# MEDWAY ADULT COMMUNITY LEARNING SERVICE

**QUALITY IMPROVEMENT PLAN**

**1st August – 11th March 2014 (Version 2)**

##### Key to Quality Improvement (QI) Progress/Completion

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| Some progress toward achievement | **Red** |
| Significant progress towards achievement | **Amber** |
| Measure fully implemented quarterly review and evaluation | **Green** |

**N.B. For full details of progress against each issue please refer to Quality Meeting minutes**

**Outcomes for learners**

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| **Outcomes for learners Grade: 3** | | | | | | |
| **Strengths** | **Action** | **Outcome/Improvement Target** | **%** | **Ach** | **By Who** | **By When** |
| Learners are well motivated, enjoy their studies and often attain their personal learning goals. They develop their skills well and often apply these in their everyday lives.  Learners receive particularly good  Pastoral and welfare guidance and support  Supportive tutors actively encourage learners to extend their Knowledge, develop personal and social skills and build their self-confidence  Learners on employability programmes and those undertaking apprenticeships qualifications achieve well.  Fewer achieve their qualification within the agreed time scale  There are no significant variance in how well learners from different groups achieve | Further develop our good practice through classroom observations, more robust ILP's and the review process. ongoing  Further develop our good practice and share and embed across the service  Further develop our good practice and share and embed across the service  Apprenticeships on hold until after re-inspection due to the timely success rates  To further Increase employability provision to meet the needs of specific sector skills 13/14  16-18 class room provision due to small cohort achieved significantly below against the 19+ success rates and will discontinue provision though 12/13.  Continue to monitor Success Rates regularly and communicate across the Service.  Success rates motored monthly  Target setting for achievement rates | Learner evaluations  Classroom observations  Ofsted report  More insightful group work, contextualisation, explore themes in depth, learners to engage enthusiastically in discussions around topical issues to extend their confidence  Standards of all lessons need to improve. The promotion of employability skills and the development of English and maths. Raise learners’ awareness of, or to promote the development of core skills that learners require to gain employment, English and Maths sufficiently  Ofsted Report  Ofsted report  Qualification Success rates  Job outcomes above national bench mark  Employer and partnership feedback  HOS to head up and put into place the correct policies and procedures for a successful apprenticeship programme.  This provision has been handed over to the College as MACLS do not have the correct facilities to run these programmes  Managers have good access to timely data on the performance of different groups.  Qualification Success Rates  SMT meetings  Quality Review Meetings  PAMs 1-2-1with manager  PALs 1-2-1 with PAMS | 85%  100%  20%  25%  100%  75% | **√**  **√** | Tutors  Pals  Pams  Tutors  Pam  Pal  SMT  PAMs  PALs  Tutors  SMT  HOS  PAMs  PALs  Tutors  HOS  SMT  Pams | Feb 13  March 14  March 14  March 14  Feb 13  March 14  Oct 13  March 14 |
| **Requires Improvement** | **Action** | **Outcomes/Improvements Targets** | **%** | **Ach** | **By Who** | **By When** |
| Success rates are above bench mark in most areas, some require further improvement  Outcome of learner initial assessment should be used to identify each individuals needs to achieve their programmes    Learners need to be challenged through SMART target setting  Tutors need to cater for the wide range of learners’ abilities and knowledge in lessons and adopt suitable procedures to monitor and review progress and set suitable targets  English and maths needs to be consistently embedding across the service  Accurate recording of the progress and achievement of learners on non-accredited courses requires improvement  Tutors do not use the information on the individual’s needs to tailor teaching to meet these needs of the learner  Opportunities for disclosure for LLDD learners, staff need further training and development to encourage and implement a more robust procedure.  