



Provider Guidebook

Management and Delivery of Quality Learning in Partnership with the Royal Borough of Kensington & Chelsea

Adult and Family Learning Services



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

Provider Guidebook

From the Royal Borough of Kensington & Chelsea

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Introduction

The Royal Borough of Kensington and Chelsea's Adult and Family Learning Service aims to deliver high quality learning opportunities that meet the needs of individuals through flexible, responsive and coherent provision. Adult and Family Learning will enable individuals to achieve their aspirations. It will give people the best chance to improve their well-being, widen their horizons and thereby enrich the community. It is our aim that it will be accessible to all and we will actively encourage participation from every group within the community.

These aims are not easily achievable but we have produced this Guidebook with the intention that it will aid us all in implementing the on-going improvements that will provide an outstanding quality service.

This Guidebook sets out what you need to know, and to provide examples of all the documentation that will assist you, to manage and deliver such quality learning provision, working in partnership with the staff of the Royal Borough.

The Guidebook will set out the roles that each of us has to play in the process of delivering the service as well giving you detailed information about how we can all ensure that the process of Quality Improvement is embedded in everything we do. We believe that this is the key to enabling learners to develop knowledge, understanding skills in a high quality, enjoyable and stimulating learning process. For that reason this Guidebook places all the key functions of delivery within the context of Quality Improvement. None of us can achieve this on our own, we all have our part to play - from the Learning and Skills Council, who currently allocate funding that originates from central Government (DIUS), to Ofsted who inspect and regulate, to front line staff and the tutors who work directly with learners.

You can find out more about the specific roles of each of the Adult and Family Learning Team later in this section but by way of introduction it's important for us to emphasise our commitment to the idea of partnership in the delivery of the service. As with any government funded provision there are rules and regulations we need to adhere to but we hope that this Guidebook will not only be a source of reference for some of those more regulatory functions that we have to carry out but also a useful and user-friendly guide in demonstrating how those functions can help rather than hinder us.

It will set out some of the key principles behind the approaches to the improvement of quality, the processes and cycles, e.g. Self Assessment and RARPA, that we follow and that provide a framework for our service and the timetables and forms we need to use. Of fundamental importance is the ability not just to implement changes but also to monitor and evaluate effectiveness and consider further developments. Most importantly it starts by letting you know what our own service will do to support both the achievement of those processes and you — the organisations who deliver the service to learners.

We then move on to information aimed at coordinators and managers from delivery organisations — how the processes of quality cascade down to your everyday work.

There is quite a large chapter relating to the work of tutors as we hope that not only will this act as a point of reference for tutors but it can also be used by their managers to induct them into the ways of Adult and Family learning when they first join.

Lastly, but by no means least appendices covering areas such as Equality and Diversity and Health and Safety.



