

# Subcontractor Contract Management Plan 2022-23<sub>v2</sub>



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9. Rapid Improvement Plan
10. Contingency Plan for Continuity of Delivery
11. ESFA Guidance on sub-contracting

## SECTION 1

### 1.1 Purpose of the contract management plan

The purpose of this plan is to outline the expectations the College has when entering into a sub-contract agreement. Ensuring all partners meet the exacting standards set out in this guide. Any subcontracted provision should ensure a high-quality learner experience, delivering outstanding teaching, learning and assessment, stretching and challenging learners to succeed and progress onto higher learning or employment.

The Subcontractor is expected to meet all the requirements set out in this document.

### 1.2 Background and context

#### *The Mission of the College is:*

- To inspire learning and improve lives through education, training and skills development that supports social and economic success for our students, businesses and communities across West London

#### *The Vision for the College is:*

- To be the leading college in West London for technical and vocational education and skills training.

### VALUES

Our mission and vision are backed up by our core values:

#### **Ambition:**

We will strive to be the best in all areas of strategic importance to the College, enabling our learners, employers and staff to achieve high expectations and ambitious goals.

#### **Innovation:**

We will be innovative in our approach to teaching and learning and this will influence all aspects of the colleges' work leading to success for our learners, employers and the College.

#### **Accountability:**

We will all take personal responsibility for driving success, overcoming barriers and finding solutions. We will be constantly learning and developing.

#### **Inclusion:**

We will be welcoming, supportive and our commitment to equality and diversity will underpin everything we do

### 1.3 Contract management - Roles & Responsibilities

Role / Contact	Area of responsibility	Specific responsibilities in relation to subcontracting
Chief Executive Officer	Overall responsibility for the College Group	Approval of Subcontractors Strategic relationships
Executive Director of Finance	Budgets and financial compliance	Oversight of finance and budgets
Deputy Principal – Strategy, Planning & Communications <b>(Senior Responsible Owner SRO)</b>	Operations of partnerships and strategy	Overall responsibility for subcontracting and Commissioning of new Subcontractors Contract Manager
Deputy Principal – Curriculum and Quality	Operations of West London College curriculum	Overall performance of College provision
Director of Business Development and Partnerships	BD activities and managing partners	Oversight of due diligence process & relationship management Contract Manager
Business Development Improvement Manager	Quality	Observation of teaching, learning assessment
Director Management Information Systems (MIS)	MIS / Funding	Data Management & Audit
Distance Learning Manager	Adult provision	Learner experience, satisfaction
Head of Apprenticeships and Adult Skills	Apprenticeships Adult learners	AEB management, budgets, contracts, compliance, quality,
Compliance Officer	Compliance checks	Enrolment / eligibility compliance checks, Audit compliance
Director of People and Organisational Development	Human Resources	Compliance with DBS, safeguarding, Prevent requirements, GDPR

## Section 2 – Contract transition - Selecting and approving subcontracting Subcontractors

### 2.1 Selecting a Subcontractor

The College recognises that delivery Subcontractor provision can play an important role in providing a broad and flexible mix of provision for learners, employers and the wider community. Subcontractors can benefit the College by accessing learners in different settings and communities who may not normally attend provision at a large FE College. They can also provide clear progression routes into College provision and provide learners with a stepping stone qualification.

The key principles of selecting a new Subcontractor are whether they:

- The fit with the strategic aims and goals of the College in relation to:
  - Enhanced the opportunities available to learners (attracting learners who would not attend College)
  - Meeting a niche Local or regional need of employers and learners and providing better access to facilities

- The added value the subcontractor will bring to the College, enabling the College to capacity build in specialist sectors
- Support better geographical access for learners
- Offer an entry point for disadvantaged learners

In order to approve the selection of a new subcontractor, the College will review:

- The quality of provision from delivery Subcontractors and their ability to achieve outstanding success
- Past performance of delivery Subcontractors and a track record of high success
- The sound financial health of delivery Subcontractors.
- Compliance to Government and funding agency targets, priorities and regulations.

Currently Subcontractors may not further sub-contract provision except in exceptional circumstances, and then only with the written approval of the Chief Executive of the Education and Skills Funding Agency. (This is referred to as **2<sup>nd</sup> Tier Sub Contracting**, which the College will not enter into)

## 2.2 Contract Due Diligence

To comply with the Greater London Authority / Education and Skills Funding Agency funding rules, the College will need to be reassured that Subcontractors satisfy a control test, the key elements of which are:

- The College is able to ensure that learners are enrolled on appropriate programmes in the name of the College not the Subcontractor(s)
- The College is satisfied (through a direct observation where possible) that the quality of provision is of the highest standard
- The College has measures in place to ensure it is not funding higher risk organisations or organisations involved in extremist activities
- The provider has the capability and capacity to deliver to the tender specification
- There is a written learning agreement, entered into at the time of enrolment which is prepared and agreed with each learner and that reflects the outcome of the learner's initial guidance and assessment
- A learning programme and its means of delivery have been clearly specified by the College
- There are arrangements for assessing the progress of individual learners
- Adequate measures are in place to ensure the health and safety of learners
- Procedures exist for the College to regularly monitor the quality and delivery of programmes
- The subcontractor complies with the Modern Slavery Act 2015 and has in place throughout the Agreement Period policies and procedures to ensure full compliance

To ensure compliance with these elements the **Due Diligence Checklist** are key sources of information for new Subcontractors (See Appendix 1b) Included in these documents is the need to record the '**business case**' or rationale for entering into a subcontracting arrangement with a new Subcontractor

Other Independent sources of information about potential providers include:

- Ofsted inspection reports ([www.gov.uk/find-ofsted-inspection-report](http://www.gov.uk/find-ofsted-inspection-report) )
- Register of UK Training Providers ROATP ([roatp.co.uk](http://roatp.co.uk))

- Register of Training Organisations ROTO ([www.gov.uk/publications/register-of-training-organisations](http://www.gov.uk/publications/register-of-training-organisations))
- FE Choices Performance Indicators (<https://www.gov.uk/government/statistical-data-sets/fe-choices-performance-indicators>)
- UKPRN (<https://www.ukrlp.co.uk/>)

The Compliance Officer will review requests from potential new delivery Subcontractors and, if the above conditions look to be met, will issue a **Pre-Qualification Questionnaire (PQQ) – Appendix 1a**. This PQQ will be reviewed at the Partnership Management Group, who will decide whether to ask the potential subcontractor to complete the full due diligence process. The Partnership Management Group will be presented with a scored due diligence report for discussion. The final decision will then be taken by the Senior Leadership Team for approval prior to any decision on engagement being made. (Refer to **Figure 2**)

The scoring criteria for approvals is:

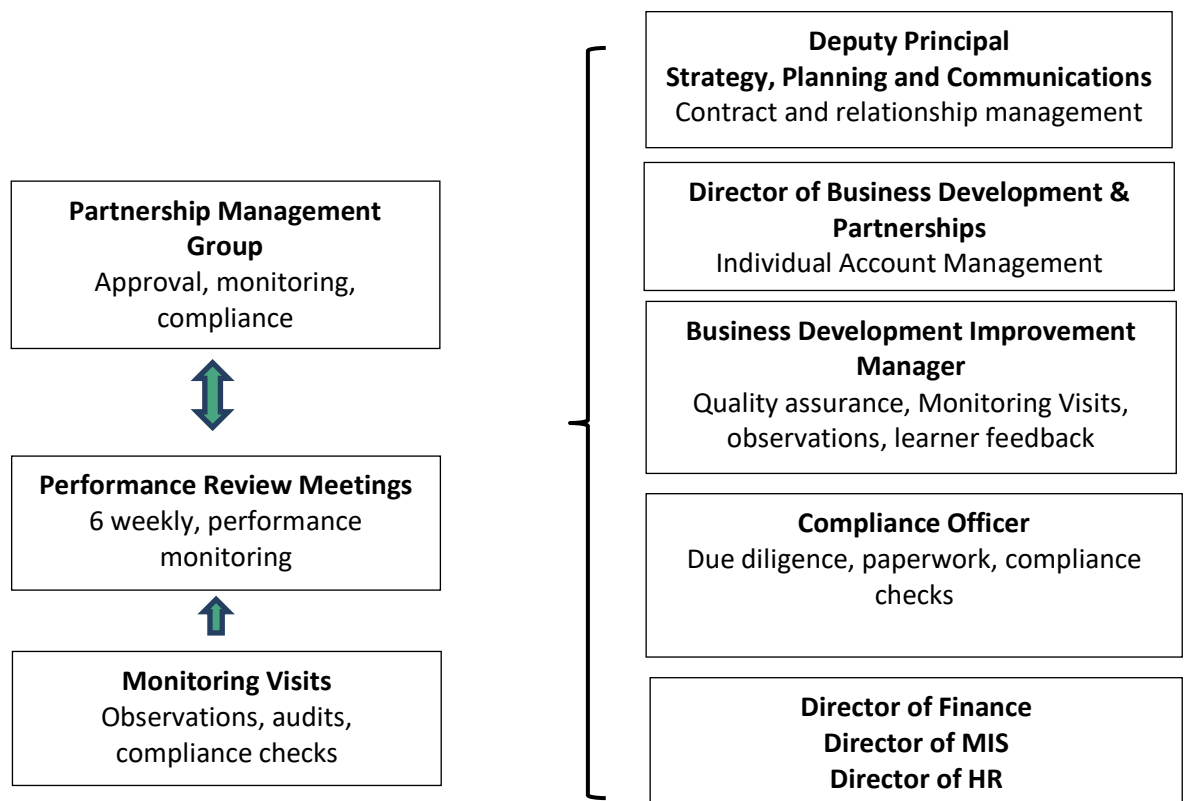
- |  |               |
|--|---------------|
| ▪ Clear strategic fit, aligned to existing College goals, added value the Subcontractor can bring to College | 45% weighting |
| ▪ Contractual and legal risks  | 20% weighting |
| ▪ Provision is high quality with achievement above NR  | 20% weighting |
| ▪ The Subcontractor has sound financial stability  | 15% weighting |

Following satisfactory scoring of the PQQ, an Invitation to Tender is issued along with the due diligence checklist, setting out the complete set of documents needed to move to contract stage. (see Appendix 1b)

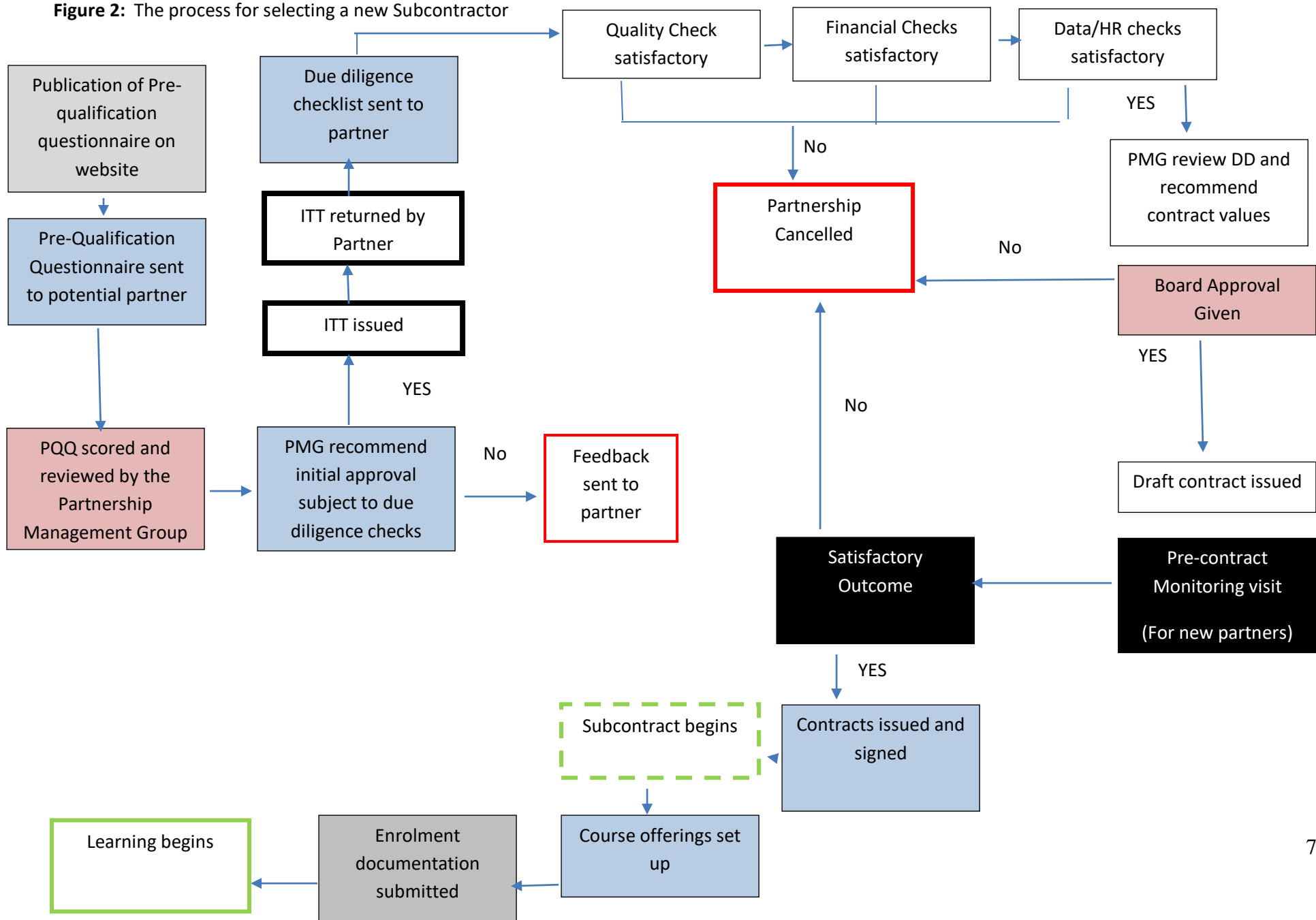
The engagement and management of delivery Subcontractors will be carried out by the West London College as shown in Figure 1:

**Figure 1:**

### Contract Communications



**Figure 2:** The process for selecting a new Subcontractor



## Section 3 – Contract Compliance

### 3.1 Audit & Data compliance

A key element of the audit trail is the process undertaken to sub contract with a new Subcontractor. To this end the following evidence is required:

- Details of sub-contract
  - What is the nature of the provision and the contractual relationship involved
- Data sharing protocols
  - Ensuring the College, the appointed auditors and the Education Skills Funding Agency have access to all information
- Business Case
  - What is the rationale behind the College's decision to appoint a sub- contractor

The Education and Skills Funding Agency/Greater London Authority have the right to audit all documentation in relation to the sub contracted provision. A satisfactory audit is essential to avoid loss of funding through claw back or termination of contracts. The College's audit principles include:

- A sample audit will be conducted on a half termly basis to ensure records are valid and credible
- All paperwork from Subcontractors must be originals (not photocopies or scanned copies)
- DSATS will be used to test integrity of data submitted by the Subcontractor

Controls to ensure no double funding include:

- Gaining information on other prime contractors at due diligence stage
- Regular (monthly) DSATS testing
- Communicating with any other Prime contractors the subcontractor is working with

### 3.2 Contract compliance

The following terms are contained in all contracts

1. Agreement date and parties
2. Definitions and interpretations
3. Commencement and continuation
4. Appointed representative
5. Subcontractors obligations
6. Assignment and sub-contracting
7. Freedom of information and confidentiality
8. Equality of opportunity and health and safety
9. Warranty and indemnity
10. Insurance
11. Access and monitoring
12. Payment
13. Prohibited activities
14. GDPR and Data protection
15. Quality Assurance
16. Fraud and irregularity
17. Funding
18. Breach



19. Termination  
 20. Transfer of responsibilities  
 21. Force Majeure  
 22. Specific learner incident reporting  
 23. Intellectual property rights  
 24. Public relations  
 25. Status / Waiver  
 26. Third party rights  
 27. Governing / Jurisdiction  
 Appendix – Profile of learning aims and target enrolments  
 Appendix – Key Performance indicators  
 Appendix – Fees and charges

Originals of all subcontractor contracts will be held centrally in the Directorate.