Staff do not identify, plan or promote sufficient progression opportunities for learners. | All success rates to exceed national targets,  ESOL to be monitored closely to increase success rates as a decline at present  Community learning a bench mark to be agreed for all areas to achieve and succeed achievement rates  Implement new IPL's, Initial Assessment and review process ongoing and recording audit trail.  Initial Assessment carried out on all learners and a checking system to make sure learners are placed at the correct level  LSIS training on the learner’s journey, Staff training and development identified through Ofsted Inspection, OTLA's, programme audits and PDR's.  Link OTLA's to CPD  Staff development on developing agreed SMART targets with the learner.  Continuous training and development on SMART goal setting negotiated with the individual learners.  Using the BSKS Builder more effectively as part of the Initial Assessment process to identify the correct level of learners at start of programme  Initial assessment needs to be used correctly and place the learners onto the correct programme levels  Further development on the RARPA for all staff through the Quality reviews that have been implemented.  A more robust RARPA moderation process is needed to ensure rigour and consistency  LSIS training on Learners Journey  Identified training from OTLA's need to feed into the Staff training plan  Link OTLA's to CPD  Bite size training sessions following the learners journey  Update ILP to record the learners journey information  Session plan to be developed to meet the needs of each individual learner.  LLDD needs to be discussed regularly with learners so disclosures can be dealt with timely  Identified at induction  Identify further funding to support the needs of the learner  Plan or promote progression opportunities for learners and record accurate learners’ destination.  Information needs to be improved, advice and guidance on either entry to, or exit from, the service. Too few learners make the progress they might to further study, to voluntary work or to employment | Outcomes for learners requires improvement  Closer monitoring through target setting to be set and agreed with all staff  SMT Meetings monitoring  Exceed national targets  Identify learners at risk early in the programme  Quality review meetings monitoring.  Tutors do not use information from the initial assessment well to place learners on the correct level programme  Ofsted report  Initial Assessments  Diagnostic Assessment, ILP's  Reviews  Quality meetings  Quality review meeting  PAMs 1-2-1 review meeting  Staff Training  OTLA’s  Recruitment  Initial Assessment  Review Process  Action planning  ILP audit  OTLA’s  Learning Walks  Staff training  Tutors need to design lessons that develop English and maths or employability skills  Monitored through the OTLA process  Initial Assessment  Diagnostic Assessment  Ongoing reviews and action planning  Quality Review meetings  Inspection meetings  Quality meetings  Learner Walks  Training and development  Managers need to monitor and report learner’s achievement and progress more clearly and accurately  Following RARPA  Initial assessment  Ongoing review and action planning  SMART Goal Setting  Training and Development  Quality Review meetings  Inspection meetings  Ofsted requirements  Inspection meetings  Quality Meetings  Quality review meetings  PAMs 1-2-1 monthly meetings  Training and development  1-2-1 review meetings to establish SOW  Set SMART targets  Review progress ongoing  Individualised ILP  Correct information recorded in the learners journey  ALS Records  Disclosure forms completed correctly  Embed throughout Recruitment and Induction  Embed throughout programme  Use of additional funding being used  Directory  Publications  Website  Registration  Induction  Improved IAG  Review process  Action planning  Final review will sign post next progression and record learners destination | 45%  25%  25%  25%  0%  25%  15%  10% |  | HOS  SMT  PAMs  PALs  HOS  SMT  PAMs  PALs  HOS  SMT  PAMs  PALs  Tutors  PISCs  HOS  SMT  Pans  Pals  Tutors  LSA’s  HOS  SMT  PAMs  PALs  Tutors  SLA’s  HOS  SMT  HOC  PAM’s  PALs  SLAs  PISCs  PAMs  PALs  Tutors  SLAs  HOS  PAMs  PALs  Tutors  SLAs | March 14 |
| March 14  March 14  March 14  March 14  March 14  March 14  March 14 |