From the Royal Borough of Kensington & Chelsea

What We Do To Assure Quality Learning

About our Principles, Responsibilities, and Ways of Monitoring

Adult and Family Learning Services

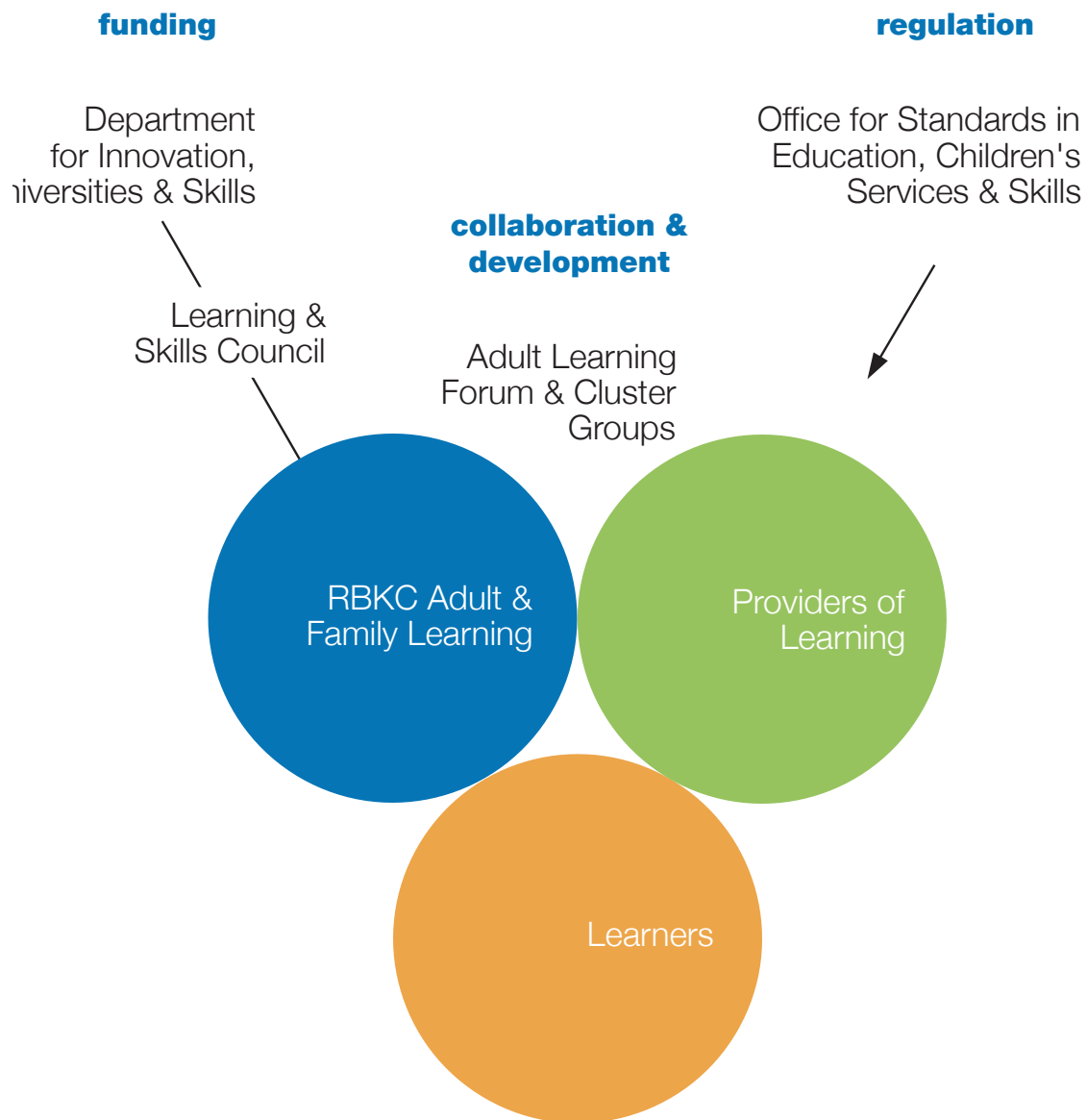


THE ROYAL BOROUGH OF
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From the Royal Borough of Kensington & Chelsea

Introduction

Who's Who in Adult and Family Learning



Who's Who in Adult and Family Learning

The diagram on the preceding page sets out three groups of key players in the delivery and operation of AFL in our local area. They are Royal Borough of Kensington and Chelsea's Adult and Family Learning Service, yourselves the Providers and most importantly the Learners.

However there are other organisations and groups of people that have a say in the funding, regulation and development of the Service. The diagram shows them feeding into our local groups and this section explains a little more about their role

Funding

Funding for Adult and Family Learning originates from Central Government. At the time of writing the department responsible for this budget is the Department for Innovation, Universities and Skills.

Learning and Skills Councils. At the time of writing funding and responsibility for ensuring the delivery of Adult and Family Learning is devolved to Learning and Skills Councils. Our regional office, the Central London Learning and Skills Council and they contract with the Royal Borough annually. From 2010 / 11 responsibility will move to the new Skills Funding Agency.

Regulation

The Office for Standards In Education, Children's Services and Skills (OFSTED) are required to inspect all aspects of the delivery of the AFL Service. In doing so they will have contact with

ourselves, yourselves and learners. Ofsted are there to ensure that our Service meets standards set out in the Common Inspection Framework and require that those standards are continually improved.