All subcontracts will need to ensure that they:

- Meet the agreed educational needs
- Are achievable and affordable
- Address the desired outcome(s) of the subcontract, including critical success factors, the possible alternatives, including existing contracts, the risks including the extent and where they may fall,
- Identify any contingent needs and ramifications of proceeding and timescales.

### 3.3 Contract Fees & payment

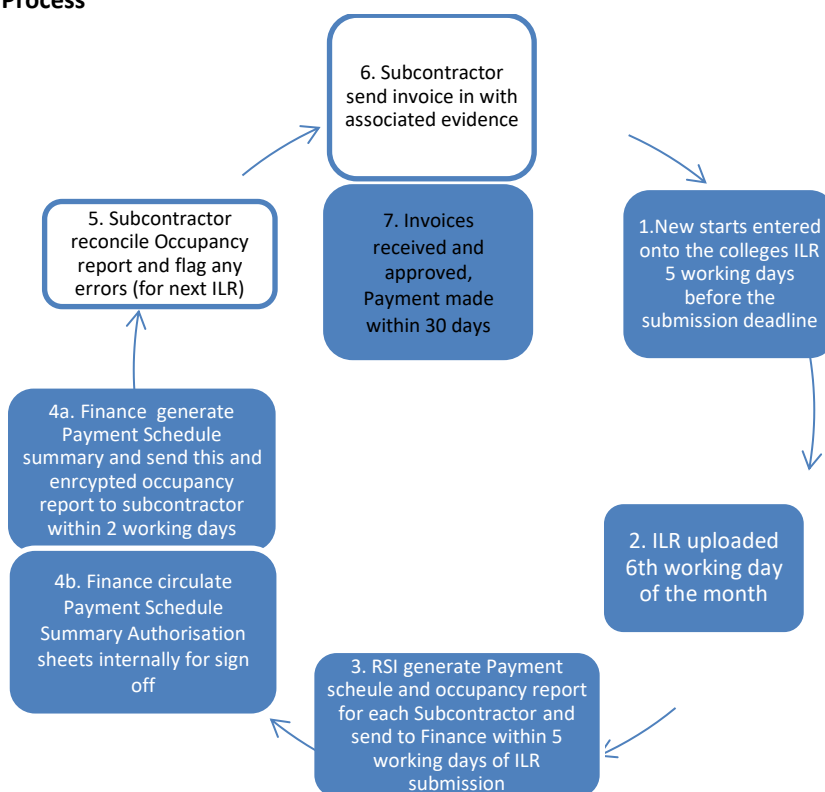
As part of the College's funding agreement with the Agency, the College is required to submit details of sub-contracting arrangements by submitting a returning the '**Subcontractor Declaration**' on the Skills Funding Service website as well as submitting a year end subcontractor Payment Schedule including details of the management fees charged to subcontractors.

All Subcontractors will have a standard '**Invoice Profile**' prepared, detailing the payment amounts, payment dates, invoicing requirements and how to deal with disputed invoices, the process for paying invoices is shown in Figure 3.

### 3.4 Funding rules compliance

<b>Apprenticeships:</b>	The college will continue to deliver a substantial proportion of the apprenticeship programme and will continue to maintain the employer relationship at all times
<b>AEB:</b>	We reserve the right to take appropriate action in line with the funding higher risk organisations policy, not only if we deem it is necessary, but also where ESFA requires us to take appropriate action

**Figure 3: Payment Process**



Management fees will be set according to the level of risk associated with the Subcontractor. This is shown in the [Delivery Subcontractors Policy](#). Current Management fees range from 15-20%. All contracts will include a list of all services we will provide and the associated costs for doing so. This will include a list of individually itemised, specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered.

Management fees cover the costs of the below (not an exhaustive list):

- The College provides a Contract Manager to manage the relationship with the subcontractor.
- The College provide as Quality Lead to ensure that the quality of subcontractor's delivery meets its expectations and to support the continuous improvement of the subcontractor's provision.
- The College provides administration support to ensure the timely recording of learner information on the College's ILR.
- The College undertakes a regular and substantial programme of quality assurance checks on the education and training provided by subcontractors, including visits at short or no notice and face-to-face interviews with staff and learners. These checks include whether the learners exist and are eligible, and involve direct observation of initial guidance, assessment and delivery of learning programmes.
- The College ensures that all of the subcontractor's delivery meets the Education & Skills

Funding Agency's Funding Rules.

- The College ensures that any Apprenticeship provision delivered by subcontractors meets all of the required standards and specific ESFA funding rules.

Also included in the contract is a description of how each specific cost is reasonable and proportionate to the delivery of the subcontracted teaching or learning and how each cost contributes to delivering high quality learning.

### **3.4 Contract Equality, Diversity and Inclusion expectations**

**It is expected that Sub-contracted provision is set appropriate standards for equality and diversity in line with the College policies and these are assessed.**

To ensure this is complied with, the following will be implemented:

- Subcontractors will be asked to supply a copy of their Equality & Diversity Policy
- Subcontractors will be sent the College E&D & Safeguarding and Prevent Policies and will be asked for written confirmation that they will accept the terms contained in these
- The contract will contain explicit reference to E&D policies, Safeguarding and Disclosure and Barring Service checks
- All on-site assessments (Quality Assurance, Audit and Contractual) will record E&D compliance as part of the assessment process
- All Subcontractor staff to undergo WRAP/ Prevent training and for this topic to be covered in the learner review process
- Subcontractors will be asked to supply all learners with the 'Learner Handbook' containing key contacts if the learner has any safeguarding or Prevent issues
- Subcontractors delivering Distance Learning provision will be asked to provide additional guides to learners relating to internet safety

### **3.5 Communication Strategy**

The main principles of communicating with Subcontractors are:

- Schedule of regular meetings set up and contained in contract
- Subcontractor provides a named contact to the College
- Notes / minutes of meetings kept on file and shared with Subcontractor
- Records of e-mails, correspondence etc kept on file
- Notes from audit / monitoring visits kept on file and shared with Subcontractor

### **3.5 European Social Fund**

In order to comply with ESF funding rules. All subcontractors will be required to have a Gender Equality and Equal Opportunities policy and action plan, and a Sustainable Development Policy and action plan.

Subcontractors will also be expected to display the ESF funding plaque proximately in all their delivery premises

## Section 4 – Contract management of performance

### 4.1 Quality Assurance Process

A monitoring schedule (example in **Appendix 3**) will be agreed for provision delivered by Subcontractors and subcontractors which is aligned to the College published cycle of quality monitoring and review

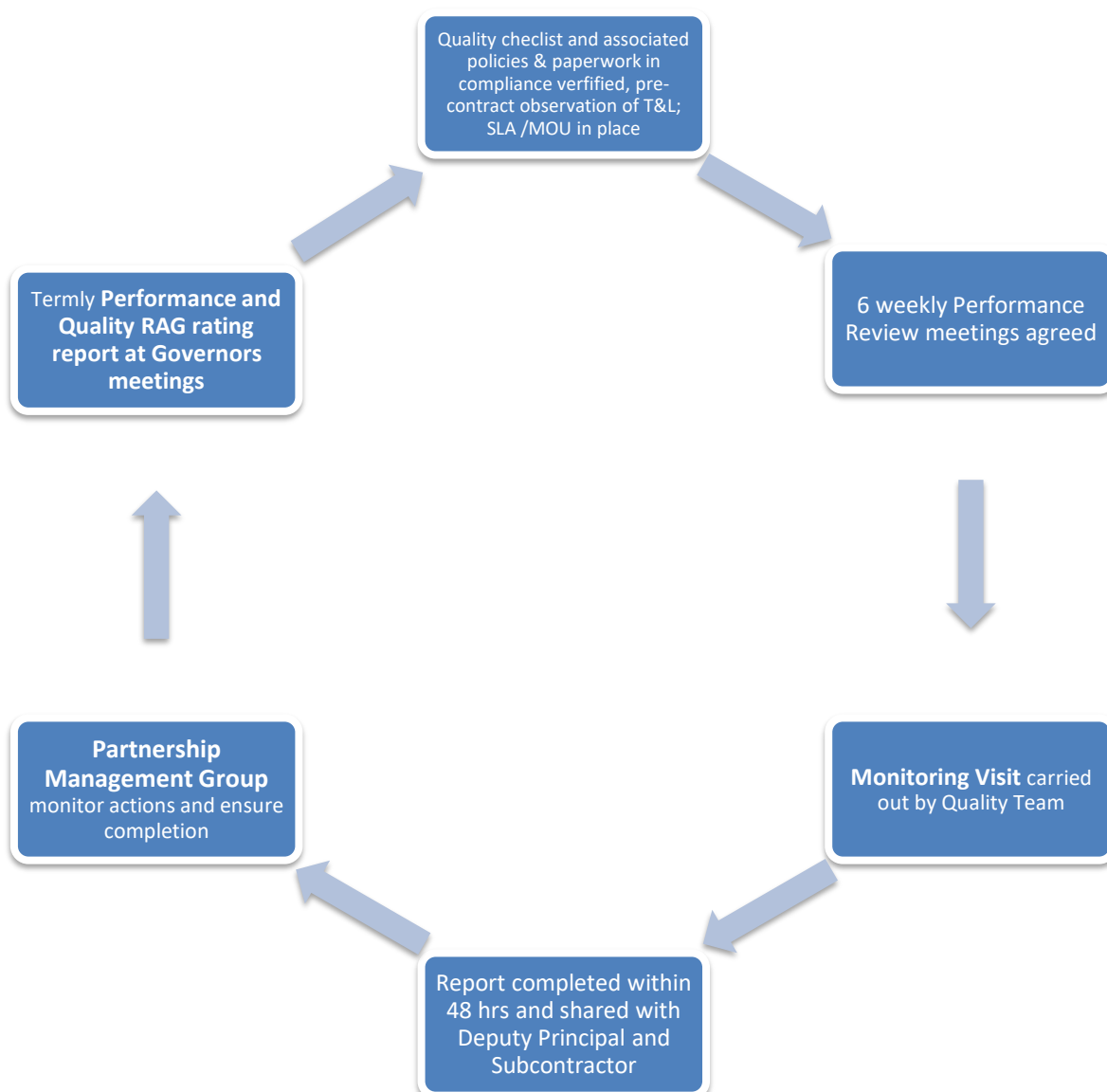
Monitoring will involve both prearranged and unannounced visits in order to sample the Subcontractors records to ensure that they meet the College's reporting, statutory and quality assurance requirements.

There are two main Quality Assurance processes that are monitored and reviewed at the **Partnership Management Group (PMG)**

1. **Monitoring Visits**, where a visit (announced and/or unannounced) is made to the Subcontractors delivery location or Head Office
2. **Performance Monitoring Reviews**, where a Subcontractor attends a focused meeting at the College, in person or via Skype

There is also a Rapid Improvement process (**Appendix 9**) for when there is a serious teaching and learning issue or a potential breach of contract

Figure 4: Quality assurance process



## 4.2 Provider Development

Our provider development strategy is focused on continuous improvement and achieving value for ourselves as the lead provider. This includes:

### 4.2.1 Partner Conferences

The bi-annual Partner conference will focus on particular themes relevant to all Subcontractors, including teaching, learning and assessment, Ofsted, devolved budgets, T-levels. These conferences are designed to bring the Subcontractors together, share best practice and develop joined up thinking around some of the big strategic issues impacting on the sector, fostering a 'community of Subcontractors', they will be held in:

- December
- July

### 4.2.2 CPD

Subcontractors will also be invited to CPD events throughout the year, focused on improving the quality of teaching, learning and assessment. The schedule for 2022-23 is shown in **Appendix 5**

## 4.3 Minimum Standards / KPIs

Performance targets will be agreed annually between the College and subcontractor for retention and achievement rates and monitored by the College. Each Subcontractor will be expected to commit to minimum standards of performance linked to targets set within their contract. These would normally be as below but will be set individually with Subcontractors:

Funding	KPI / Target (Achievement)	KPI/Target (Retention)
Adults	90% (short courses 99%)	94%
16-18	82.5%	93%
English / Maths	77% (L1) 935 (Entry)	
Apprenticeships	72% overall / 59% Timely	72%

Minimum standards will also be set for aspects of teaching, learning and assessment, including:

- Attendance (88%)
- Observation grades (80% good or better)
- Satisfaction rates (Quality of TLA 90% or above, recommend the provider 90% or quartile B)

**If any partner is identified (through the Quality Assurance process) to be in danger of not meeting any of the above KPI's, formal intervention will apply. This will either be part of a Rapid Improvement Plan (Appendix 9) or bespoke actions agreed at Performance Review meetings. Any under-performance may result in a Breach of Contract notifications with financial penalties as set out in the contract.**

## 4.4 Subcontractor RAG ratings

The performance of subcontractors will be reviewed each term, based on the criteria in Figure 6 below and a RAG rating will be applied. These ratings will be reported to Governance Committees each term, along with any noted actions:

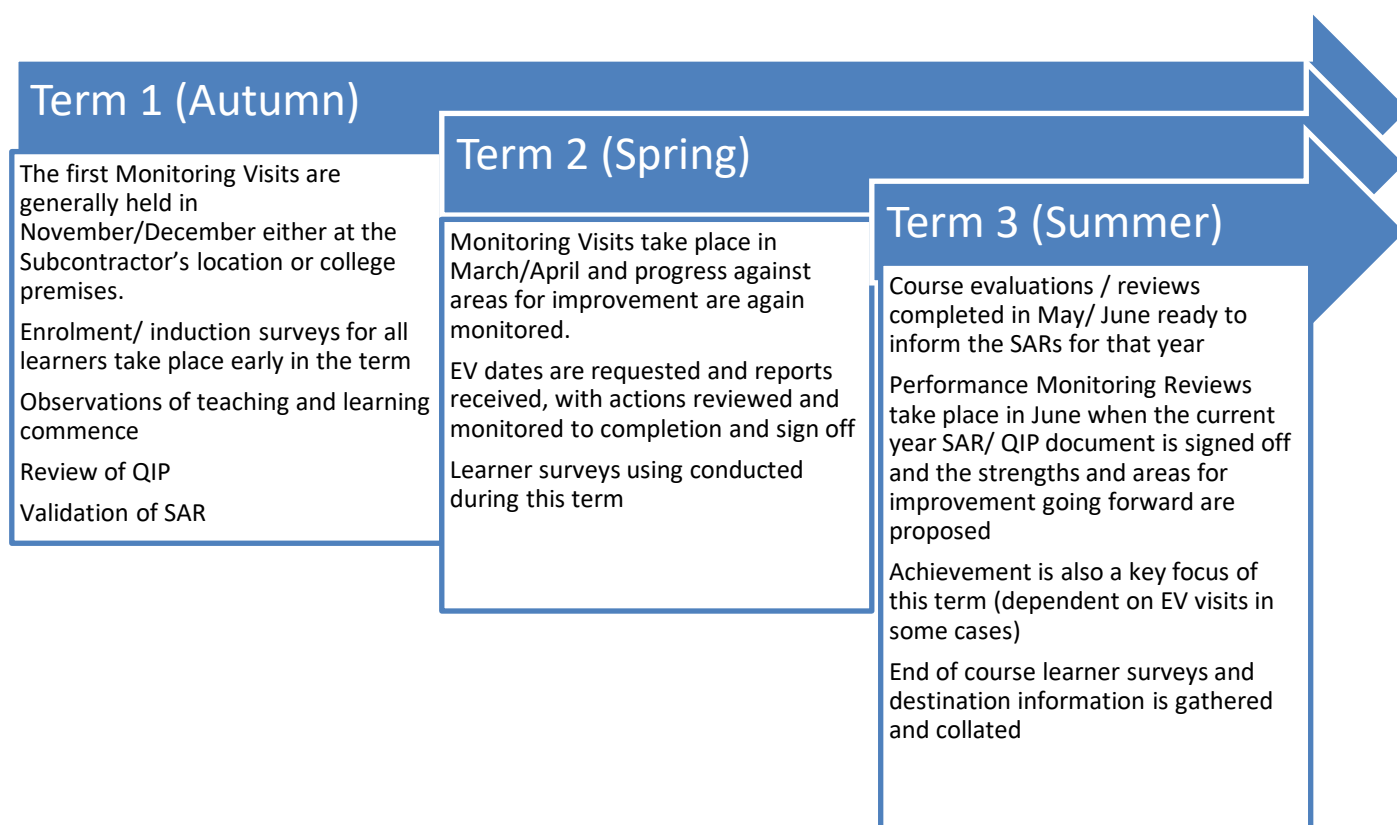
**Figure 5:**

<b>Administration and compliance</b>	<p>Timeliness /compliance of start/enrolment paperwork</p> <p>Timeliness /compliance of ILP's/ Attendance paperwork</p> <p>Timeliness /compliance of completion paperwork</p> <p>Timeliness/compliance of bursary paperwork</p>
<b>Quality Improvement</b>	<p>Quality of initial assessment / ILPs/ Learner journey</p> <p>Quality of leadership and management</p> <p>Quality of safeguarding/Health and safety / E&amp;D/Prevent /GDPR</p> <p>College quality monitoring outcomes (OTLAs, monitoring visits, learning walks)</p> <p>External quality monitoring outcomes (Ofsted/EQA reports)</p>
<b>Contracts and KPI's</b>	<p>Performance against learner number / funding start profiles</p> <p>Performance against achievement rate target</p> <p>Performance against progression target</p> <p>Performance against attendance target</p> <p>Performance against student satisfaction / learner voice targets</p>

#### 4.5 The Quality Assurance Timeline

Throughout the year there will be a different focus for the quality assurance of Subcontractors out set out in Figure 6:

**Figure 6: Timeline**



## Section 5 – Contract Termination and dispute resolution

### 5.1 Termination of sub-contracting provision & managing disputes

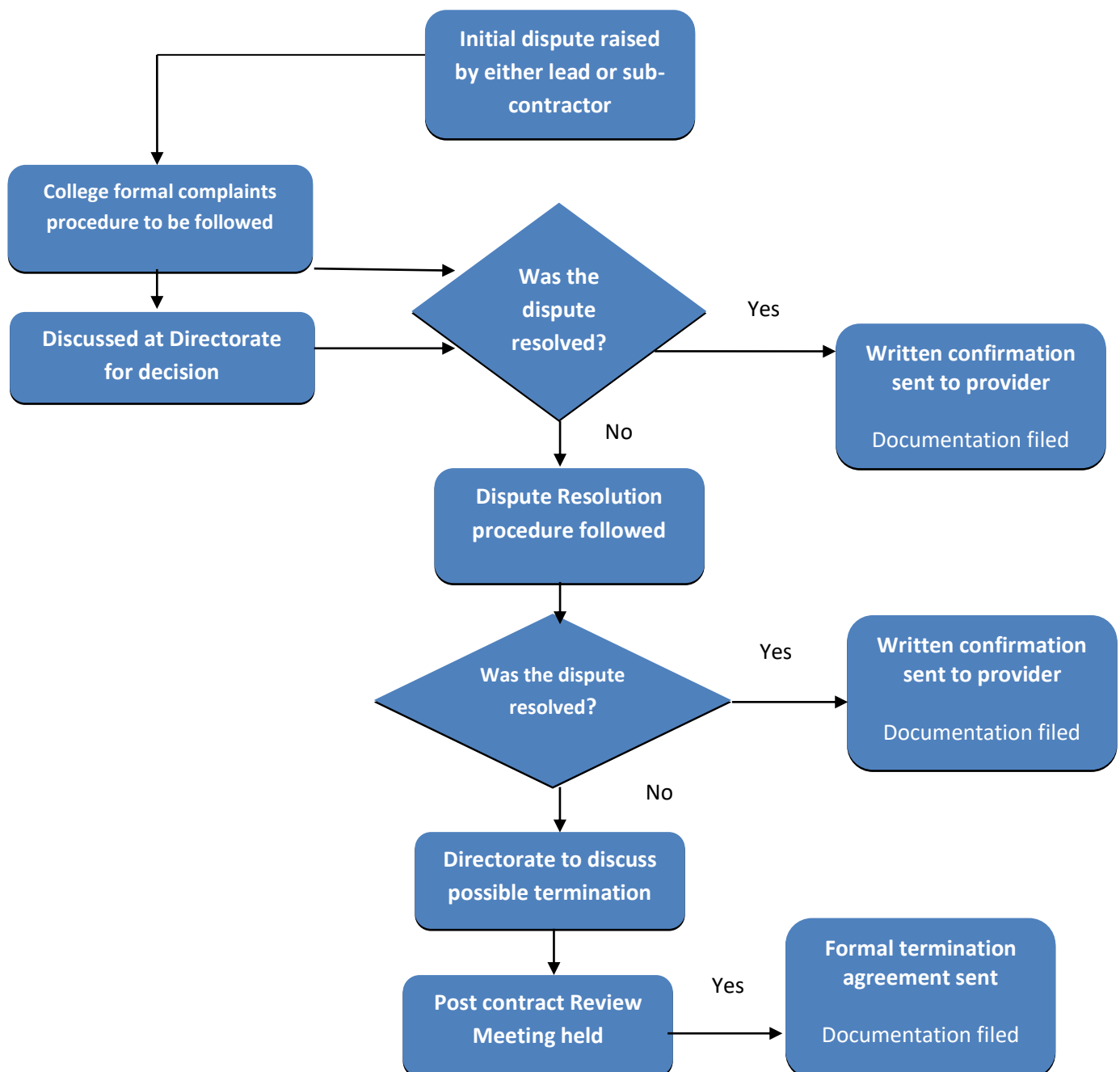
#### 5.1.1 Disputes and problem resolution

Provision for resolving disputes is contained in section 34 of the contract. This sets out how disputes will be resolved, the escalation procedures and any recourse to arbitration

#### 5.1.2 Termination:

Provision for termination of a contract is contained in section 19 of the contract.

The process for resolving disputes / terminating contracts is shown below:



### **5.1.3 Continuity of contract and delivery**

The college will undertake all reasonable steps to ensure the viability and continuation of any contractual arrangements with sub-contractors' provision. Due diligence undertaken is robust enough to ensure the risk of failure of a sub-contractor's ability to deliver under its original contract terms is low and mitigated as far as possible through regular quality audits, annual financial review and regular contact with the account manager. In the unlikely event of a subcontractor failing to deliver the college will either pick up delivery through its own means or facilitate transfer to another provider. A full contingency plan is in **Appendix 10**

### **5.1.4 Contractual changes**

All contract variations during the lifespan of the contract will only be authorised by the Deputy Principal, following discussion and approval from the Partnership Management Group. Copies of signed contract variation agreements will be kept on file.

Changes to contracts in-year will be reported to the Board (audit committee) as part of the quarterly subcontractor updates.

- Minor variations may include, delivery profiles, minor changes to the curriculum offer
- Major changes may include, maximum contract values, payment profiles, management fees and substantial changes to the curriculum offer.

### **5.1.5 Whole life oversight**

The definition of whole life / whole programme oversight is deemed to include all aspects of a learners programme as detailed in their learning agreement, including condition of funding requirements for English and Maths, work experience and other mandatory elements.

Contract terms will include (where appropriate) provisions for the management and oversight of 16 to 19 distance and whole programme provision through the life of each learner's programme of study.

Subcontractors delivering apprenticeship provision are not permitted to deliver the entire programme and an agreement as to the elements that make up the subcontract will be agreed in advance and outlined in the contract schedule.



# Appendices

Table 1: Document Submission Deadlines

1. Pre-contract checks
  - a. Pre-Qualification Questionnaire
  - b. Due diligence checklist
2. Due diligence control sign off
3. Observation process
4. Key dates for Subcontractors
5. CPD dates
6. Review meeting template
7. Quality Monitoring Report Template
8. Quality Performance Review Agenda and Themes
9. Rapid Improvement Plan
10. Contingency Plan for continuity of delivery
11. ESFA Guidance on sub-contracting
12. Documentation templates

**TABLE 1: Document Deadline Schedule 2021/2022**

Dates for Start/Achievement/Withdrawal paperwork to be with the College

<b>Return Period/Month</b>	<b>ESFA ILR Deadline Date</b>	<b>Enrolment Start Month</b>	<b>Latest date ensure paperwork is included in the next available ILR</b>
R01	05.09.22	August	<b>22.08.22</b>
R02	05.10.22	September	<b>19.09.22</b>
R03	03.11.22	October	<b>20.10.22</b>
R04	05.12.22	November	<b>21.11.22</b>
R05	02.01.23	December	<b>15.12.22</b>
R06	06.02.23	January	<b>23.01.23</b>
R07	06.03.23	February	<b>20.02.23</b>
R08	03.04.23	March	<b>19.03.23</b>
R09	08.05.23	April	<b>16.04.23</b>
R10	05.06.23	May	<b>21.05.23</b>
R11	06.07.23	June	<b>18.06.23</b>
R12	07.08.23	July	<b>23.07.23</b>
R13	11.09.23	Aug	<b>End Aug 23</b>
R14	16.10.23	Final return	<b>End Sept 23</b>

**2022-23****Partner Pre-Qualification Questionnaire (AEB)****PART A – GENERAL INFORMATION**

- 1 Full name, address and website of the Potential Provider:

<b>Company Name</b> (registered legal name)	
<b>Trading name</b> (if different)	
<b>Date of incorporation</b>	
<b>Company Number</b>	
<b>UKRPN No</b>	
<b>RoATP No</b>	
<b>VAT number</b>	
<b>Address</b> (Registered Office)	
<b>Town/City</b>	
<b>Postcode</b>	
<b>Country</b>	
<b>Website</b>	

- 2 Name, position, telephone number and e-mail address of person(s) in control:

<b>Full Name</b>	
<b>Position/job role</b>	
<b>Time in role</b>	
<b>Who they report to</b>	
<b>Telephone Number</b>	
<b>E-mail</b>	

- 3 Current legal status of the Potential Provider (e.g. partnership, private limited company, etc.) and details of company registration.

	<b>Please</b> (tick one box)		<b>Please</b> (tick one box)
<b>Sole Trader</b>		<b>Date of formation</b>	
<b>Partnership</b>		<b>Place of formation</b>	
<b>Public Limited Company</b>		<b>Date of registration</b>	
<b>Private Limited Company</b>		<b>Registration number</b>	
<b>Other (please state)</b>		<b>Certificates enclosed</b>	

- 4 Is the Potential Provider a consortium joint venture or other arrangement?

<b>Consortium</b>	
<i>If yes please complete the table below</i>	
<b>Organisation</b>	<b>Percentage shareholding</b>

- 5 Designation of company

	<b>Please (tick one box)</b>
public service mutual' - an organisation that has left the public sector but • continues to deliver public services	
sheltered workshop' - an organisation that employs people with disabilities • separately from others	
small or medium enterprise' - defined by the European Commission	
'third sector' - a voluntary or community organisation (for example, a registered charity, an association, self-help group or community group, a social enterprise, a mutual or a co-operative)	
Other ( <i>please state</i> )	

## PART B – STRATEGIC FIT

The College's mission is ***"To inspire learning and improve lives through education, training and skills development that supports social and economic success for our students, businesses and communities across West London"***

The vision of the college is ***"To be the leading college in West London for technical and vocational education and skills training."***

The values that the College upholds are:

- **Ambition:** We will strive to be the best in all areas of strategic importance to the College, enabling our learners, employers and staff to achieve high expectations and ambitious goals.
- **Integrity:** We will be open, honest, fair and respectful, doing what we believe is right and will lead to success for our learners, employers and the College.
- **Accountability:** We will all take personal responsibility for driving success, overcoming barriers and finding solutions. We will be constantly learning and developing.
- **Innovation:** We will be aspirational in our thinking with an innovative approach to everything we do

The full College Strategic Plan can be found [here](#).

5a.