**7.2 Quality of Provision**

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| **Quality of teaching Learning and Assessment Grade: 3** | | | | | | |
| **Strengths** | **Actions** | **Outcome/Improvement Target** | **%** | **Ach** | **By Whom** | **By When** |
| Teaching and learning in employability programmes are good  Good accommodation and resources are used well by tutors to enhance the quality of teaching and learning  Learners are well motivated, enjoy their studies and often attain their personal learning goals. They develop their skills well and often apply these in their everyday lives.  Many of the more experienced and well-qualified tutors share their extensive subject knowledge well with learners and often have good strategies in place to check learners’ understanding of key principles.  There are no significant variations in how well learners from different groups achieve. | Tutors fail to raise learners’ awareness of, or to promote, the development of core skills that learners require to gain successful employment, or to develop English and mathematics sufficiently  Share best practice across the curriculum  Processes and procedures will be developed to embed all these areas across the service  and monitor  Continue to monitor the needs of the learners, curriculum development and the upkeep of all our classrooms and buildings.  In the better lessons, tutors plan projects and homework well, which encourages learners to experiment, be creative and try new approaches.  This approach needs to be embedded across the service    These tutors foster a supportive and constructive group ethos where learners work productively in lessons and motivate each other well  Peer training so this good practice is embedded across the service  Continue this good practice across the service and  monitor Success Rates and communicate across the Service.  Success rates motored monthly  Target setting for achievement rates  Success data  Ofsted report | Initial assessment  ILP  Ongoing review and action planning  SOW  Quality Meetings  Inspection meetings  Quality review meetings  OTLA Reports  Learning Walks  Ofsted report    Monitored through management 1-2-1’s with HOS  Learning walks  Action planning  H&S monitoring Checks  Ongoing audits around all classrooms and buildings.  Learners complete Stimulating activities, develop and use research and self-reflection skills effectively.  Community learning tutors set high expectations and encourage learners following creative art courses to display work around the learning centre and in local exhibitions  Curriculum planning  Partnership working  Directory  Goal setting  Set up Peer training so all tutors spend time within these groups to share good practice across the service  Quality Meetings  Quality Review meetings  Inspection meetings  OTLA’s  Learning Walks  Managers have good access to timely data on the performance of different groups.  Qualification Success Rates  SMT meetings  Quality Review Meetings  Inspection meetings  PAMs 1-2-1with manager  PALs 1-2-1 with PAMS  Initial assessment | 40%  75%  35%  35%  75% |  | SMT  PAMs  PALs  Tutors  SLAs  HOS  OP’s Man  PAMs  PALs  Tutors  SLAs  HOC  PAMs  PALs  Tutors  SLAs  SMT  HOC  PAMs  PALs  Tutors  HOS  PAMs  PALs  Tutors  SLA’s  HOS  PAMs  PALs  Tutors  SLA’s | March 14  March 14  Feb13  March 14  Feb 13  March 14  March 14  March 14 |
| Requires Improvement | **Action** | **Outcome/Improvement Targets** | **%** | **Ach** | **By whom** | **By When** |
| The quality of teaching and planning  Opportunities for disclosure of LLDD learners, staff need further training and development to encourage and implement a more robust process    Teaching, learning and assessment, tutors require further training and development to support learners and extend their knowledge and skills    Learners Journey to be embedded throughout all programmes to meet individual needs. | In a few lessons, tutors do not design strategies to cater for the wide range of learners’ abilities and Knowledge in lessons.  They do not plan sufficient challenging activities to push the more able learners or those on leisure programmes who have studied the course before.  Initial assessment should be used to inform the planning of good  At Quality review meetings OTLA’s will be monitored closely and the process and procedure to be a more timely process. At induction learning styles need to be identified and throughout the lesson planning learning strategies need to be embedded into the programme taking account of all abilities and knowledge within the classroom.  LLDD needs to be discussed regularly with learners so disclosures can be dealt with timely  Identified at induction  Identify further funding to support the needs of the learner  More robust initial assessment to identify LLDD earlier within the programme  Learners with learning difficulties and/or disabilities receive effective additional learning support which helps them participate and achieve. Tutors ensure learning support staff and volunteers understand their role and generally deploy them well.  Through the OTLA process further training and development identified will be linked to CPD  SMART action plans negotiated with learners to extend their knowledge and Skills.  LSIS training on the learner journey  Further training and development delivered since September 13, further training and development identified to ensure the learners journey is embedded throughout the learners' journey. | Screening  initial assessment  Diagnostic  Lesson Planning  SOW  ILP  Planning and review process  SMART target setting  ALS Records  Disclosure forms completed correctly  Embed throughout Recruitment and Induction  Embed throughout programme  Use of additional funding being used  LLDD Data  Initial Assessment  Specialist Tutors  Carers who accompany learners with learning difficulties and/or disabilities take over the practical task, which restrict the learners development   Monitored through the OTLA process  Quality meetings  Quality review meetings  Inspection meetings  E&D focus group meeting  Further develop the Initial assessment process  ILP  SMART action planning and reviewing  SOW  Session planning  Monitor this process through the,  Inspection meetings  Quality meetings  Quality review meetings  Training and development  Recruitment  Initial assessment  ILP  Assessment planning  Review  SMART action planning  Retention & Achievement Data  Bite size session for all tutors to attend that follows the learners journey from start to exit of programme  SMT meetings  Inspection meeting  Quality meetings  Training and development  Bite size sessions | 25%  15%  30%  30% |  | HOC  PAMs  PALs  Tutors  SLAs  LLDD  PISC  PAMs  PALs  HOS  HOC  PAMs  PALs  Tutors  SLA’s  HOS  HOC  PAMs  PALs  PISC  Tutors  SLAs | March 14  March 14  March 14  March 14 |