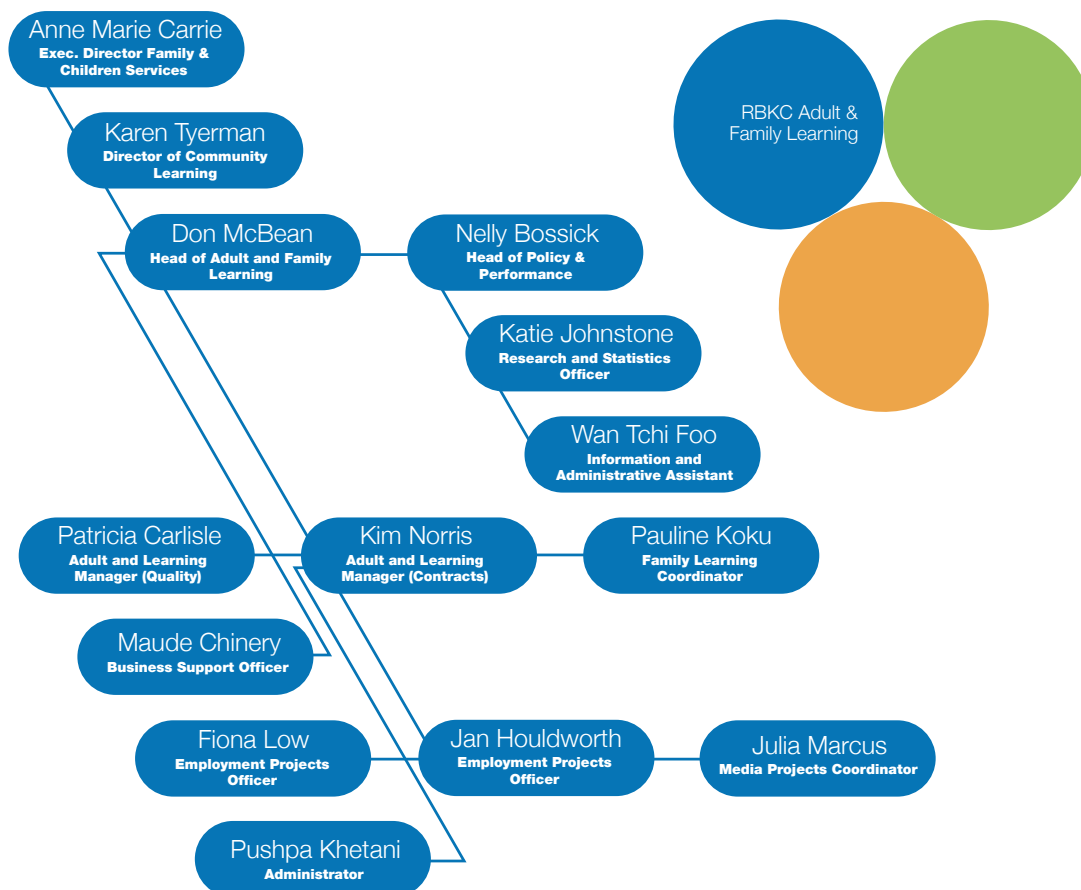
Collaboration and Development

More locally we have established a number of groups with the aim of more effective collaborative working and developing our Service. These groups are discussed more fully in the section "Collaboration and Developmental Groups" on page 21. Their work feeds into all our work. Good practice shared at Cluster Groups will improve the learners' experience. The Adult Learning Forum will inform the Service's strategic planning as does the work of the Data sub-group.

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Adult and Family Learning in the Royal Borough

The Royal Borough Organisation Chart



The Royal Borough currently contracts out the majority of its Adult and Community Learning provision. The Borough secures service delivery through contracting with organisations that can demonstrate the capacity to achieve the quality and performance standards required of us by the Common Inspection Framework and the LSC. The number of organisations may vary from year to year but currently our single largest provider is Kensington and Chelsea college and the remainder of our provision is delivered by organisations from the Voluntary and Community sector as well as schools for Family Learning.

These organisations enable the Royal Borough's Adult and Family Learning Service to ex-

tend its reach and support the learning needs of a wide cross section of vulnerable and hard to reach groups.

The two main budget streams that support Adult Learning are First Steps and Personal and Community Development Learning (PCDL) but the Learning and Skills Council's 'Neighbourhood in Learning Communities' (NLDC) currently provides a small budget to help build capacity in a number of these providers. It is both a priority and a challenge to ensure that all our providers, particularly those from the voluntary and community sector are equipped to meet the quality requirements of the Common Inspection Framework.

General Responsibilities

The Royal Borough's Adult and Family Learning Service Quality Improvement Framework is developed by the Adult and Family Learning Leadership Team. Consultation at draft stages is sought from the Director of Community Learning and the Adult Learning Forum (ALF).

All staff have responsibility to improve quality across the Service.

The Head of Adult and Family Learning oversees plans and activities contributing to quality improvement and reports to the Adult Learning Forum.

The Head of Adult and Family Learning, the ACL Managers, the Family Learning Coordinator and a representative from the Performance and Policy team meet once every term to develop and monitor quality processes, review internal quality standards.

Key Principles

- Quality improvement and self-assessment are complementary processes that cannot work effectively in isolation.
- A culture will be encouraged that motivates staff to provide a high quality inclusive service, responsive to the needs of learners.
- Appropriate resources will be allocated to implement the quality improvement and its monitoring processes.
- There is a designated manager responsible for quality.

The AFL Service will produce and operate a Quality Framework in the form of a Guidebook

that sets out the Service's commitment to improving quality and the processes to be followed to achieve them.

- The Quality Framework will set standards for those processes in accordance with the Common Inspection Framework expectations.
- The self-assessment cycle forms the basis of the Quality Improvement Framework and feeds into the strategic planning process and subsequent action plans.
- The Quality Improvement Framework will be regularly monitored and reviewed.

Scope of Quality Improvement

All the following documents, activities and processes fall within the scope of Quality Improvement. All need to be considered and taken into account when setting standards for delivery of high quality learning and assessing whether those standards have been achieved.

- Learner Engagement
- Teaching and Learning
- Learner Support
- Learner Progress and Achievement
- Learner Feedback
- Tutor Course review and evaluation
- Attendance and retention
- Progression rates and routes
- Programme Review / Evaluation
- Information Advice and Guidance (IAG)
- Staff Development and Performance and development review
- Good Practice Sharing
- Self-assessment and Development Planning
- Quality Management system review
- Equalities

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Adult and Family Learning in the Royal Borough

Responsibilities and Principles

- Health and safety
- Awarding Body requirements and procedures
- LSC requirements and procedures
- Cluster groups

The Quality Improvement Framework sets out details the processes associated with each element.