<b>Brief Description of the Potential Provider's primary business and main products and services and how your organisation aligns with the College's mission and values outlined above</b>	
<b>Brief description of proposed activity to be delivered by Potential Partner or proposed type of partnership to be agreed (type of training, sector, level, qualification etc)</b>	
<b>Brief description of the types of learners targeted in the proposed partnership (age, location, demographic)</b>	

## 5b. Alignment to external priorities

<b>GLA ONLY:</b> <b>How does your provision align to the 9 Recovery Missions of the GLA to support the economic recovery</b>  <b>See <a href="#">here</a> for more information</b>	
<b>GLA &amp; ESFA:</b> <b>How does your provision support the wider economic recovery in light of the impact of the pandemic</b>	
<b>Description of specific sectors / occupations being supported by your provision</b>	
<b>Confirmation of compliance with the College and the Modern Slavery Act 2015 and policies and procedures are in place to ensure full compliance</b>	Insert link to Modern Slavery statement on website

## 5c Environment and sustainability

<b>Outline measures your organisation is doing to reduce its carbon footprint and address concerns over the environment and sustainability</b>	
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## 6 Equality, Diversity and Inclusion data of staff

	% of workforce
Male	
Female	
BAME	
Disability	

## PART C - CONTRACTUAL MATTERS

6

<i>Do any of the following apply to the Potential Provider, Please answer Y/N – where you have answered Y please supply further details</i>	
Has the Potential Provider ever had a contract terminated or its employment determined under the terms of the contract in the last three years?	
Contract terminated / employment determined	
Failed to receive contract renewal	
Legal proceedings pending (criminal or civil)	

- 6b Please indicate the type and value of contract you are requesting for the 2022-23 academic year and whether you will be delivering in a devolved or non-devolved area.

Type of provision	✓	Anticipated maximum contract value £	Anticipated learner numbers	Main delivery method (online/face to face etc)
Greater London Authority Devolved region (within the 32 London Borough boundaries)				
Non-Devolved areas of England (excluding West of England, West Midlands, Cambridgeshire & Peterborough, Sheffield, Tees Valley, North of Tyne, Liverpool, Greater Manchester)				

- 6c Please give details of any other funding expected to be received from the ESFA or devolved combined authority in the 22-23 academic year

Type of provision	✓	Anticipated maximum contract value £
ESFA		
Other devolved Mayoral Combined Authority (MCA) – please state		

## PART D –TECHNICAL OR PROFESSIONAL ABILITY

- 7 Please provide details of the number of staff employed by the Potential Provider and their roles and responsibilities.

Permanent staff numbers	Temporary or third party staff numbers	Job Title/Role/Responsibility

- 8 Please provide details of your track record in delivering similar contracts and services. Please include how you have attracted learners and managed data

Provision of similar services (300 words or fewer)

- 9 Please provide details of your online or blended learning capabilities (including staffing, resources and infrastructure), outlining any contingency plans you have in the event of further lockdowns as a result of the pandemic or other significant event

Online or blended learning (300 words or fewer)

- 10 Please provide details of all delivery locations

Address of Delivery Premises (including postcode)	Local Authority Areas Served	Permanent or Outreach Location?	Number of Staff based at location involved in delivery	Number of people that can be accommodated	Facilities



- 11 Please provide details of the recent private and public sector contracts that the Potential Provider has been awarded. The College reserves the right to contact any or all of these companies for a reference and may wish to visit their premises. Potential providers should ensure that companies listed would be willing to provide a reference for them and be willing to discuss the Potential Provider's performance with College.

<b>Contract Name</b>			
<b>Contact details for reference (name, email and tel number)</b>			
<b>Programme Delivered</b>			
<b>Contract value</b>			
<b>No of Learners</b>			
<b>Geography</b>			
<b>Funding Body</b>			
<b>Start and End Dates</b>			
<b>Targeted Starts</b>			
<b>Targeted Outcomes</b>			
<b>Actual Outcomes and Achievements</b>			
<b>% of contract delivered</b>			

## PART E– QUALITY ASSURANCE

10a Ofsted (if applicable)

Date of last Ofsted	Grade (overall)

10b Please provide details of any Quality Assurance systems operated by the Potential Provider, both internally and externally.

14 QA Systems (300 words or fewer)

11 Please describe the internal controls used by the Potential Provider to manage the delivery of this type of services to ensure that the requirements are met fully in terms of quality and timely delivery.

**15 Internal Controls (300 words or fewer)**, include reference to learner retention, tracking and recording progress and ensuring quality of delivery

**12. Quality of Education – Curriculum planning.** Please provide details of how your curriculum sets out the aims of a programme of education and training. How it sets out the structure for those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage. How it enables the evaluation of learners' knowledge and understanding against those expectations

Full details of the **Education Inspection Framework** can be found [here](#). (page 42-47)

<p><b>Intent</b></p> <p>How well the curriculum, including the wider curriculum, for each strand of a provider's adult learning programme has a clearly defined purpose that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities.</p>	
<p><b>Implementation</b></p> <p>In evaluating the implementation of the curriculum, inspectors will focus on how the curriculum is taught at subject, classroom or workshop level.</p> <p>In light of the impact of the pandemic, we are particularly keen to understand different delivery models you have including blended and online provision</p>	
<p><b>Impact</b></p> <p>When inspectors evaluate the impact of the education provided by the provider, they will focus on what learners have learned, and the skills they have gained and can apply.</p>	

# PART F — STATEMENT RELATING TO GOOD STANDING

## STATEMENT RELATING TO GOOD STANDING — GROUNDS FOR OBLIGATORY EXCLUSION (IN ELIGIBILITY) AND CRITERIA FOR REJECTION OF CANDIDATES in accordance with Regulation 23 of the Public Contracts Regulations 2006 (as amended)

We confirm that, to the best of our knowledge, the Potential Provider is not in breach of the provisions of Regulation 23 of the Public Contracts Regulations 2006 (as amended) and in particular that:

### Grounds for mandatory rejection (ineligibility)

The Potential Provider (or its directors or any other person who has powers of representation, decision or control of the named organisation) has not been convicted of any of the following offences:

- (a) conspiracy within the meaning of section 1 of the Criminal Law Act 1977 where that conspiracy relates to participation in a criminal organisation as defined in Article 2(1) of Council Joint Action 98/733/JHA (as amended);
- (b) corruption within the meaning of section 1 of the Public Bodies Corrupt Practices Act 1889 or section 1 of the Prevention of Corruption Act 1906 (as amended);
- (c) the offence of bribery;
- (d) fraud, where the offence relates to fraud affecting the financial interests of the European Communities as defined by Article 1 of the Convention relating to the protection of the financial interests of the European Union, within the meaning of:
  - (i) the offence of cheating the Revenue;
  - (ii) the offence of conspiracy to defraud;
  - (iii) fraud or theft within the meaning of the Theft Act 1968 and the Theft Act 1978;
  - (iv) fraudulent trading within the meaning of section 458 of the Companies Act 1985;
  - (v) defrauding the Customs within the meaning of the Customs and Excise Management Act 1979 and the Value Added Tax Act 1994;
  - (vi) an offence in connection with taxation in the European Community within the meaning of section 71 of the Criminal Justice Act 1993; or
  - (vii) destroying, defacing or concealing of documents or procuring the extension of a valuable security within the meaning of section 20 of the Theft Act 1968;
- (e) money laundering within the meaning of the Money Laundering Regulations 2003; or
- (f) any other offence within the meaning of Article 45(1) of the Public Sector Directive.

<b>Organisation's name</b>	
<b>Signed</b>	
<b>Position</b>	
<b>Date</b>	

## PART G – DECLARATON

### **Declaration**

I confirm that staff involved in the delivery of the contract have been DBS cleared prior to the award of the contract.

I confirm that none of the delivery under this agreement will be subcontracted to a Third Party.

### **Displacement of Funds Statement**

I confirm that funding received for provision does not replace funding from another public service. We do not receive any other remuneration for these courses. This funding will not replace any of the employers' training funds.

### **Single Funding Source Statement**

I confirm that we are not claiming funding for learners under this contract from any other source other than West London College.

### **Compliance with legislation**

I confirm that we comply with legislation on employment, immigration, safeguarding, equality and diversity, and data protection (including notification to Information Commissioners Office, if applicable).

### **Extremism**

I confirm that we follow robust procedures to ensure that we do not inadvertently fund extremist organisations.

### **Declaration of interest**

I confirm that we have disclosed any details of Senior member who may have any association (either directly or indirectly) with any corporate member, employee or other officer of Wet London College

### **Higher-Risk providers**

I confirm that directors or any other person who has powers of representation, decision or control of our organisation have not been convicted of any of the offences outlined in the SFA 'Funding Higher-risk Providers and Subcontractors' document.

### **Employer Relationship**

I confirm that we agree and understand that West London College is leading the relationship with the Employer for the Learner(S) on the West London College's ILR and that we will not undertake any activity that will undermine or seek to replace that relationship.

I also confirm that the information supplied is truthful and accurate and that I have the authority, on behalf of the organisation, to make this declaration. Any information, which is subsequently found to be inaccurate or not factual, may preclude your organisation from this process.

<b>Organisation's name</b>	
<b>Signed</b>	
<b>Name</b>	

<b>Position</b>	
<b>Date</b>	

Once you have completed this PQQ please submit it with all the accompanying documents to:

partners@wlc.ac.uk  
West London College  
Gliddon Road  
Hammersmith  
London W14 9BL

## APPENDIX 1b: Due Diligence Checklist

Due Diligence check 1: Finance	<p>Before entering into any subcontracted arrangements the college will:</p> <ol style="list-style-type: none"> <li>1. Review of Financial Statements (prior two years)</li> <li>2. Dun and Bradstreet analysis will be obtained and reviewed</li> <li>3. Review of latest management accounts (previous 3 months)</li> <li>4. Names of Directors and Senior Managers</li> </ol>	<p>The owner of this check is: Head of Finance/Executive Director of Finance &amp; Infrastructure</p> <p>The overall owner and retainer of the control list and document control is: the Deputy Principal</p>
Due Diligence check 2: Health & Safety	<p>Before entering into any subcontracted arrangements the college will check and confirm the following is in place and meets college expectations:</p> <ol style="list-style-type: none"> <li>1. Public Liability Insurance</li> <li>2. Health &amp; Safety Policy</li> <li>3. Risk Assessments</li> <li>4. Complete appropriate site visit to ensure facilities are appropriate</li> </ol>	<p>The owner of this check is: Assistant Director of Infrastructure</p>
Due Diligence check 3: Human Resources & Marketing	<p>Before entering into any subcontracted arrangements the college will check and confirm the following is in place and meets college expectations:</p> <ol style="list-style-type: none"> <li>1. Organisation Chart</li> <li>2. Staff Development Policy</li> <li>3. Equal Opportunities Policy</li> <li>4. Safeguarding &amp; Prevent Policy</li> <li>5. Sustainability Policy</li> <li>6. Whistleblowing Policy</li> <li>7. Evidence of DBS checks for all staff to be used in delivery</li> <li>8. Confirmation of recent Safeguarding/ Prevent training for delivery staff</li> <li>9. Marketing check</li> </ol>	<p>The owner and sign off of this check 1-6 is: Human Resources Director. Checklist of documents 1-6 once seen and agreed that they meet college expectations should be passed to the Quality Team for record keeping.</p> <p>The owner of the check for marketing is: Director of Human Resources</p>
Due Diligence check 4: CIS	<p>Before entering into any subcontracted arrangements the college will check and confirm the following is in place and meets college expectations:</p> <ol style="list-style-type: none"> <li>1. Subcontractor is registered on ROTO and/or ROTAP</li> <li>2. Data protection policy - including compliance with GDPR</li> <li>3. Data reporting protocol</li> <li>4. Audit reports</li> <li>5. Qualifications planned to be run are eligible for funding</li> <li>6. If College awarding bodies are being used, confirm College is approved to run courses</li> <li>7. Other subcontracts held with Primes / direct contracts with ESFA / ESF</li> </ol>	<p>The owner of this check is: Director of MIS</p>
Due Diligence check 5: Quality Assurance 1	<p>Before entering into any subcontracted arrangements the college will confirm the following and keep records of:</p> <ol style="list-style-type: none"> <li>1. HR compliance 1-5 listed above</li> <li>2. H&amp;S and Data list compliance listed above</li> <li>3. A Subcontractor's Quality Strategy including most recent SAR/QIP</li> <li>4. Most recent Ofsted Report (should be above grade 2)</li> <li>5. Initial Assessment and IAG Policy</li> <li>6. Teaching, Learning &amp; Assessment Strategy (including OTL Policy) + observation grades of staff</li> <li>7. Delivery Staff CVs and CPD records from last 12 months prior to start of contract; copies of qualifications of assessors and listed IQAs for subcontracted work</li> <li>8. Verification &amp; Assessment Policy</li> <li>9. Appeals &amp; Formal Complaints Policies and records from</li> </ol>	<p>The owner of this check is :a nominated manager or officer from the College Quality Improvement Team.</p> <p>The records of the will be retained by the College Quality Improvement Team and within the central record.</p> <p>Any documents or staff records that do not meet awarding body standards would jeopardise QA approval and the</p>

	<p>last 2 years</p> <ol style="list-style-type: none"> <li>10. Proof of Centre Recognition of intended qualification(s) delivery</li> <li>11. Copies of most recent EQA/IQA reports</li> <li>12. Model Schemes of Work/Assessment Planners/ILP &amp; Tracking documents</li> <li>13. Learner Handbooks</li> <li>14. Exams and Assessment Policy (including special arrangements)</li> <li>15. Anti-Plagiarism and Malpractice Policy (and associated Student Disciplinary Policy)</li> <li>16. Conflict of Interest Policy</li> <li>17. Recognition of Prior Learning Policy &amp; ALS Policy</li> <li>18. Copies of any external standards or kitemarks for reference</li> <li>19. Learner Voice Strategy and records including course evaluation</li> <li>20. Learner / Employer Voice records (Eg FE Choices)</li> </ol>	proposed delivery and Subcontractor agreement.
Due Diligence check 5 Quality Assurance 2 CIS/Exams/Evolve/ Quality	<p>Before entering into any subcontracted arrangements the college will</p> <ol style="list-style-type: none"> <li>1. Check that elements 1-19 confirm with College standards</li> <li>2. Q23a to be completed and elements agreed and owned prior to course start</li> <li>3. Agree enrolment protocols from the subcontractor/Subcontractor onto data reporting systems</li> <li>4. Establish individual flow chart process as necessary to monitor lines of reporting, ownership and compliance</li> <li>5. Review of any additional work in year will be subject to Checks 6-19 above being reviewed and satisfactory contract monitoring meetings and visits</li> </ol>	The owner and sign off for this final check is the Evolve Managing Director
Due Diligence check 6: Contract Review meetings	<p>Throughout the duration of the contract that shall be regular contract review meetings. Attendance and frequency at such meetings shall be determined in the contract/SLA but are usually 6 weekly . The contract review meetings shall cover the following elements:</p> <p>Formal minutes and actions from such meetings shall be shared with Subcontractors within 3 working days. The owner of this process is: Executive Director Evolve</p> <p>The participants in such meetings shall be: Finance, CIS and Quality Improvement</p>	
Due Diligence check 7: Quality Monitoring Visits	<p>The Contract, SLA and MoU will outline the frequency and range of quality monitoring visits to be established and undertaken over the delivery of the contract and Subcontractor arrangements. The Quality Monitoring visits will include a range of checks across the duration of the Subcontract that includes:</p> <ol style="list-style-type: none"> <li>1. IAG/Induction check including course handbook</li> <li>2. Attendance &amp; punctuality review</li> <li>3. Review of ILP/targeting setting and monitoring</li> <li>4. A learner existence check will be completed</li> <li>5. In year quality review at course level including Learner Voice data</li> <li>6. Course file audit including IQA documents (F1a</li> </ol>	The owner of this process is: Quality Team Lead for Monitoring