| The outcome of learners and Initial assessment should be used to inform the planning of good teaching by tutors  Embedding of basic/ functional skills  The quality and rigour of the observation process requires improvement  Assessment and recording  The use of ILT  Plans for Individual learning  Curriculum planning  Lack of specialist staff to provide support for learners | Good practice seen in adult skills budget provision to be shared across service and adapted for community learning  Learners enrolling onto courses leading to a qualification complete thorough initial assessment  Too often staff place learners on too lower level of course.  As a result the course does not challenge learners sufficiently.  Learners on community learning course self-assess their starting point, but this process is cursory because many learners judge themselves fully competent rather than identifying skills they could develop to a higher level.  Cross service themed observation needed to ensure that best practice is identified and shared service wide. Evidence should be explicit in all programmes and lessons  Using the BSKS Builder more effectively as part of the Initial Assessment process to identify the correct level of learners at start of programme  Initial assessment needs to be used correctly and place the learners onto the correct programme levels  Too much emphasis on the quality of teaching and planning and too little focus on the quality of learning and assessment in the observation process. All learners to make progress to their starting point and learning goals. Learning develops personal, social and employability skills and progression to higher qualifications  OTLA process needs to be monitored closely  Identifying the key areas within teaching and learning to focus on the quality of teaching, learning and assessment  Implementation teaching, learning and assessment data base  Assessment monitoring across the service is inconsistent and has resulted in some learners being disadvantaged i.e. PTTLS SFL and Pilates  Exam registration procedures to be improved along with on-going interim IV arrangements being made robust and consistent across the service  Further investment needed in staff training programme and the development of Moodle. Best practitioners to be identified and used as part of training programme across service  Although improvements are evident there remains a consistency issue across teams as evident from random samples and lesson observations  ILPs to be reviewed and monitored across the service to ensure consistency  Plans for individual learning  Too heavily based on historical programmes and tutors availability  Working closer with partner to identify the correct programmes needed  The development of a curriculum strategy and a community learning strategy to guide curriculum development and specialism required  Claw back of funding  No specialist staff in place | Initial Assessment  ILP  Action planning  Review  Inspection meetings  Quality meetings  Quality review meetings  CIF  RARPA  Tutors need to design lessons that develop English and maths or employability skills  Monitored through the OTLA process  Initial Assessment  Diagnostic Assessment  Initial assessment  Lesson observations  planning for learning  Observations  audit of ILP’s and SOW  Ongoing reviews and action planning  Quality Review meetings  Inspection meetings  Quality meetings  Learner Walks  Training and development  Outcome for learners  Initial assessment  ILP  Smart action planning and reviews  OTLAs process  Inspection meetings  Quality Meetings  Quality review meetings  Learner focused  Quality of planning  More robust tracking system  Robust quality assurance process  Policy implemented for a seamless exam process  Spread sheet to track the exams and qualification process  Initial assessment  ILP  Assessment and review process  Data  Further develop Moodle  Staff training and development  Inspection meetings  Quality review meetings  Lesson observations  Curriculum planning  Initial assessment  SOW  Sessions Plan  Inspection meetings  Quality review meetings  Quality meetings  Induction  ILP  Initial Assessment  Reviews, SOW  Collect requirements from partners  Analyse Skills data  Check through historical data  Achieve profiles and starts to meet monthly targets  Work closely with Mid Kent College  Identify programme delivery and cost out to make sure the correct use of funding has been used.  Any short falls should be identified and planned in  Run monthly reports to make sure the allocation of funding will be used correctly  Profile starts for curriculum to make sure ¼ funding has been used.  Training and development  Diagnostic  Develop own staff  Recruit specialist staff | 20%  25%  30%  35%  30%  30%  30%  10% |  | HOS  HOC  PISC  PAMs  PALs  Tutors  HOC  PISC  PAMs  PALs  Tutors  SLAs  HOS  HOC  PAMs  PALs  Tutors  SLAs  HOS  Exams  HOC  PAMs  PALs  Tutors  HOS  HOC  IT Department  PAMs  PALs  Tutors  HOS  HOC  PISC  PAMs  PALs  Tutors  HOS  HOC  HOO  FDM  PAMs  PALs  Tutors  HOS  LLDD  HOC  PAMs  PALs  Tutors  HOS  LLDD  HOC  PAMs  PALs  Tutors | March 14  March 14  March 14  March 14  February 14  February 14  February 14  March 14  March 14 |