Equality

The work of the Adult and Family Learning Service operates within the context of the Royal Borough's Corporate Equality Policy - "Towards an Inclusive Kensington and Chelsea – The Royal Borough of Kensington and Chelsea's Equality Scheme" The substance and detail of this policy extends to our contracted delivery partners and is set out at Appendix I on page 120.

The Adult and Family Learning Team

The AFL Leadership team comprises those staff shown in the organisation chart on page 14.

The chart includes staff who you may not have regular contact with but who, nonetheless also contribute to the management, planning and delivery of our overall service.

The core leadership team comprises:

- The Head of Adult and Family Learning
- The ACL Manager – Quality
- The ACL Manager – Contracts and Equality
- The Family Learning Co-ordinator
- The Business Support Officer

This core team is supported by work from members of the Policy and Performance team.

The roles of respective post holders, particularly with relation to Quality Improvement are as set out below.

The Head of Adult and Family Learning

The Head of Adult and Family Learning is responsible for all aspects of the Adult and Family Learning Service.

Key Responsibilities

- Developing and implementing the Royal Borough's strategic approach to the delivery of Adult and family Learning provision.

- Ensuring the targets of the contract awarded by the LSC are met.
- Managing the budget for Adult and Family Learning Services.
- Managing and developing the staff of the AFL team.
- Ensuring the continuous improvement of quality within the service.

Specific Quality Improvement Responsibilities

- Leading and managing the development of quality improvement activities and systems across the AFL service.
- Chairing the Adult Learning Forum / PCDL partnership group.
- Leading the production of the Royal Borough's Self Assessment report.
- Managing the activities of leadership team staff to ensure that quality improvement is implemented and monitored.
- Reporting to the Director of Community Learning on issues of performance and quality for the service.
- Participating in formal review meetings with the LSC to evaluate performance and quality.
- Acts as nominee for Ofsted inspections.

ACL Manager – Quality

The ACL Manager - Quality is responsible for the operational management, delivery and implementation of Quality Improvement.

Key Responsibilities

- Support to delivery partners with all aspects of quality improvement.
- Monitoring of teaching and learning standards.
- Implementation of self assessment process.
- Ensuring service adherence to external standards and regulations affecting quality e.g. . Common Inspection Framework, RARPA process.
- Joint working with other team members to ensure consistency of standards.

Specific Quality Improvement Responsibilities

- Managing the organisation and delivery of the Observation of Teaching and Learning process.
- Organizing training for tutors, e.g. to meet minimum professionally required standards or as peer observers.
- Managing and organizing quality audits
- Organisation and management of cluster group meetings.
- Supporting voluntary / community sector providers to implement the self assessment process and produce effective individual Self Assessment Reports (SAR).
- Production of the AFL Service SAR.
- Participation in the Peer Moderation network of local authorities for the external

moderation of Self Assessment.

- Ensuring that providers and other staff are kept aware of current rules and regulations set by external bodies that are relevant to quality improvement.

ACL Manager – Contracts and Equality

The ACL Manager Contracts and Equality is responsible for ensuring that Voluntary and Community sector providers meet the required levels of performance as detailed in their AFL contracts. The post holder is also responsible for ensuring that all aspects of the service meet the requirements of Equalities legislation.

Key Responsibilities

- Monitoring of contracts to community and voluntary sector providers to ensure that performance standards are achieved.
- Support to providers to achieve the required standards.
- Ensuring providers meet current equalities legislation and support to improve services beyond minimum standards.
- Management of the Employment Projects team ,an in-house delivery arm of the AFL Service Team, and it's activities.

Specific Quality Improvement Responsibilities

- Managing and conducting the annual cycle of contract monitoring visits to assess provider performance against targets in areas such as Learner numbers, attendance, retention and achievement rates.

- Liaising with Policy and Performance staff to ensure provider data is punctual and accurate.
- Developing action plans with providers to overcome poor performance or under-achievement and monitoring their success.
- Co-ordinating termly evaluations of provider performance with Head of Service and ACL Manager – Quality.
- Make recommendations to Head of Service for action to be taking where providers are consistently failing to meet targets and quality standards.
- Liaising with ACL Manager – Quality to reinforce actions required as part of that post holder's role.
- Providing training to support providers' staff to improve support and access to services from people from minority communities within the Borough.

Family Learning Coordinator

The Family Learning Coordinator is responsible for the management and delivery of a range of activities designed to promote Family Learning.

Key Responsibilities

- Identification of appropriate delivery partners for all strands of Family Learning.
- Managing Family Learning contracts.
- Ensuring targets and performance standards are met.
- Recruitment and management of tutors for direct delivery of Family Learning activities.