	<p>form)</p> <ol style="list-style-type: none"> <li>7. Paper moderation of OTL reports and if possible joint OTLs</li> <li>8. ALS evidence</li> <li>9. In year data review (retention, achievement, pass rates)</li> <li>10. Review of H&amp;S/Safeguarding/Complaints records</li> <li>11. Review of most recent EQA report and associated actions</li> </ol> <p>Oral feedback will be shared on the day of the visit.</p> <p>Within 3 working days of the visit the Subcontractor/subcontractor will receive a copy of the visit outcomes and any actions emerging. This will be reviewed at contract review meetings and if necessary via a follow up visit within an agreed time period.</p> <p>Documentation should be available on day of the visit.</p> <p>The unannounced Quality Monitoring visit around teaching and learning will be and follows the procedure outlines under a college ad-hoc Learning Walk.</p> <p>If there are substantial concerns the visit may prompt a full college Internal Quality Review with a set of actions subject to be reviewed and action and monitored.</p>	
Due Diligence check 8. Subcontractor references	References from at least 2 previous Primes that the Subcontractor has worked with in the last 3 years	The owner of this check is: Managing Director Evolve
Due Diligence check 9. Quality Assurance 3 Memorandum of Understanding	<p>Before entering into any subcontracted arrangements the college will:</p> <ul style="list-style-type: none"> <li>• Establish clear roles and responsibilities with the Subcontractor/subcontractor via a MoU</li> <li>• Define specific roles and roles for positions/individuals within the Subcontract</li> <li>• Agree contract is in place and duration and aspects of delivery</li> <li>• Establish frequency of contract monitoring meetings and visits</li> <li>• Outline CPD requirements and updating for deliverers in line with college expectations</li> </ul> <p>Agree student complaints process handling and remedies</p>	The owner of this check is: Managing Director Evolve (with Quality sign off)
Equality, Diversity & Inclusion	All contractors, including suppliers supplying goods or services to the college, regardless of where located or the form of contractual relationship, are expected to comply with the spirit of equal opportunity and inclusion, as well as with the 2010 Equality Act. Compliance shall require contractors not to discriminate and, in addition, to take positive actions/support are implemented effectively.	
Data Protection	<p>Compliance with all requirements of the GDPR regulations</p> <p>Policies in place for GDPR</p> <p>CPD records of staff undergoing GDPR training</p>	
Documentation retention and archiving	<p>For external audit purposes</p> <p>For internal records SLA, quality monitoring and contract review meeting evidence shall be retained by the college for 3 years.</p>	

## APPENDIX 2: Due Diligence control list

### Quality

Evidence Required	✓	Comments
1. Quality Strategy including most recent SAR/QIP	<input type="checkbox"/>	
2. Most recent Ofsted Report (should be above grade 2)	<input type="checkbox"/>	
3. Initial Assessment and IAG Policy	<input type="checkbox"/>	
4. Teaching, Learning & Assessment Strategy (including OTL Policy) Observation profile of staff	<input type="checkbox"/>	
5. Delivery Staff CVs and CPD records from last 12 months prior to start of contract; copies of qualifications of assessors and listed IQAs for subcontracted work	<input type="checkbox"/>	
6. Verification & Assessment Policy	<input type="checkbox"/>	
7. Appeals & Formal Complaints Policies and records from last 2 years	<input type="checkbox"/>	
8. Proof of Centre Recognition of intended qualification(s) delivery	<input type="checkbox"/>	
9. Copies of most recent EQA/IQA reports	<input type="checkbox"/>	
10. Model Schemes of Work/Assessment Planners/ILP & Tracking documents	<input type="checkbox"/>	
11. Learner Handbooks	<input type="checkbox"/>	
12. Exam & assessment and IQ policy	<input type="checkbox"/>	
13. Anti-plagiarism policy	<input type="checkbox"/>	
14. Conflict of interest policy	<input type="checkbox"/>	
15. RPL Policy	<input type="checkbox"/>	
16. Copies of any external standards or kitemarks for reference	<input type="checkbox"/>	
17. Learner Voice Strategy	<input type="checkbox"/>	
18. Learner / Employer Voice records (eg FE Choices)	<input type="checkbox"/>	

### Finance

Evidence Required	✓	Comments
1. Review of Financial Statements (latest accounts) 1a Do financial statements a qualified or adverse opinion?	<input type="checkbox"/>	
2. Is there is a group/parent company whose financial position could significantly impact the financial health of the organisation?	<input type="checkbox"/>	
3. Accounts filed up to date	<input type="checkbox"/>	
4. Ratio analysis complete 4a. Balance sheet and cash flow checked 4b. Contingent liability crystallising; 4c. Recall of debt by the bank or investor	<input type="checkbox"/>	
5. Any court ruling which has financial consequences;	<input type="checkbox"/>	
6. Any loss of a material contract or area of provision;	<input type="checkbox"/>	
7. Dun and Bradstreet analysis will be obtained and reviewed	<input type="checkbox"/>	
8.. Review of latest management accounts (previous 3 months)	<input type="checkbox"/>	
9. Names of Directors and Senior Managers	<input type="checkbox"/>	
10. Any loss of key personnel.	<input type="checkbox"/>	

## Health & Safety

Evidence Required	✓	Comments
1. Public Liability Insurance	<input type="checkbox"/>	
2. Health & Safety Policy	<input type="checkbox"/>	
3. Risk Assessments / RIDDOR policy	<input type="checkbox"/>	
4. Complete appropriate site visit to ensure facilities are appropriate	<input type="checkbox"/>	

## Data/MIS

Evidence Required	✓	Comments
1. Partner is registered on ROTO and/or ROTAP	<input type="checkbox"/>	
2. Data protection policy - including compliance with GDPR	<input type="checkbox"/>	
3. Data reporting protocol	<input type="checkbox"/>	
4. Audit reports	<input type="checkbox"/>	
5. Qualifications planned to be run are eligible for funding	<input type="checkbox"/>	
6. If College awarding bodies are being used, confirm College is approved to run courses	<input type="checkbox"/>	
7. Other subcontracts held with Primes / direct contracts with ESFA / ESF	<input type="checkbox"/>	

## Human Resources

Evidence Required	✓	Comments
1. Organisation Chart	<input type="checkbox"/>	
2. Staff Development Policy	<input type="checkbox"/>	
3. Equal Opportunities Policy	<input type="checkbox"/>	
4. Safeguarding & Prevent Policy	<input type="checkbox"/>	
5. Sustainability Policy	<input type="checkbox"/>	
6. Whistleblowing Policy	<input type="checkbox"/>	
7. Evidence of DBS checks for all staff to be used in delivery	<input type="checkbox"/>	
8. Confirmation of recent Safeguarding/ Prevent training for delivery staff	<input type="checkbox"/>	

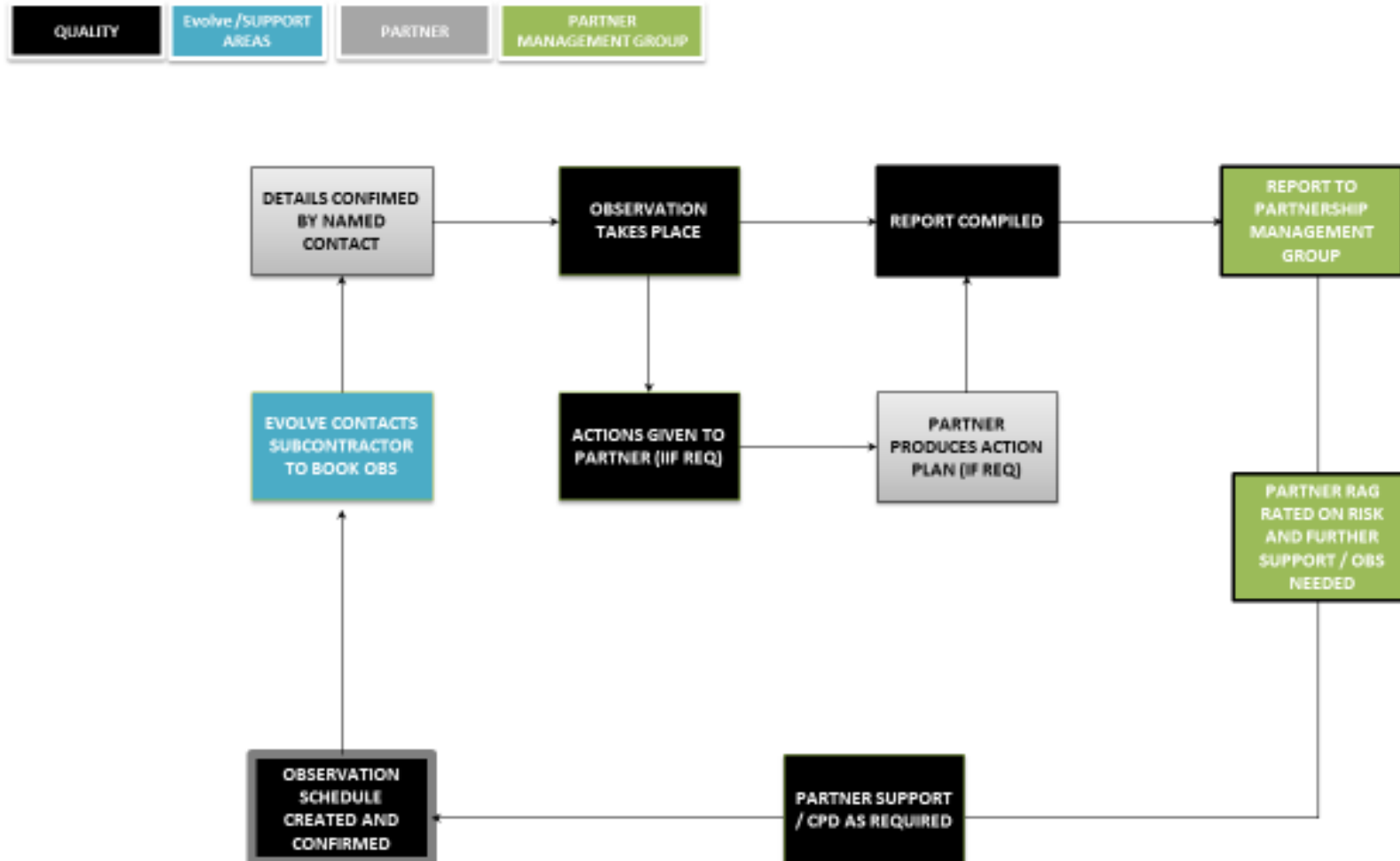
## Marketing

Evidence Required	✓	Comments
1. Marketing check (logo/branding/strategy/jpeg provided)	<input type="checkbox"/>	

## References

Evidence Required	✓	Comments
1. 2x references from other Primes	<input type="checkbox"/>	

## APPENDIX 3 – Observation process



## APPENDIX 4 – Key dates for Subcontractor provision

Date		Pre-contract	Period 1 Aug	P2 Sep	P3 Oct	P4 Nov	P5 Dec	P6 Jan	P7 Feb	P8 Mar	P9 Apr	P10 May	P11 Jun	P12 Jul
Performance Review Meetings			Meeting 1		Meeting 2		Meeting 3		Meeting 4		Meeting 5		Meeting 6	
Partnership Monitoring Group (PMG)			Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Meeting 8	Meeting 9	Meeting 10	Meeting 11	Meeting 12
Contracts/MIS / Finance	Action	Contract negotiation meetings Signing contracts	Contracts approved by Board			Subcontractor Declaration							End / New Contract review	
	Responsible	Deputy Principal	Deputy Principal			Deputy Principal Director of MIS							Deputy Principal	
Quality Assurance	Action	Pre-contract observation of teaching, learning and assessment		Monitoring Visit	Actions from MV	Board paper – RAG rating	Subcontract or Conference	Monitoring Visit	Actions from MV	Board paper – RAG rating	Monitoring Visit	Actions from MV	Board paper – RAG rating	Subcontractor Conference
	Responsible	Quality team, reporting back to the PMG		Quality Team	Quality team	Deputy Principal	All partners	Quality Team	Quality team	Deputy Principal	Quality Team	Quality Team	Deputy Principal	All partners
Focus		Observation of Initial guidance and learner induction. Subcontractor to demonstrate resources for tracking and monitoring are adequate and accurate		Tracking of learners progress and identifying any learners at risk of non-achievement		Support & challenge of performance  CPD and policy updates		Learning Walk / Joint Observation of teaching, learning and assessment		Support & challenge of performance	Learning Walk / Joint Observation of teaching, learning and assessment		Achievement Learner progression.  Contract evaluation and moving forward.	
Trigger Point			Contracts signed					Contract Review				Termination notice		

## Appendix 5

### CPD dates 2022-23

Month	T&L CPD Dates
August 20	
Sept 20	
Oct 20	21 <sup>st</sup> Oct – CPD Day
Nov 20	
Dec 20	8 <sup>th</sup> Dec – Partner Conference
Jan 21	
Feb 21	10 <sup>th</sup> February – CPD Day
Mar 21	
April 21	18 <sup>th</sup> April – CPD Day
May 21	
June 21	
July 21	29 <sup>th</sup> June Partner Conference 10 <sup>th</sup> – 12 <sup>th</sup> July – CPD days

## Appendix 6

### Review meeting template

#### Subcontractor:

Data and Time:

Location:

Organiser:

Note taker:

No	Category	Lead	Due date
1	Present: Apologies:		
2	Minutes of last Meeting		
3	Matters Arising		
5	Profile vs Target		
6	Performance (on programme, achievement, withdrawals)		
7	Business Development		
8	Due Diligence – Staff, policies		
9	KPI progress monitoring		
9	Quality Assurance update <ul style="list-style-type: none"> <li>- Teaching and Learning update</li> <li>- Staff changes</li> <li>- Standardisation/moderation/IQA reports/EQA reports update</li> <li>- QIP update</li> <li>- Monitoring Visits planned/actual</li> <li>- Attendance / Punctuality</li> </ul>		
10	Finance update		
11	Standing item: E&D/H&S/Safeguarding/Prevent		
12	AOB		

## Appendix 7

### Subcontracting Monitoring Report

<b>Company/Organisation:</b>			
<b>Visit no:</b>			
<b>Address of site visited (Delivery site/Office)</b>			
<b>Telephone number:</b>			
<b>Contact person in company/Organisation:</b>		<b>Monitoring visit carried out by:</b>	
<b>Details of activities carried out:</b>			
<b>Comments:</b>			
<b>Summary of actions to be carried forward:</b>			
<b>KPI Progress summary</b>			
<b>Actions:</b>		<b>By when:</b>	
<b>By whom:</b>			
<b>Signature on behalf of collaborative Subcontractor</b>		<b>Signature on behalf of the college</b>	
<b>Name of signatory (block capitals)</b>		<b>Name of signatory (block capitals)</b>	
<b>Date:</b>		<b>Date:</b>	



PLEASE DELETE AS APPROPRIATE TO REFLECT THE MONITORING ACTIVITY CARRIED OUT.