**7.3 Leadership and Management**

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|  |  | **The Effectiveness of Leadership and Management Grade: 3** | | | | | | |
| **Strengths** | | | **Actions** | **Outcomes/Improvement Targets** | **%** | **Ach** | **By**  **Whom** | **By When** |
| The range of programmes on offer meets the needs of the local community and reflects the Council's priorities well  Partnership working effectively broadens the range of provision for learners  Data is analysed to determine any significant achievement gaps and the service has worked well to narrow the few it has identified | | | Implement a clear strategic direction for the service  Strategy for adult learning and community learning  Continue to align our delivery to meet the needs of the Council  Continue the timely monitoring of the data.  Using a robust system to track the progress of learners | Ofsted report  Service Plan and Targets  Directory  Ofsted report,  Service Plan and Targets  Learner Voice  Data-Success rates  Ofsted report  Quality review meetings  SMT meetings |  |  | SMT  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMS | Feb 13  Feb 13  March 14 |
| **Requires Improvement** | | | **Action** | **Outcomes/Improvement Targets** |  |  | **By whom** | **By When** |
| The number of observations has increased since inspection (February 2013), needs to be carried out in a timely manner  Equality and diversity    Health and safety management needs to be promoted and integrated in all programmes  Safeguarding needs to be promoted and embedded in all programmes | | | Continue with upward trend and prioritisation activities with a greater focus on teaching, learning and assessment  OTLA’s need to be linked to CPD  Focused training on meeting individual needs; use of ILT to celebrate & promote diversity. Further training and development on embedding throughout the curriculum  Maintain level of monitoring; publish H&S meeting minutes to learners; present regular summaries of accidents, evacuation drills etc. to staff and learners  An audit of risk assessments to be conducted on a yearly basis. Further training and development for all staff to embed throughout all programmes.  H&S audit to be carried out  Safeguarding training to be rolled out to all staff and volunteers to supplement their induction; Information for staff and learners available in a variety of formats; all managers to identify key aspects of safeguarding pertinent to their areas of responsibility. Embed throughout all programmes | OTLA reports,  OTLA database  Learning walks  Action plans  Training and development  SOW  ILPs  Reviews  Lesson Plans  OTLAs  Individual Training Plans  Statutory requirements are met in terms of facilities management; risk assessments fire regulations and safeguarding. Associated  policies/ minutes and development plans  H&S Focus Group Meeting  Minutes  Action Plan  SOW  Ice breakers  ILPs  Session Plans  Reviews  Safeguarding training spreadsheet | 30%  20%  50%  30% |  | SMT  PAMs  PALs  Other Partners  E&D Focus Group  SMT  PAMs  PALs  Tutors  H&S Group  Caretakers  SMT  PAMs  PALs  Tutors  Safeguarding Group  SMT  PAMs  PALs  Tutors | March 14  March 14  March 14  March 14 |
| Self-assessment and improvement planning process to identify correct strengths and weaknesses requiring improvement  Teaching, learning and assessment, tutors require further development to support learners and extend their knowledge and skills  Embedding of basic/functional skills across the service  Tracking of internal and external progression  The monitoring of support staff (LSAs and volunteers) practice  Implementation of the ILT strategy  Workforce development Focus group set up to allocate costs to align to the Service  Capturing learner voice  Strategic planning with vision and mission, clearly defining the aims and objectives of the service.  Performance management  Ineffective performance management has led to inconsistencies across the service with no clear lines of accountability that can then be actioned.  Financial reporting and budget devolution needs to be developed and managed by all service managers  Formative and summative IQA processes are inconsistent across the service | | | A more rigorous and on-going self-assessment process is needed to ensure areas for improvement are captured at an early stage and addressed in year through the quality improvement plan.  External Moderation  Monitored SMART action plans through the quality meetings, recorded correctly to show knowledge and skills have been extended  Through the OTLA process further training and development identified will be linked to CPD  SMART action plans negotiated with learners to extend their knowledge and Skills.  