Specific Quality Improvement Responsibilities

- To ensure that all standards and processes applicable to the main strands of Adult learning are implemented and achieved throughout Family Learning Activities.

The Policy and Performance Team

Staff within the Policy and Performance Team do not work within the same reporting structure as the AFL team but work alongside them to provide specialist tasks relating to the management of information systems (MIS).

The post holders within the team who play a key role in supporting the work of the AFL team are shown on the organisation chart on page 14.

Their Key Responsibilities in Respect of AFL

- Ensuring the timely and accurate collection and submission of data to the LSC.
- Management of the Learnertrack MIS that is used to record and analyse our data.
- Production of detailed quarterly and annual reports setting out the key data relating to the performance of AFL delivery.
- Production of the Annual Learners Survey.
- Participation in a variety of quality associated groups and meetings hosted by the AFL team, e.g. Data analysis groups, ALF.
- Production of MIS reports for specific AFL areas of work, e.g. retention by specific ethnic or other minority learners.

From the Royal Borough of Kensington & Chelsea

Monitoring and Evaluative Processes

Overview of the Quality Process

Overview of the Quality Process

Having set out the key functions of Council staff in the Quality Improvement process this section sets out the main processes and methods which we and yourselves utilise to assess, implement and evaluate improvements.

These processes are designed to ensure the Service is able to meet its commitment to high quality. In addition to processes that have been developed locally, such as the Cluster group meetings, there are some imposed upon us from externally such as the cycle of Ofsted inspections.

In promoting a culture of continuous quality improvement at all levels of the Service we seek over each year to build on our strengths and address areas where we could work better.

Quality is the responsibility of everyone working to deliver the AFL Service and alongside the processes specifically related to the management and delivery of AFL activities, the Royal Borough has its own rigorous procedures for ensuring quality of all the services it delivers. These procedures apply to the work of the AFL team and are complementary to our AFL-specific processes.

Quality Specific Processes

Within the framework for quality set out in this Guidebook there is a wide range of processes that contribute to the improvement of quality and its monitoring and evaluation. Whilst they will be listed separately to give an overview they are all complementary, and work done under one process will contribute to others, e.g. Observations of Teaching and Learning will form evidence to complete the Self Assessment Report.

This section aims to give an overview of the range of processes only and some will be set

out in more detail in the later sections for providers and / or tutors.

Key Processes

- Collaborative and Developmental groups
- Self Assessment
- The Self Assessment report
- Development Plans
- Observations of Teaching and Learning
- External Inspection
- Performance Monitoring
- Implementation of RARPA

These processes all on-going and have their respective timetables which when combined produces a cycle of events - a quality cycle. Each year we will produce and provide you with a calendar of dates for the forthcoming academic year outlining the dates for that cycle.

Collaboration and Developmental Groups

These groups are headed by Council officers who are also responsible for the organisation and administration of the groups, but in the majority of cases they can only function effectively with participation and contribution from our delivery partners. The groups currently comprise:

- The Adult Learning Forum
- The Cluster groups
- The Data sub-group
- The Peer review network group

Adult Learning Forum / PCDL Partnership

The LSC required that all Boroughs develop a PCDL partnership group to bring together key players within Adult learning and training. The aim was to achieve a more strategic and planned approach to the delivery of learning opportunities within the area regardless of funding streams.

In this Borough our own well-established Adult Learning Forum already served this purpose. For this reason the ALF and PCDL Partnership group are effectively the same. However we continue to refer to the group as the Adult Learning Forum.

Purpose / Objectives

To bring together policy makers, managers, planners and practitioners in order to:

- Inform the strategic planning of Adult and Community, and Family Learning across the Borough.

- Act as a forum for consultation on Royal Borough strategies, plans and policies.
- Highlight key issues related to The Royal Borough's implementation of Adult Community and Family Learning in the context of the national objectives for the sector.
- To promote and identify opportunities for collaboration and cooperation between providers, including joint funding bids.
- To promote the sharing of good practice between providers.

Key Responsibilities

- Identify any issues pertinent to the Royal Borough in relation to adult and community learning and family learning.
- Make recommendations to relevant bodies about future developments.
- Identify partnerships for project funding that will extend the capacity of stake holders.
- Take part in policy consultations.
- To promote continuous Quality improvement and Equality and Diversity.

Membership

Those involved in the development and implementation of Adult Learning Provision in the Borough, including:

- Policy makers, managers and planners
- Adult learning providers
- Information, advice and guidance providers
- The Adult and Family Learning Team
- The Research and Information team
- The LSC

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Monitoring and Evaluative Processes

Collaboration and Developmental Groups

Approach

- Inform the local strategic partnership.
- Convene four meetings a year focusing on key aspects of implementation.
- Identify key themes for each meeting.
- Invite key agencies to make presentations and take part in discussions.

