Report (SAR)	Annual	Term 2				
	Quality Improvement Plan (QIP)	Annual	Term 2				
	Tutor Qualifications Requirement	Contract start					
	Observation of Teaching Learning and Assessment Policy	1 off check	Term 2				
	Observation of Teaching Learning and Assessment Procedure	1 off check	Term 2				
	Bring Your Own Device Policy for Digital Devices (BYOD)	1 off check	Term 2				
<b>Safeguarding</b>	Safeguarding Policy	Contract start					
	Safeguarding Procedure	Contract start					
	DBS Policy	Contract start					
	DBS Procedure including renewals	Contract start					
	DBS Records	Contract start					
	Identified Safeguarding Lead and Staff	Contract start					
	Safeguarding Central Record	Termly					
	Prevent Lead and staff	Contract start					
<b>E-Safety</b>	Prevent system if not covered in Safeguarding systems and records	Contract start					
	Esafety Policy in place	Contract start					
	E-safety procedures for all courses using digital	Annual					
	Resources for students	1 off check	Term 2				
<b>IAG</b>	Highlighting e-safety information regularly in student communications	sampled through visits					
	Matrix	Contract start					
	IAG Policy	Annual					
	IAG Requirements for Courses	Annual					
<b>Health and Safety</b>	IAG opportunities for each student	sampled through visits					
	Learner Support Funds	1 off check	Term 1				
	Additional Learner Support Funds	1 off check	Term 1				
	Policies and Procedures for Support Funds	1 off check	Term 1				
	H&S Policy	Contract start					
	H&S Procedures	Contract start					
	H&S Training for staff	Annual					
	H&S Staff Training Records	Annual					
	H&S Training for Students	Sampled through OTLA/ Visit	Term 2				
	Student Training Records	Annual					
	Provider premises risk assessments	Contract start					
	Provider classroom venues risk assessments	As updated					
	Provider training and work placements risk assessments	sampled through visits	Term 1				
Provider Training Activities risk assessments	sampled through visits	Term 1					

Requirement category	Requirement detail	Frequency	Term	In Place Now Y/N	Planned Y/N	Evidence Sent (Date)	Evidence Received (Date)
<b>Provider Learning Facilities</b>	Organisational learning platform or VLE	Contract start					
	Student Access to Computer Suite(s)	Contract start					
	Student Access to WIFI	sampled through visits	Term 2				
<b>On Course</b>	Attendance Policy	Annual					
	Retention Target	Annual					
	Pass Rate Target	Annual					
	Achievement Rate Target	Annual					
	Initial Assessment Process	sampled through visits	Term 1				
	Initial Assessment Records of individual Learners	sampled through visits	Term 1				
	Diagnostic Assessments	sampled through visits	Term 1				
	Mid Course Assessments	sampled through visits	Term 2				
	Summative Assessments	sampled through visits	Term 3				
	Accreditation	Annual	Term 1				
	Recognising and Recording Progress and Achievement (RARPA) Procedures for non accredited courses	Annual	Term 1				
	Per Learner Records of Assessments, Accreditation and RARPA	sampled through visits	Term 2				
	Evidence of feedback to students	sampled through visits					
	Course Evaluation by Students	Termly					
	Course Evaluation By Tutor	Termly					
Clear guidance for teaching and learning expectations( tutor guides)	Annual						
Learning facing policies and information	Annual						
<b>Accreditation</b>	Registration with awarding bodies	Annual					
	Standardisation and moderation policy and process (IVA & EVA etc)	Annual	Term 3				
	Mock exam policy and process	Annual	Term 3				
	Exam set up arrangements (including staffing)	Annual	Term 3				
	Portfolio building arrangements	sampled through visits	Term 2				
	EQA Reports for Qualifications in contract	Annual					
	Accreditation training for staff teaching and organising	Annual					
<b>Training</b>	Staff Induction	Annual					
	Contract Requirements briefing	Annual					
	Training programme available to staff and tutors	Annual					
	Legislative compliance awareness training H&S E&D GDPR etc	Annual					
	Annual safeguarding and Prevent refresher training	Annual					

Requirement category	Requirement detail	Frequency	Term	In Place Now	Planned Y/N	Evidence Sent (Date)	Evidence Received (Date)
<b>Records</b>	Name of each member of staff working on the contract	As updated					
	Qualifications of each member of staff working on the contract	As updated					
	DBS Record of every member of staff working on the contract and date of the last check	Annual					
<b>Policies</b>	List of key policies on provider websites	Annual					

Provider name			
Quality Check Category	Subcategory	Agreed at start of contract Target	Actual
<b>Observation Target</b>	No of OTLAs		
<b>OTLA Joint Observation</b>	No of joint OTLAs		
<b>Safeguarding Central Record</b>	No of safeguarding issue on contract		
<b>Notification of safeguarding to WEA</b>	No of safeguarding issues notified to WEA		
<b>Complaints</b>	No of complaints linked to students on the contract		
<b>Notification of complaints to WEA</b>	No of complaints notified to WEA		
<b>Course Data</b>	No of Courses in the contract		
	No of accredited courses		
	No of non-accredited courses		
	No of Enrolments in the contract		
	Attendance rate on all courses in the contract		
	Retention rate on all courses in the contract		
	Pass Rate on all courses in the contract		
	Achievement Rate on all courses in the contract		
<b>On Course</b>	No of learners completing initial assessment		
	No of Initial Assessments on file		
	No of learners with a midcourse assessment		
	No of learners completing course evaluation		
	No of courses with a tutor evaluation		
<b>Summative Assessments</b>	No of learners registered with awarding body for accreditation		
	No of exam based courses		
	No of exam based courses offering mock exams		
	No of learners undertaking exams or submitting portfolio for accreditation		
<b>Accreditation</b>	No of learners with completed portfolios	100%	
	No of accredited courses submitted to a standardisation and moderation meeting		
<b>Recognising and Recording Progress and Achievement (RARPA) Procedures for non accredited courses</b>	No of learners completing end of course assessment in non accredited courses	100%	
	No of RARPA moderation meetings		
	No of learners achieving non accredited learning aim		
	No of non accredited learners with completed portfolios		
	No of Learners with complete records of assessments, accreditation and RARPA		
	Evidence of feedback to students		
<b>IAG</b>	No of learners accessing learner support funds		
	No of learners accessing additional learner support funds		
	No of learners receiving NCS Sessions		
	No of Learners with a progression plan		
	Learners with a completed Destination Survey		
	No of learners with an employment outcome		
<b>Staff</b>	No of new staff on contract		
<b>DBS checks</b>	No of new staff on the contract with completed DBS Check	100%	
<b>Training</b>	No of Staff on contract completing Induction		
	No of Staff on contract completing safeguarding training		
	No of staff on contract completing Prevent training		
	No of staff on contract completing other training		
	No of staff on contract completing accreditation training		



## The WEA

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### Any questions?

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