Robust Initial assessment process  Diagnostic assessment to identify learners starting point  Cross service themed observation needed to ensure that best practice is identified and shared service wide. Evidence should be explicit in all programmes and lessons  Using the BSKS Builder more effectively as part of the Initial Assessment process to identify the correct level of learners at start of programme  Initial assessment needs to be used correctly and place the learners onto the correct programme levels  Quality review  Destination date  Tracking system  Clear audit trail  Review meetings  Ensure an appropriate monitoring process equal to the monitoring of teaching staff is effectively developed and managed in 2013/14  Develop the ILT strategy to ensure it is aligned to the needs of the service  An allocated budget for workforce development plan needs to be put into place to ensure that staff development is aligned with service needs and communicated to all staff  Develop consistent learner surveys and a mechanism to ensure this info is disseminated across all areas and actioned accordingly  Develop a range of activities to capture learner voice  Development of whole service strategic plan  QUIP  SAR  Curriculum plan for both the adult skills budget and community learning  Fully implement Medway Council’s performance management framework  Implement a financial budget and share with service managers  Implementation of KPI targets, performance management and  Setting an agreed budget for each area of the curriculum (13/14)  The quality procedures in meeting the awarding body guidelines is inconsistent across the service  Implement a more robust quality monitoring system for accredited and non-accredited provision, to achieve bench mark data  Agree bench marks for non-accredited programmes  HOS to monitor WPL and Apprenticeships delivery to build capacity within the SFA contract with 16-18 ER.  ASB reduces each year, 16-18 ER will build the capacity within our SFA contract.  New Pilot for WPL and Apprenticeships within the council for May – July starts. | Implementation of a Quality Improvement Plan  Implementation of a Quality Calendar  End of year SARs and position papers on key aspects of provision  Staff Training  SAR Panels  External Monitoring  ILP  SMART Target  Action planning  Further Training and Development in embedding the learners journey throughout the programme  Further develop the Initial assessment process  SOW  Session planning  Monitor this process through the,  Inspection meetings  Quality meetings  Quality review meetings  Training and development  Audit Trail of Maths and English Support, embedded throughout the learners journey.  Tutors need to design lessons that develop English and maths or employability skills  Monitored through the OTLA process  Initial Assessment  Diagnostic Assessment  Initial assessment  Lesson observations  planning for learning  Observations  audit of ILP’s and SOW  Ongoing reviews and action planning  Quality Review meetings  Inspection meetings  Quality meetings  Learner Walks  Training and development  Tracking system  Data meetings  Quality Meetings  1-2-1 meetings  SMT meetings  No formal observations of LSAs and volunteers took place to determine effectiveness 12/13  OTLA’s  Reviews  Learning Walks  Action Plans  Inspection meetings  Quality review meetings  Implementation of an ILT strategy  Staff training and development  Twitter  Face book  Update website  Online bookings  Workforce development plan is in place but no budget allocation 14/15  Cost out  2 x Conferences  Training Plan  The capturing of the learner voice is inconsistent across the service with many areas not surveying learners during 12/13  Induction feedback  Interim Feedback  End of course feedback  Produce data of feedback findings annually.  Strategic planning for all aspects of the curriculum needs to be improved. There is a lack of departmental direction and agreed whole service objectives  Curriculum strategy  Organisational Plan  QUIP  SAR  1-2-1 regular meetings  PDR’s  Action planning  Profiling  Performance management  The reporting of financial information needs development  Performance related data is needed  Profiles with monthly starts and monthly income  Performance Managed  Ofsted report  IQA reports  EQA Reports  IQA minutes of meetings  Action plans  Staff reviews  MIS Data  QSR Data  Business Plan  QUIP  SAR | 40%  30$  25%  20%  10%  20%  50%  30%  50%  50%  35%  20% |  | HOS  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  PALs  Tutors  SMT  PAMs  PALs  Tutors  Learners  SMT  PALs  PAMs  Tutors  SMT  PAMs  PALs  IT  Tutors  HOS  SMT  WFD  PAMs  PALs  Tutors  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  PALs  Tutors | July 14  March 14  March 14  March 14  March 14  April 14  April 14  April 14  April 14  April 14  April 14  April 14 |