Role of Participants

- Sharing of knowledge and information as it relates to the theme presented.
- Active involvement in the discussions.
- Disseminating of information relating to developments to the wider constituency.
- Nominating a suitable representative in the event of non attendance.

Data Sub-Group

Purpose

To jointly analyse, evaluate and utilise AFL data and MI to inform and contribute to the improvement of quality within the service

Membership

- Head of Adult and Family Learning
- ACL Managers
- Family Learning Coordinator
- MIS Manager

Key Responsibilities

- Ensuring most effective use is made of

available data.

- Reviewing available data to inform future planning.
- Production of data for inclusion within SAR.
- Reviewing available data to identify improvement needs and to consider developmental actions.
- Establishing appropriate benchmarks and monitoring of performance / standards.
- To identify future MI / data needs for the service.

Cluster Groups

Purpose

To provide a forum for tutors to meet with their peers to share good practice and develop new skills and knowledge.

Membership

The membership of the individual cluster groups is made up of tutors from the Voluntary and Community Learning Providers who deliver the particular subject area.

There are currently two cluster groups - one for those delivering PCDL provision and one for those delivering Skills for Life (SfL) provision.

Key Responsibilities

- Providing a forum for wider discussion of issues relating to curriculum planning, development and progression, and the sharing of good practice.

- Contributing to the self- assessment process for curriculum area.
- Disseminating best practice across curriculum areas.
- Promoting and facilitating the use of e-learning across the service.
- Interpreting, implementing and making recommendations to senior management on key national initiatives and issues.
- Ensuring that an effective, responsive Skills for Life development and training programme is delivered.
- Responding effectively to the teaching and learning needs of SfL.
- Sharing best practice across Sfl.
- Promoting and embedding Sfl

The Peer Review Network

Purpose

This group comprises members from other local authorities in London and acts as a way of referencing standards for this Borough's AFL Service with our peers in other areas.

Key Responsibilities

The ACL Manager - Quality has worked with the members of the group on projects such as moderation of our SAR, development of achievement standards for non-accredited learning. The members of the group act as "critical friends" to the other members and are able to provide an additional perspective for assessing the quality of our service.

Observation of Teaching and Learning

Some of these functions have been developed, and are driven forward locally by staff from the Royal Borough, e.g. the OTL process. Others such as the Self Assessment reporting are requirements of all organisations delivering publicly funded learning / training provision.

Purpose

To improve the standards and quality of learning and to develop the skills of tutors.

Key Responsibilities

- To ensure that no lessons are graded as Inadequate.
- Accurate grading of lessons.
- To provide a positive experience for the learner.
- To measure improvement in overall standard of Teaching and Learning.
- To identify staff development needs of tutors.

The Adult and Family Learning Service is committed to implementing clear and rigorous quality processes to improve the delivery of teaching and learning.

National developments in adult learning have provided a focus for the work which has been undertaken within Adult and Family Learning to enhance the quality of our provision. Central to this are teaching and learning observations.

The benefits of a robust OTL process are:

- Ensuring quality of provision for the learner.

- Recognising and sharing good practice in teaching and learning.
- Providing support and feedback to tutors
Identifying staff development needs

Key Principles

- Transparency –assessment which is clearly understood and is open.
- Fairness– all staff observed will experience the same procedures and be assessed against common criteria.
- Reflecting good adult learning.
- Supportive and developmental

Process

Each tutor will be observed within a two year cycle and new tutors are to be observed within 3 months of starting.

Detailed information on this can be found in the Providers' and Tutors' sections of this Guide. Simply put the process comprises:

- A pre-observation, preparatory meeting/discussion.
- A post-observation meeting for feedback and reflection and to agree any development needs.
- Agreement of an action to meet any developmental / improvement needs including a second OTL is required.
- The moderation of all OTLs by RBKC staff and AFL Peers.
- An appeals procedure in cases where agreement is not reached.

The Role and Responsibility of the Royal Borough

- To ensure that staff undertaking OTLs have undergone a programme of training and will be familiar with the process and documentation associated with it.
- To ensure that documentation relating to observations will, at all times, be held securely and in confidence.
- To manage the appeals process.
- To manage the moderation process.

The Moderation Panel

The Moderation panel will meet annually to moderate the grades of OTLs and to identify any training needs amongst AFL tutors.

The moderation panel will comprise:

- AFL Voluntary and Community sector Observers from within the Borough.
- Observers from Harrow Adult Learning service.
- The Quality Officer from Harrow Adult Learning Service.
- ACL Manager (Q)

Appeals Procedure

Details of the appeals procedure can be found in the providers and Tutors Chapter of this guide-book on [page 78](#).

Performance Monitoring

Purpose

To ensure that contract targets and standards are met by our Providers and contribute to the improvement of those targets and standards

Process

The ACL Manager–Contracts will work with Voluntary and Community sector providers to review and monitor performance on a “right touch” basis. In general, monitoring will be conducted at a series of termly visits and as required phone and written communication. This will be adapted, however, to meet the needs of support required by individual providers.