No.	Activity	List of Student/ Courses Sampled and Comments	Action Points
<b>1</b>	<b>Induction</b>		
<b>1a.</b>	Information, Advice and Guidance documentation and process		
<b>1b.</b>	Initial assessment and Diagnostic Process		
<b>1c.</b>	Induction process		
<b>1d.</b>	ILP and Target setting		
<b>2.</b>	<b>Quality Assurance Processes</b>		
<b>2a.</b>	SAR/QIP		
<b>2b.</b>	Course files inc. SoW, Lesson Plans.		
<b>2c.</b>	Internal Verification		
<b>2d.</b>	External Verification		
<b>2e.</b>	CPD files for staff		
<b>2f.</b>	Progress Reviews (Apps)		
<b>2g.</b>	Internal Teaching		

	Learning and assessment Grade profile		
<b>3</b>	<b>Teaching ,Learning and assessment</b>		
<b>3a.</b>	Observation		
<b>b</b>	Additional learning Support (ALS)		
<b>3.</b>	<b>Learner Voice</b>		
<b>3a.</b>	Internal Learner Voice survey reports		
<b>3b.</b>	Learner Agenda forum None done		
<b>4.</b>	<b>Attendance and punctuality</b>		
<b>4a</b>	Registers for classes		
<b>4b</b>	Organisational tracking and data sets.		
<b>5</b>	<b>Safeguarding, Prevent and Promoting British Values (sample check)</b>		
<b>5a.</b>			
<b>5b.</b>	<b>Health &amp; Safety</b>		

**Please ensure the following are attached to this form;**

- Lesson/Assessment Observation report (Please complete via Pro observe) including lesson plan, student profile and Resources.
- Learner Agenda Forum Report- not used
- Relevant photos of quality documentation audit
- Up to date copy of Provider SAR/QIP

## Appendix 8

### Performance Review

Principles and purpose	To monitor performance of each curriculum and support area via the data dashboard to maintain a focus on improving above KPIs.
Performance Review Meeting	<p>The main purpose of the Performance Review meetings is to review the following areas:</p> <ul style="list-style-type: none"> <li>- Retention, achievement and success rates for each qualification</li> <li>- Progress against in-year retention, achievement and attendance targets</li> <li>- Retention and achievement progress on qualifications/ subjects that have been attributed 'Notice to Improve' status and the progress against the SSA QIP and any individual QIPs for underperforming qualifications</li> <li>- Progress and grades from the lesson observation schedule, confirming emerging themes and actions and updates to individuals action plans</li> <li>- Actions taken to support emerging themes identified through Learning Walks/IQRs</li> <li>- Review the outcome of the CIS, HR and finance quarterly reviews</li> <li>- Learner survey results and actions arising including how results are cascaded to all learners</li> <li>- Course assessment schedules including Functional Skills</li> <li>- Continuing Professional Development plans and requirements following observation and support for those new to teaching</li> <li>- Additional Learning Support (ALS)</li> <li>- Equality and Diversity plans</li> <li>- Safeguarding issues and promotion</li> <li>- Monitor follow up of any actions arising from EV visits</li> <li>- Monitor outcomes and target discussed/set at 1:1 meetings with line managers</li> <li>- Complaints and outcomes</li> <li>- Safeguarding or Prevent issues</li> </ul>
Process	<p>Evolve will agreed with the Quality Team what aspects will be reviewed and Evolve will inform subcontractors as per College policy</p> <p>The P&amp;Q meeting will be attended by a member of the Quality team. The relevant SLT member and/or Principal may also attend.</p>
Action plan & monitoring	Action minutes will follow within 7 working days

## APPENDIX 9

### Rapid Improvement Plan

Rapid Improvement intervention	<p>If, following a monitoring visit, learning walk, OTL or other intervention, a serious concern is identified regarding the quality of teaching, learning or assessment or a potential breach of contract, the following 10-day Rapid Improvement process will apply:</p> <ul style="list-style-type: none"><li>• A visit(s) will be arranged within 24hrs by the Quality Lead Specialist with a view this taking place within 72hrs</li><li>• Any visit(s) will take place at the place of learning and include as a minimum, learning walks/observations of TLA, interviews with learners and an audit of key documents (ILP's, registers, SoW etc)</li><li>• The Monitoring Report will be submitted to the Associate Director of Quality and Managing Director within 48hrs of the visit, identifying key actions.</li><li>• The Managing Director will inform the partner of key actions within 24hrs of receiving the report</li><li>• A meeting with the partner will be convened within 3 days of the report being finalized with the expectations that all actions will be completed or in progress.</li></ul>
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## APPENDIX 10

### Contingency Plan for continuity of delivery

<b>Owned &amp; Authorised By:</b>	<b>David Warnes – Deputy Principal (Contract Manager)</b>
<b>To Ensure That:</b>	In the event the College needs to withdraw from sub-contract arrangement, a sub-contractor withdraws from the arrangement, a breach occurs in the contract, or a sub-contractor goes in to liquidation or administration, the College will take steps to ensure that provision is made to preserve the continuity of the provision and that learners involved are able to complete their qualifications.
<b>Which Applies For:</b>	Provision where all or elements of the programme are delivered by an external organisation, but where overall responsibility is retained by the College
<b>Operators:</b>	Compliance team, Heads, Management Information Services (MI), Finance and Executive

Stage	Action		Responsibility
<b>1</b>	<b>The relevant Funding Agency to be notified</b>	The College will notify the relevant Funding Agency of any withdrawal from a sub-contracting arrangement by either the College or the sub-contractor.	Deputy Principal Head of Apprenticeships & Skills
	<b>Communications with learners / parents / employers</b>	Learners and employers will receive a communication from the College explaining the situation and the proposed actions  A 'hotline' will be established for learners, parents and employers can call to speak directly to the management team if they have further queries	Deputy Principal
<b>2</b>	<b>Review of the current learner position</b>	A full review of the learner's enrolment to take place, and an assessment made of the level of progress to date on each individual qualification.	PMG (Partnership Management Group)
<b>3</b>	<b>Establishment of next steps</b>	Following a review of the learners, a decision will be made to identify the best delivery plan to ensure continuity of learning and minimise any disruption to the learners. One of four possible routes will be identified (points 4 – 7 below)	Deputy Principal Head of Apprenticeships & Skills
<b>4</b>	<b>Deliver the provision through College</b>	The College will deliver the provision directly at either a main college site or an out-centre using college staff. Where learners that are within reasonable travel distance to one of	Head of Apprenticeships & Skills

		the College's campuses will attend delivery sessions that match those being delivered by the subcontractor. Travel expenses will be paid	
<b>5</b>	<b>Delivery the provision through an existing sub-contractor</b>	The College will identify an existing sub-contractor who has a record of delivery of the relevant provision with successful outcomes, and increase the capacity of their existing contract to allow them to take on additional learners.	Head of Apprenticeships & Skills
<b>6</b>	<b>Delivery the provision through a new sub-contracting arrangement</b>	The College may engage with a new sub-contractor (subject to the formal due diligence process), for provision that the college or any current sub-contractor does not have the skills or capacity to deliver.	Head of Apprenticeships & Skills Compliance Officer
<b>7</b>	<b>Transfer the learners to another provider</b>	If the College is unable to meet the needs of the learners through either direct delivery, using an existing sub-contractor or engaging with a new sub-contractor, we will work with the ESFA to identify an alternative provider to transfer the learners to.	Deputy Principal Chief Finance Officer

- This plan links to the College's Disaster Recovery Plan and Risk Management Plan
- The College's sub-contract makes reference to this Contingency Plan
- The Contingency Plan aligns to the requirements of the ESFA sub-contracting funding rules relating to sub-contracted provision

## APPENDIX 11

### ESFA Guidance on Sub-Contracting

1.1 The College is obliged to provide the Services to the ESFA in accordance with the Funding Requirements. The Subcontractor shall therefore deliver the Services to the College as the College's Subcontractor and in accordance with the latest versions from time to time of the Funding Requirements and without prejudice to that, in accordance with the latest versions from time to time of:

1.1.1 The ESFA's:

- (a) Overarching subcontracting rules for all funding streams (2022-23)

<https://www.gov.uk/government/publications/subcontracting-funding-rules-for-esfa-funded-post-16-funding-excluding-apprenticeships/subcontracting-funding-rules-for-esfa-funded-post-16-funding-excluding-apprenticeships>

- (b) Apprenticeship funding and performance-management rules for training providers Aug 2022 – July 2023

<https://www.gov.uk/guidance/apprenticeship-funding-rules#the-latest-rules-2021-to-2022>

- (c) Adult Education Budget: Funding and Performance management rules, For the 2022-2023 funding year

<https://www.gov.uk/guidance/adult-education-budget-aeb-funding-rules-2021-to-2022>

- (d) ESFA Subcontracting controls;

<https://www.gov.uk/guidance/subcontracting-using-funding-to-offer-education-and-training>

1.1.2 The GLA's

- (a) Adult Education Budget: Funding and Performance management rules, For the 2022-2023 funding year

<https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers#acc-i-60652>

## **APPENDIX 11**

### **Documentation and Paperwork 2022-23**

1. College Enrolment form 2022/23
2. College Student Contract Form
3. Withdrawal / Cancellation form
4. ALS claim form
5. ILP
6. Learner/Staff Forum
7. Register

All paperwork to be submitted to Janet (Shirley) Riches ( <a href="mailto:s.riches@wlc.ac.uk">s.riches@wlc.ac.uk</a> ) by deadlines set out in Table 1
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# WEST LONDON COLLEGE

## Enrolment Form 2022-23

Please ask a member of staff if you require this form in a different format or if there is anything you do not understand. Please complete the form using BLOCK CAPITALS.

### 1. Personal details the names you give below must be your full legal names and will appear on your certificates.

Student Ref Number	<input type="text"/>	ULN	<input type="text"/>
Title Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> Other (please specify)			
Surname or family name			
First name or given name			
Middle name(s)			
Legal Sex	Male <input type="checkbox"/> Female <input type="checkbox"/>	Date of Birth (DD/MM/YY):	
Age on 31 <sup>st</sup> August 2022		Age at start of course	
National Insurance Number	(required only for Apprentices and students claiming unemployment offer)		
Home Address			
Postcode			
How long have you lived at this address? (years & months)			
Mobile	Telephone (home)		
Email			
Term Time Address (if different from above)			
Postcode			
Emergency Contact Details - if you are 16-18 we will use this contact to liaise with regarding your progress			
Name			
Relationship to you			
Is their address the same as yours? Yes <input type="checkbox"/> No <input type="checkbox"/> (if no please give their address below)			
Address			
Postcode			
Mobile	Telephone		
Email			
Are you currently a Looked After Child in the care of social services? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Are you a recent Care Leaver? Yes <input type="checkbox"/> No <input type="checkbox"/>			
If YES please provide local authority/borough name:			
Do you have caring responsibilities? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Are you a lone parent? Yes <input type="checkbox"/> No <input type="checkbox"/>			

The European Social Fund (ESF) aims to improve employment opportunities in the European Union (EU). It supports Member States' employment and skills policies and contributes to the Europe 2020 strategy for jobs and growth. Education and Skills Funding Agency funded courses may be part-funded by the ESF.

## 2. Criminal Conviction to be completed by ALL

Do you have a criminal conviction or are you being investigated for a criminal matter? Yes ☐ No ☐

Note: Unspent criminal convictions should be included if they exempt you from specific courses

COLLEGE USE ONLY Approved by: Name:

Signature: Date :

As an inclusive College the possession of a criminal conviction will not normally stop you from enrolling on a course but, because of our duty of care, you will need to complete a form giving more information about your conviction. For advice and information you can contact the NACRO Helpline 0207 840 6464.

## 3. Residency Evidence needs to clearly state your residency status, the length of stay you have been granted and any limitations.

What is your country of birth?

What is your nationality?

What date did you enter the UK? (DD/MM/YY) Since birth ☐

What date did you enter the EEA? (DD/MM/YY) Since birth ☐

Have you lived in the UK for the last three years? Yes ☐ No ☐

Are there any restrictions on your right to stay in the UK? Yes ☐ No ☐

Visa Expiry date (DD/MM/YY)

What type of immigration permission do you hold in the UK?

- ☐ UK National ☐ EU Settlement Scheme ☐ Refugee status ☐ Supported Asylum seeker  
☐ Humanitarian Protection ☐ Discretionary leave to enter/remain ☐ Exceptional leave to enter or remain  
☐ Indefinite leave to enter or remain ☐ Spouse/Family member with immigration permission  
☐ Other (please specify)

### UK Nationals Residency Self Declaration

You have declared you are an UK national who has legally lived in the UK/EEA for the past 3 or more years. This means that you:

Have had immigration permission, without any restrictions to live in the UK/EEA for 3 or more years prior to the 1<sup>st</sup> day of learning;

**AND**

Hold a British Passport and/or were born in the UK, are a British Citizen and have a British Birth Certificate

Please be aware that if you have not provided the College with proof of your UK nationality at enrolment, this may be requested at a later stage. Any false declarations may result in your automatic withdrawal from West London College and /or an adjustment in tuition fees that you are expected to pay.