Key Responsibilities

- To conduct a series of termly visits (or more if appropriate) to providers.
- To use the visits to discuss and assess progress towards meeting contractual targets and standards.
- To agree remedial action plans and support required where targets and standards are unlikely to be met.
- To co-ordinate support measures from the AFL team and elsewhere as appropriate to achieve remedial actions.
- To produce written reports of discussions and agreed actions.
- To arrange termly evaluations of providers performance with AFL team members and to recommend withholding of payments where performance is below targets and standards.
- To feed into the self assessment process for Adult and Family Learning.

Self-Assessment and Reporting

The Adult and Family Learning Service recognises that the self assessment process is fundamental to quality improvement. No organisation can expect to implement effective improvements without having a robust and embedded process for realistically assessing their own strengths and development needs.

In order to demonstrate this process all Adult and Family Learning Providers are required to produce an annual self- assessment report (SAR). It should encompass the views of all staff and learners.

The SAR should be regarded as the culmination of a continuous process of assessment and not as a discrete activity. The most accurate and successful reports are produced by organisations who have well embedded processes for reviewing their own performance over the course of the year rather than focusing on the production of a snap shot report once the year has ended. That said we must produce an annual report and this section sets out the AFL timetable and processes for doing so.

The AFL service must complete and submit a report to the LSC that encompasses all aspects of our work - teaching and learning as well as management and leadership. The report is expected to cover the same 5 key questions set out in the Common Inspection Framework.

The report is the fundamental document used by Ofsted when inspecting learning services.

Our completion of a comprehensive and accurate SAR relies on you, the Providers, to produce reports on the delivery of learning within your own organisations.

Our report will cover:

a) Introduction and background comprising:

- An overview of the service, context and mission.
- A description of the self-assessment process.
- A table of grades for leadership and management, and each area of learning.
- A table of statistical data.
- A summary of observation grades.
- Curriculum area / department reports.

b) Report on leadership and management consisting of:

- An overview of leadership and management, including judgements about equal opportunities and quality assurance.
- An overall grade, with contributory grades for equal opportunities and quality assurance.

There is more detailed information your own role as Providers in this process in the Providers Chapter on page 29. This section gives an overview from the perspective of the AFL team.

Time Table for the Self-Assessment and Reporting Process

| Activity | Deadline |
|-----------------|-----------------|
| Step 1 | July |
| Step 2 | August |
| Step 3 | September |
| Step 4 | September |
| Step 5 | September |
| Step 6 | October |
| Step 7 | October |
| Step 8 | 1 October |
| Step 9 | November |
| Step 10 | December |

Step 1 (July – End of Academic Year)

Providers and the AFL team begin to gather evidence to feed into the SAR. The Adult and Community Learning team will support providers and staff through workshops based on the CIF.

Step 2 (August)

Using evidence gathered we will identify:

- Strengths
- Areas for Improvement
- Improvement since the last SAR
- Grade of Provision

Step 3 (September)

Providers produce SAR and Development Plans.

Step 4 (September)

1st stage Moderation – Adult and Family Learning Leadership Team moderate Grades for Areas of Learning.

Step 5 (September)

2nd stage Moderation - AFL team confirm grades.

Step 6 (October)

Production of Draft Royal Borough of Kensington and Chelsea Self -Assessment Report and Development Plan.

Step 7 (October)

Consultation with providers on draft Royal Borough of Kensington and Chelsea SAR and Development Plan consultations with providers.

Step 8 (1 October)

Amendments or Adjustments to SAR and Development Plan by Head of Adult and Family Learning.

Step 9 (November)

Self Assessment Report and Development Plan submitted to the LSC.

Step 10 (December)

The process of self assessment (as distinct from the production of the report) continues.

From the Royal Borough of Kensington & Chelsea

Monitoring and Evaluative Processes

Self-Assessment Process and the External Inspection by Ofsted

Self-Assessment Process

Assessing our own performance is something that should be an embedded part of our services. It should be a continual process supporting us to realistically reflect on what we do well – how we can maintain those activities and what we want to do better.

Evidence to assist in that process can be gained from all aspects of our work but some of the key areas are:

a) Performance data (statistics)

- Number of starters
- Retention
- Achievement
- Progression
- Individual Learning Plans (ILPs)

b) Learner feedback

- Termly on-course questionnaires
- Tutor course evaluations
- ILPs

c) The learning experience

- Teaching & learning observations and grades
- Tutor course evaluations

External Inspection by Ofsted

Process

The Royal Borough of Kensington and Chelsea Adult and Family Learning Service is subject to external inspection of the service it provides to learners aged 19+ by the Adult Learning Inspectorate, (Ofsted). Usually, the Service can expect an inspection every four years.

Elements of the Common Inspection Framework

The Framework consists of five key questions.