Student Signature:

Date:

STAFF USE ONLY: ☐ Home ☐ Overseas ☐ Full Cost(N/A)

### Assessment if Home:

- ☐ 16-18 year old UK National Studying Further Education course ☐ 19+ year old UK National Studying Further Education course  
☐ Non UK national but meets residency criteria for FE funding

Domicile Country:

Residency checked by:

Date:

Evidence Seen and Reference Number:

### Verification: Please tick documents seen

- ☐ Passport ☐ Driving Licence ☐ ID card or other form of national identification ☐ National Insurance card  
☐ Examination certificates ☐ Bank credit or debit card ☐ Birth Certificate ☐ Other

**4. Ethnicity** This information is used for monitoring purposes only, in line with our equal opportunity policy  
Please tick the most appropriate box

**Asian/Asian British**

- ☐ Indian  
☐ Pakistani  
☐ Bangladeshi  
☐ Chinese  
☐ Any other Asian background

**White**

- ☐ English /Welsh/Scottish/Northern Irish/British  
☐ Irish  
☐ Gypsy or Irish Traveller  
☐ Any other white background

**Other ethnic group**

- ☐ Arab  
☐ Any other ethnic group

**Black/African/Caribbean/Black British**

- ☐ African  
☐ Caribbean  
☐ Any other Black/African/Caribbean background

**Mixed Multiple ethnic group**

- ☐ White and Black Caribbean  
☐ White and Black African  
☐ White and Asian  
☐ Any other Mixed/multiple ethnic background

**5. Sexuality and religious affiliation** This information is used for monitoring purposes only, in line with our equal opportunity policy. Please tick the most appropriate box

**Sexual Orientation:**

- ☐ Heterosexual/Straight ☐ Gay/Lesbian ☐ Bisexual ☐ Other ☐ Prefer not to say

**Gender Identity:**

- ☐ Male ☐ Female ☐ Non-binary ☐ Prefer not to say

**Religion**

- ☐ Buddhist ☐ Christian ☐ Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐ None ☐ Prefer not to say  
☐ Other (Please specify) \_\_\_\_\_

**6. Support at our College** the Information you supply here will be treated confidentially and used to identify any support needs you may require. You will be contacted by the Additional Learning Support (ALS) Team to discuss your needs. If entering multiple disabilities, please number in order with '1' being most severe

Do you have a disability, learning difficulty, medical condition or health difficulty? Yes ☐ No ☐

Do you have Special Educational Needs? Yes ☐ No ☐

Do you have an Educational Health Care Plan (EHCP)? Yes ☐ No ☐

If yes when was it reviewed (DD/MM/YY)

Have you previously received any special arrangements for examinations? Yes ☐ No ☐

If you have answered yes to any of the above, please provide details by ticking all that applies below

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Visual impairment  | <input type="checkbox"/> Hearing impairment  | <input type="checkbox"/> Disability affecting mobility |
| <input type="checkbox"/> Profound complex disabilities                                    | <input type="checkbox"/> Social and emotional difficulties                         | <input type="checkbox"/> Mental health difficulty      |
| <input type="checkbox"/> Moderate learning difficulty                                     | <input type="checkbox"/> Severe learning difficulty                                | <input type="checkbox"/> Dyslexia                      |
| <input type="checkbox"/> Dyscalculia  | <input type="checkbox"/> Autism spectrum disorder                                  | <input type="checkbox"/> Asperger's syndrome           |
| <input type="checkbox"/> Temporary disability after illness (e.g. post-viral) or accident |  |  |
| <input type="checkbox"/> Speech, Language and Communication need                          | <input type="checkbox"/> Other physical disability                                 |  |
| <input type="checkbox"/> Other specific learning difficulty (e.g. Dyspraxia)              | <input type="checkbox"/> Other medical condition (e.g. epilepsy, asthma, diabetes) |  |
| <input type="checkbox"/> Other learning difficulty  | <input type="checkbox"/> Other disability  | <input type="checkbox"/> Prefer not to say             |

**7. Education** Funding may be affected if studying elsewhere

If you are Under 19 - What was the name of the last place you attended for education?

Did you receive Free School Meal? Yes ☐ No ☐

Have you enrolled onto another course elsewhere this academic year? Yes ☐ No ☐

If yes what is the name of the school or college?

What is the title of the course?

## 8. Employment Status and Household Situation

1. What is your employment status?

☐ In paid employment ☐ Self Employed ☐ Not in employment (go to question 4)

2. How many hours are you employed for?

☐ 0-10 hours per week ☐ 11-20 hours per week ☐ 21-30 hours per week ☐ 31 hours or more per week

3. How long have you been employed with your current employer? or self-employed for?

☐ Up to 3 months ☐ 4-6 months ☐ 7-12 months ☐ 12 months and over

4. If not in employment are you:

☐ Looking for work and available to start work

☐ Not looking for work and/or not available to start work (includes retirement)

5. How long have you been unemployed for?

☐ Less than 6 months ☐ 6-11 months ☐ 12-23 months ☐ 24-35 months ☐ 36 months and over

6. If Unemployed were you made redundant? ☐ Yes ☐ No

7. Were you in full time education or training before starting the course? ☐ Yes ☐ No

8. Household Situation - to be completed by all 19+ students at the start of your course, tick all that apply

☐ No household member is in employment and the household includes one or more dependent children

☐ No household member is in employment and there are no dependent children

☐ Single adult household with dependent children

☐ None of these statements apply

9. Are there any financial and or skills barriers preventing you from accessing Digital Technology?

☐ Financial ☐ Skills ☐ No access issue

## 9. Qualifications/Prior attainment please indicate your highest level of qualification

☐ No qualifications ☐ Pre-Entry ☐ Entry level ☐ Level 1 ☐ Level 2 ☐ Level 2 Full

☐ Level 3 ☐ Level 3 Full ☐ Level 4 ☐ Level 5 ☐ Level 6 ☐ Level 7 +

GCSE English Grade

GCSE Maths Grade

Will you be studying a level the same or below that you have already achieved? ☐ Yes ☐ No

If yes, why?

☐ Professional Development ☐ Personal Development ☐ Retrain ☐ Improve grade

☐ Other (specify)

## 10. Learning Programme Details - STAFF USE ONLY

Course Code	Course Title	Learning Aim	Start Date	Expected End Date	Annual Planned hrs	Group	Site/Postcode

I am satisfied that the student has been given the appropriate information, advice and guidance relating to the following:

- the programme content, structure, method of assessment, entry requirements and any work experience;
- learning support;
- progression opportunities;
- fees (if applicable) and any extra costs

I am satisfied that the student has met the entry requirements for the programme of study and evidence has been seen (where applicable) and that the student is enrolling on an appropriate programme of study. The student has produced appropriate and satisfactory references

Staff Name	Signature	Date
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**11. Assessment of Fees** you **may** be entitled to reduced or remitted fees on ESFA/GLA funded courses, please tick any boxes that apply to you and sign. Where fees are remitted due to a level offer, the College will verify this information via the LRS\* and will challenge any contradictory information, which may result in fees being charged

**1. I am:**

☐ 16-18 years of age on 31<sup>st</sup> August 2022

☐ 19-24 years of age on 31<sup>st</sup> August 2022 and have an Education Health Care Plan (EHCP)

**2: I am 19+ and enrolling on:**

☐ English and/or math Basic Skill and declare I do not already have a grade A\*-C /9-4 in this subject (excludes ESOL)

☐ An Entry or Level 1 essential Digital Skills

☐ ESOL qualification

**3: I am aged 19-23 at the start of the course and this is:**

☐ An Entry or level 1 course enabling me to progress to level 2 and I do not have a level 2 ☐ My first full level 2 ☐ My first full level 3

**4: I am aged 24+ at the start of the course \***

☐ My first full level 3

**5: I am unemployed and in receipt of one of the following: \***

☐ JSA

☐ ESA

☐ Universal Credit (UC) and my take-home pay as recorded on my UC statement (disregarding UC payments and other benefits) is less than £345 a month (sole adult benefit claim) or £552 a month (joint benefit claim with partner)

**6: I am studying a level 2 or below course and I want to be employed AND I am in receipt of one of the benefits listed AND my take home pay (disregarding UC payments and other benefits) is less than £345 a month (sole adult benefit claim) or £552 a month (joint benefit claim with partner). I agree to provide the College evidence of any future employment for up to 13 weeks after the end of my course.**

☐ Income Support ☐ Housing Benefit ☐ Working Tax Credit ☐ Pension Credit Guarantee ☐ Supported Asylum Seeker

**7. I am employed: \***

☐ I live in London and earn less than £21,547.50 annual gross salary/£11.05 hourly rate (based on 37.5-hour per week contract)

☐ I do not live in London and earn less than £18,525 annual gross salary/£9.50 hourly rate (based on 37.5-hour per week contract)

(\* Access to HE courses and level 3 and above courses of more than 12 months are not eligible for this remittance)

**8. Paying for my course (\*\*we will need written confirmation from your employer or sponsor)**

☐ I will be paying my fees ☐ my employer/sponsor\*\*\* ☐ Student Loans Company/Advanced Learner Loan ref no.

**Student Signature:**

**Date:**

**\*LRS privacy notice:**

The information you supply is used by the Learning Records Service (LRS). The LRS issues Unique Learner Numbers (ULN) and creates Personal Learning records across England, Wales and Northern Ireland and is operated by the Education and Skills Funding Agency, an executive agency of the Department for Education (DfE). For more information about how your information is processed and to access your Personal Learning Record, please refer to [www.gov.uk/government/publications/lrs-privacy-notice](http://www.gov.uk/government/publications/lrs-privacy-notice).

Note - if you are aged 19-23 and have not already attained a level 2, and wish to undertake a level 2 course, it must be a full level 2 to be eligible for government funding.

**Staff Use Fee Assessment:**

Description of benefit evidence seen, please state the gross annual salary/hourly rate for any low wage claims

Date on Evidence: Fee Assessed by (Name): Date:

Evidence Seen:

Income details:

Hourly rate if low wage:

<input type="checkbox"/> 16-18	<input type="checkbox"/> 19-24 EHCP	<input type="checkbox"/> Basic Skill	<input type="checkbox"/> Digital Skill	<input type="checkbox"/> ESOL	<input type="checkbox"/> 19-23 Level 1
<input type="checkbox"/> 19-23 L 2	<input type="checkbox"/> 19-23 L 3	<input type="checkbox"/> 24+ L3 GLA	<input type="checkbox"/> 24+ L3 ESFA	<input type="checkbox"/> ISA/ESA/UC (L2)	<input type="checkbox"/> L2 Benefit
<input type="checkbox"/> Asylum	<input type="checkbox"/> Low wage GLA	<input type="checkbox"/> Low Wage ESFA	<input type="checkbox"/> L3 Paying	<input type="checkbox"/> ISA/ESA/UC (L3)	<input type="checkbox"/> Low wage( L3)
<input type="checkbox"/> ALL Loan (U)	<input type="checkbox"/> ALL Loan (C )	<input type="checkbox"/> Loan Self paying	<input type="checkbox"/> Full Cost	<input type="checkbox"/> LINK	<input type="checkbox"/> Employer

## Student Declaration and Learning Agreement - a copy of our full privacy notice can be found on our website [www.wlco.ac.uk](http://www.wlco.ac.uk)

West London College will collect the following personal data under GDPR Article 6b (Contract), 6c (Legal Obligation), 6e (Public Task) and 9j (Statistical Purposes) in order to meet our legal obligations with the Education and Skills Funding Agency (ESFA) and Office for Students (OfS) and in order for us to carry out our public task to provide education and training.

We need to process data so we can provide you with the highest standards of education and training we are able to give, and to meet legal obligations from government organisations. We will use your data to:

- Support your learning, monitor and report on progress
- Provide appropriate guidance and pastoral care
- Assess the quality of our services
- Comply with the law regarding data sharing
- Keep you safe
- Comply with contractual obligations
- Keep you informed about issues affecting and related to your studies

Contact details will not be used for marketing or survey purposes without your consent, which can be withdrawn at any time. However, the College will use the contact information to contact you in order to carry out our duties to you, for example to notify you of a change of course date, and also to obtain data where legally required, such as destination surveys.

We collect parent/carer/emergency contact details, under GDPR Article 6c (Legal Obligation). We require this information for students under 18 at enrolment and collect this under article 6b (Contract) in order to support the delivery of education and training as fully as possible. We will use this to inform your contacts about your educational performance and behaviour. We will inform third parties that we hold their information. If you are under 18 and do not wish us to hold parent/carer/emergency contact details, please put your request in writing and a meeting will be arranged to discuss.

The information you provide us on this form will allow us to share information with Government departments to enable them to carry out their statutory functions. This includes but is not limited to, Ealing Borough Council and other local authorities, virtual schools, ALPS (Association of Learning Providers), the Police, Home Office, UKVI and any other bodies connected with VISA applications or fraud detection.

### Greater London Privacy Notice

The Greater London Authority (GLA) is London's regional government. The Mayor of London provides Citywide leadership, and the London Assembly is a watchdog for London responsible for holding the Mayor and his advisers to public account. Find out more about what we do and who we work with at [www.london.gov.uk](http://www.london.gov.uk). The Mayor of London is responsible for the Adult Education Budget (AEB) in London and the funding provided for your course. This funding is being used to 'match fund' a European Social Fund (ESF) programme for residents in Greater London. The majority of the information provided by you in this Enrolment Form is collected by Education and Skills Funding Agency (ESFA) under its privacy notice (see below). This information is shared with the GLA, which operates as a data controller of your personal data under relevant data protection law. The GLA is required to process your personal data to enable it to carry out its functions and statutory responsibilities including reporting to the Department of Work and Pensions (DWP) on the 'match funding' of ESF programmes. In addition, the GLA collects some supplementary information to comply with ESF requirements, for which the DWP is the data controller. Information about use of and access to your personal data held by the GLA, details of organisations with whom the GLA regularly share data, information about how long the GLA retain your data, and how to exercise your rights is set out in the GLA AEB Procured Privacy Notice

[https://www.london.gov.uk/sites/default/files/2019-07-30\\_aeb\\_procured\\_privacy\\_notice.pdf](https://www.london.gov.uk/sites/default/files/2019-07-30_aeb_procured_privacy_notice.pdf)

### ESFA Privacy notice.

This privacy notice is issued by the Education and Skills Funding Agency (ESFA) on behalf of the Secretary of State for the Department of Education (DfE) to inform learners about the Individualised Learner Record (ILR) and how their personal information is used in the ILR. Your personal information is used by the DfE to exercise our functions under article 6(1)(e) of the UK GDPR and to meet our statutory responsibilities, including under the Apprenticeships, Skills, Children and Learning Act 2009. The ILR collects data about learners and learning undertaken. Publicly funded colleges, training organisations, local authorities, and employers (FE providers) must collect and return the data to the ESFA each year under the terms of a funding agreement, contract or grant agreement. It helps ensure that public money distributed through the ESFA is being spent in line with government targets. It is also used for education, training, employment, and well-being purposes, including research. We retain ILR learner data for 3 years for operational purposes and 66 years for research purposes. For more information about the ILR and the data collected, please see the ILR specification

at <https://www.gov.uk/government/collections/individualised-learner-record-ilr>

ILR data is shared with third parties where it complies with DfE data sharing procedures and where the law allows it. The DfE and the English European Social Fund (ESF) Managing Authority (or agents acting on their behalf) may contact learners to carry out research and evaluation to inform the effectiveness of training. For more information about how personal data is used and your individual rights, please see the DfE Personal Information Charter ,

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter> and the ESFA Privacy Notice

<https://www.gov.uk/government/publications/esfa-privacy-notice>

### West London College Marketing Consent

Marketing Contact Type

☐ By post ☐ By phone ☐ By email ☐ By SMS ☐ By Social Media

Sharing Information

☐ By email ☐ By Web Site ☐ By Social Media

I understand that West London College:

- Will respond to reference requests from employers where you have given permission.
- Will supply attendance, progress and achievement data to third parties, who have paid fees on your behalf.
- Will advise nominated next of kin of significant unexplained absence if a student is in the under 18 age group\*and cannot be contacted.
- Will invite parents/guardians of students in the under 18 age group\* to a student progress review evening.
- May use [your ID](#) photograph in internal reporting for additional identification purposes. This will be kept on file for a period of three months following the end of the academic year.
- May supply attendance and progress data to parents/guardians of students in the under 18 age group\*.
- Holds a policy to pursue late or non-payment by any method appropriate, including debt collection agencies and if necessary, court action and reserve the right to pass on the cost of collection to you should we need to refer your account to an external collection agency.

I understand that:

- If I leave a course/programme, refunds are not usually given and all amounts outstanding remain payable as per West London College fees policy.
- My learning programme and fees may be modular and may require timely progression.
- My learning programme and fees may be annual.
- Physical access to the College may be denied through the access control barriers and suspension from the programme if fees are not paid.
- I am also signing up to future progressions of this learning programme, and/or subsequent transfers as deemed academically appropriate to enable me to achieve my learning goals. These changes will constitute part of this learning agreement.
- The European Social Fund may support my learning programme.

I agree:

- To inform the College of any change of information during my programme of study.
- To abide by the College code of conduct and follow all College rules.
- That I have received advice and guidance on my choice of learning programme to assess my suitability in accordance with College procedures.
- To the study programme or project detailed in my student learning programme, including payment of any related fees where applicable.
- That I am aware of the College's Fee and Charging policy.

I certify that the information I have given is accurate and no material information has been omitted. I agree to abide by the College rules, regulations, policies and procedures, and I have read and understood the information above.

By signing the Enrolment Form and Learning Agreement I confirm the contents are true and accurate. I understand that declaring false information may lead to prosecution and the College may also attempt to reclaim any tuition fees and support costs provided.

I have had an opportunity to read and I agree to the Student Learning Agreement.

Student Signature:

Date:

\* or a vulnerable adult

## Enrolment Form Completion Guidance

Section 1	Personal details Must be legal name - please check ID and name recorded . National Insurance number must be provided for anyone claiming an unemployment/low wage benefit only provide term time address if different from home address for adults - not too worried about the previous college /school attended, but do need to know if they are studying elsewhere and what - as we may need to reduce the funding
Section 2	
section 3	MUST be completed by all Learner must sign if they are self-declaring anyone who has immigration permission other than UK/EU national or who has not been in the country for 3 year + will be required to provide residential evidence
Staff Use Only	College will fee assess residency
Verification	to be completed by partner and
Devolution	College will complete
section 4	to be completed by all students
section 5	to be completed by all students
section 6	to be completed by all students - note I am looking at the process when someone has indicated yes
section 7	all
section 8	note any learner that appears to be repeating a level - we may request details as to what was previously attained
section 9	please ensure this is fully completed with the course details Staff MUST sign
section 10	learner must sign and indicate the relevant boxes please provide evidence e of remittance for section 3 college staff will complete fee assessment
section 11	all students Must sign

## #2 Student contract

# STUDENT CONTRACT

**(Applicable if you are ever on-site at any one of the  
West London College campuses)**

The Student Contract sets out college expectations so that life at college is productive, rewarding and helps prepare you for the work environment. We reserve the right to take disciplinary action against any student who fails to comply, which could lead to exclusion from the College.

1. I will be considerate, polite and respectful towards the persons and property of other students, staff and the whole College community. I will not use offensive language.
2. I will visibly wear my College ID card, using the lanyard provided, at all times when I am at College. I understand that I must never lend my card to another student. If I come to College without it, I understand I may be refused admission and if I lose it I will have to purchase a replacement at a cost of £5.
3. I will dress in a way that is appropriate to the needs of the course, taking into account Health & Safety considerations. I will not wear a hood, cap, hat or any item which covers my face, e.g.: the niqab (face veil). I will refrain from wearing any article of clothing which displays any motif or slogan that may offend or be considered incitement. I accept that other College users may dress in a way that I feel is not appropriate, but I will not make negative comments about their choices.
4. I will not smoke on the College premises. I will not bring alcohol to College. I will not gamble, be drunk, possess, use or supply any illegal drugs on College premises, or while involved in College activities away from the campus. I will not attend College if I am under the influence of alcohol or illegal drugs. If I am found in possession of drugs or alcohol I will be immediately withdrawn.
5. I will not take part in any dangerous or illegal activity. I will not do anything which may incite racial or religious hatred. I will not carry or use any offensive weapon. I understand that the College can carry out screening or personal searches for weapons, drugs and alcohol.
6. I will attend and be on time for all classes, tutorials and other College activities required by my course. If I am unable to attend due to sickness, or any other valid reason, then I will contact my tutor. Note: Contact information will be supplied by your tutor at the start of the course.
7. I will come to College fully prepared for my lessons, bringing all necessary equipment with me.
8. I will complete all coursework and homework, by the agreed deadlines and to the best of my ability. I will do my best to achieve the required standard in assessments, tests or examinations and will make sure that all work is my own.



9. I will not use my mobile phone, tablet, MP3 player or any similar device in the classroom unless directed to by my teacher. I will not use the loudspeaker function on any such device whilst at College, unless directed by a member of staff.

10. I will comply with all College policies, including those on tutorials, health & safety, equal opportunities, safeguarding, academic misconduct and IT. Note: All policies can be found on the Student Portal.

11. I will represent the College in a mature and responsible way. This includes whilst on trips, work experience, as a volunteer on external groups/forums; or when taking on additional roles such as Student Representative, Safeguarding Champion or Student Union officer.

12. I will comply with this contract and all general rules regarding my behaviour in all areas of the College in order that a pleasant environment is maintained for the benefit of the whole College community.

I agree to abide by the College Student Contract. I understand that failure to do so could result in disciplinary action being taken in line with the College Disciplinary procedure.

I confirm that I have received a copy of the 'Student Handbook'

Name: \_\_\_\_\_ Course: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#3 Withdrawal / Cancellation

## AEB Withdrawal / Cancellation Form

<b>Learner Name</b>												
<b>Data number</b>												

### Section1 – Course Detail

Qualification Title												
Learning Actual End Date					2	0						
Qualification Title												
Learning Actual End Date					2	0						
Qualification Title												
Learning Actual End Date					2	0						
Partner/Department												

### Section 2 – Withdrawal Information

Please give a brief description why the learner has withdrawn:

Please give a brief description of your attempts to contact the learner:

Details of support offered to enable the learner to continue on the course:

Date Employer contacted (if applicable):

### Section 3 – Completion Information

☐

**Withdrawal** - I can confirm that this learner has withdrawn from the programme and that a formal withdrawal letter has been issued.

This document must be submitted with evidence of last day of learning for each aim.

Destination – Please Select:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Paid Imp 16+ hpw               | <input type="checkbox"/> Not in paid employment, looking for work     | <input type="checkbox"/> Apprenticeship    |
| <input type="checkbox"/> Paid Emp less than 16 hpw      | <input type="checkbox"/> Not in paid employment, not looking for work | <input type="checkbox"/> Other FE          |
| <input type="checkbox"/> Self-employed 16+ hpw          |   | <input type="checkbox"/> Other HE          |
| <input type="checkbox"/> Self-employed less than 16 hpw |   | <input type="checkbox"/> Unable to contact |
|   |   | <input type="checkbox"/> Not known         |

Provider Name  
Provider Signature


Date

--

#### #4 Additional Learning Support

## ADDITIONAL SUPPORT ASSESSMENT AND SUPPORT PLAN

### Section 1 Learner Profile

<b>Family name:</b>	First name:	Date of birth:	Date student started on course
<b>Student ID Number:</b>	Centre:	Tutor:	
Course(s) with code			Today's date:

Please indicate the learning support needs of this learner using the codes below, giving any further explanatory details in the space provided

Disability affecting mobility	
Disability ( wheelchair user)	
Disability: other physical	
Disabilities: Multiple	
Disabilities: profound complex	
Dyslexia	
Emotional /behavioural difficulties	
Hearing impairment	
Learning difficulty-moderate	
Learning difficulties - multiple	
Learning difficulty – other specific	
Learning difficulty – severe	
Medical condition	
Mental ill health	
Visual impairment	

**All learners (aged 16-25) with additional learning needs are entitled to a Learning Difficulty Assessment when they transfer from school**

If this learner is 16-25, have you seen their EHCP?	<b>Yes / No</b>
<p><b><u>Remember - Funding from the local authority depends on an LDA existing: we must have it.</u></b></p> <p><u>Which borough wrote the report ?</u></p>	

<p>Using all information and your own observations, what are the learning support needs of this learner and how will they be met in college. (e.g. small group size, double staffing, support for learning, personal care), Individual support (1:1 )for particular tasks or throughout course. Indicate provider</p>
---

## Section 2. Assessments pre Enrolment

Please tick which activities occurred during Pre-Enrolment and record approximate time spent on each on a 1:1 basis with the student.

If this does not apply, please go to section 3.

Please make sure all evidence supporting activities below are kept in student's blue file

Activity	Yes	Hours	Comments/notes
Meeting the student			
Interview with student			
Meeting members of family			
Meeting with Social/key Worker			
Meeting with Teachers			
Meeting with Connexions			
Visit to School			
Pre enrolment advice from guidance staff			
Tour of College	Group size:		
Taster session	Group size:		
Any other activity - please state			

Do you have copies of any other assessment documentation from outside the college ?

Yes ☐ No ☐

Please enter details	Yes
School records/ Annual school reports	
Statement of educational need or review	
Any other documentation relating to learners needs that will affect how they should be supported e.g medical report or doctors assessment (please specify)	

What are the learner's long term goals?

## Section 4. On Programme

Does the learner need on-programme support? Yes ☐ No ☐

*If Yes, fill in the details of what will be provided by EHWLC below.*

*Please complete a section for each class group ( details of class size and lsa )*

Support needed	Size of group	Hrs per wk	Weeks
<b>1. Reduced Class size</b> (include course name or code)			
<b>&amp; LSA (small group)</b>			
<b>2. Reduced Class size</b> (include course name or code)			
<b>&amp; LSA (small group)</b>			
<b>3. Reduced Class size</b> (include course name or code)			
<b>&amp; LSA (small group)</b>			

<b>1:1 (LSA)</b> Dedicated individual support			
<b>Rationale to be kept in Blue File</b>			
Lunchtime support - Specify group or 1:1			
Double staffing (Tutor)			
Extra personal tutorial support			
Tutor work experience support (timetabled)			
LSA work experience support (timetabled)			
Any information on other support provided by External organisations :			

## Section 5

### Summary of Support: (hours, duration, type)

Section	Stage	Type	Hours per week	Duration /wks
2	Pre Entry			
3	At Entry			
5	On Programme	1:1 (LSA)		
		Small Group support by LSA state group size:		
		Reduced class size		
		Double staffing (Tutor)		
		Any other extra support – <ul style="list-style-type: none"> <li>• lunchtime</li> <li>• personal tutorial</li> <li>• lsa or tutor support for work experience</li> <li>• Other <i>Please specify</i></li> </ul>		
	ILPs/Reviews:			

**Assessor and Learner must both sign to show they agree the support plan.**

**Student signature** \_\_\_\_\_

If the student is unable to sign with understanding, a keyworker (**NOT EHWLC staff**) may sign on their behalf, **if their role is noted here**

**If the student is unable to sign for her/himself please note reason here**

\_\_\_\_\_

**Assessor signature** \_\_\_\_\_

**Name & position** \_\_\_\_\_

## # 5 - ILP

<b>Learner Name:</b>		<b>Data No:</b>	
<b>Course:</b>		<b>Level:</b>	<b>Hours Per Week:</b>
<b>Initial IAG</b>			
Qualification on Entry / initial assessment result: <b>English</b>		Course Recommendation:	
Qualification on Entry / initial assessment result: <b>Maths</b>			
Dyslexia Y/N:		Do you have any disability that might affect your learning?	
<b>Individual Learning Plan</b>			
What are you hoping to gain from the course?		What are your employment goals?	
<b>On-Entry Targets</b>		<b>Review Date</b>	<b>Learner's Comments</b>
Course specific			
Classroom and job skills:			
Learner Signature: ..... Tutor Signature: ..... Date: .....			
<b>Mid-Course Targets</b>		<b>Review Date</b>	<b>Learner's Comments</b>
<b>Date Set:</b>			<b>Teacher's Comments</b>

Course specific			
Classroom and job skills:			
Learner Signature: ..... Tutor Signature: ..... Date: .....			
<b>End of course review</b>			
What are the main things you have gained from completing this qualification: <ul style="list-style-type: none"> <li>◦</li> <li>◦</li> <li>◦</li> </ul>		Tutor Comments:	
<b>Exit Review</b>			
I would like to progress on to a higher course		Job Opportunities	
Course Recommendation			
<i>Please circle how near you are to your goals on a scale of 1-5 (1 = Not Ready... 5 = Achieving Goal)</i>			
<i>Course specific goals</i> 1   2   3   4   5		<i>Employment goals</i> 1   2   3   4   5	



## Learner Forum – Partners/Subcontracted Provision

Date:

Time:

Location/Partner:

### Course Level

- Why have you taken this course?
- What is it like to be a learner at ....
- Does the order of the course content make sense?
- Are you challenged to achieve? *Feedback/target setting/ILPs*
- What are your career goals? *Are they clear/are they aspirational?*
- Did the course meet your expectations?
- What improvements would you make?

### Prevent /Safeguarding/ Environment

- What is your understanding of Prevent?
- Do you feel safe and do you know where to go if you don't?
- What do you think about the environment?

### Progression

- What do you plan to do as a result of this course?

(Security specific)

- Do you have a clear understanding of the steps you need to take to obtain your security licence?

## Staff Discussion – Partners/Subcontracted Provision

**Date:**

**Time:**

**Location/Partner:**

### **Competency:**

- How do you update your industry experience/expertise/pedagogy/teaching practice?
- Do you get CPD/Support from your LIV/Managers?

### **Safeguarding and Prevent:**

- What is your understanding of the Prevent Strategy and how do you promote awareness with your learners?
- Do you know who your safeguarding lead is and how do you report concern
- Have you read part one of 'keeping children safe' and signed a document to state this?

### **Communication:**

- How do you keep in touch with your managers?
- Does college feedback get cascaded? If so how?

## #7 – Register

<b>Session Title</b>			<b>Tutor(s)</b>		<b>Delivery Postcode</b>	
<b>Start Time</b>		<b>End Time</b>		<b>Duration (Hrs)</b>		<b>Room(s)</b>

<b>Register Key:</b> ✓ = Attended                      U = Unauthorised Absence                      A = Absent with reason                      W = Withdrawn							
<b>Qualification:</b>							
<b>Surname</b>	<b>First Name</b>	<b>DOB</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
<b>Number of Attendees</b>							
<b>Tutor Initials</b>							

I certify that the information provided is correct

<b>Tutor</b>		<b>Signed</b>		<b>Date</b>	
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Page \_\_\_\_ of \_\_\_\_