1. How well do learners achieve?
2. How effective are teaching, training and learning?
3. How well do programmes and activities meet the needs and interests of learners?
4. How well are learners guided and supported?
5. How effective are leadership and management in raising achievement and supporting all learners?

Grading Scales

Inspectors use a four-point grading scale to summarise their judgements about the quality of learning sessions.

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

In preparing the SAR and when assessing teaching, The RBKC Adult and Family Learning Service uses the same scales.

During an inspection, co-ordination between Ofsted and the Service is through an inspection nominee, chosen by the Service. The Adult and Family Learning Service nominee is responsible for Ofsted communications, inspection preparation and the implementation of post inspection plans. Following an inspection a post inspection action plan has to be produced and submitted to LSC and Ofsted.



To Providers

What We Expect of the Provider To Assure Quality Learning

Guidelines and Templates for Self-Assessment

Adult and Family Learning Services



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

To Providers

Overview: Quality Assurance Through RARPA

Recognising and Recording Progress and Achievement

Introduction

This Chapter of the Guidebook is aimed at you – the Providers of Adult and Family Learning who deliver the learning opportunities to the people at the centre of all this – the Learners.

In the previous Chapter we set out an overview of quality improvement from the perspective of those of us who work for the AFL team. Also set out were some of the key actions and processes that we are involved in to improve quality in our service. In this Chapter we move on to focus on the actions and processes that you will be involved in to the same end.

Some of those processes will be the same but viewed from the perspective of your involvement with them. For example, when you complete your SAR you will be writing it by focusing on just your own organisation. Our report has to summarise the view across all providers and so will include different levels of information and detail.

Similarly with the OTL process – your tutors will experience it in a very direct way when they work in the classroom being observed. You will be responsible for helping them to take forward any actions from the action plan, especially if it set out any training needs.

This means you may find some elements of repetition across the Chapters but we have tried our best to keep it to a minimum ensuring that although the subject area may be the same that the information set out will be relevant to the target audience for that Chapter.

A word about the Chapter for tutors. It is intended that the information in that Chapter will help them to do their job but also will help you when you take on a new tutor by acting as an induction pack for Adult and Family Learning. So please don't ignore that Chapter if you don't teach your-

self! If you manage tutors you should be aware of its contents – it sets out the processes and standards we require of them and that we will be expecting you to monitor and evaluate as part of your quality improvement processes.

RARPA

The RARPA (Recognising and Recording Progress and Achievement in non-accredited learning) is one of the foundations of delivering and evaluating the success of learning where learners are not subject to any external accreditation.

Background

The RARPA process was introduced in 2005 as a measure to improve quality and the standards of achievement in non-accredited learning. It is now a requirement that the process be embedded in the delivery of all such learning funded by the LSC.

It provides a systematic approach to ensure that the learner is at the centre of learning and the learner's goals are recognised and counted to the success of their learning within RARPA.

There are two interlinked processes:

- Systematic recognition and recording of progress and achievement through a staged process
- Quality assurance of learning through the RARPA process

The RARPA staged process helps providers to identify areas for improvement. It will enable them to make sound judgments as to the effectiveness of their arrangements and maintain consistency with the new Common Inspection Framework.

Five Elements of RARPA

The five elements of the staged process are mapped to the key questions of the Common Inspection Framework. These five elements are:

1. Course aims that are clearly stated.
2. Initial assessment of learners' starting points and needs.
3. Discussion and negotiation to identify appropriately challenging objectives.
4. Formative assessment, checking on progress and giving feedback.
5. Final recognition of progress, recording and celebration of achievement.

The implementation of these 5 stages are designed to benefit learners and Providers' staff.

Learners

The RARPA approach is a flexible learner-centred approach, which enables learners to take charge of their learning.

RARPA raises learners' awareness of the learning process, builds their confidence and encourages enthusiasm by using a more engaging manner of reaching personal goals.

Providers of Learning

The RARPA process supports quality improvement and promotes good practice and consistency across provision. It provides a coherent process for measuring achievement across all types of learning. A particular strength is that as its processes reflect the areas of the Common Inspection Framework they contribute to the evidence required to make the judgement required by the CIF.

RARPA and Cluster Groups

The Cluster groups have played a key role in establishing and implementing the RARPA processes.

The groups continue to offer a forum for tutors to share their own good practice with RARPA implementation as well as being able to share views and experiences for any problematic issues.

The groups will continue to provide on-going peer support for tutors in relation to the operation of RARPA to ensure that standards and processes are consistent across all Providers.

As providers please ensure that your tutors attend these groups to help us all achieve consistent high quality standards across the whole range of the AFL delivery.

The RARPA Moderation Process

As with all our quality processes we are keen to ensure that there is a procedure for taking a step back to assess how consistently those processes are being implemented – the process of Moderation.

The flow chart below illustrates the steps involved in the quality assurance and control of RARPA.

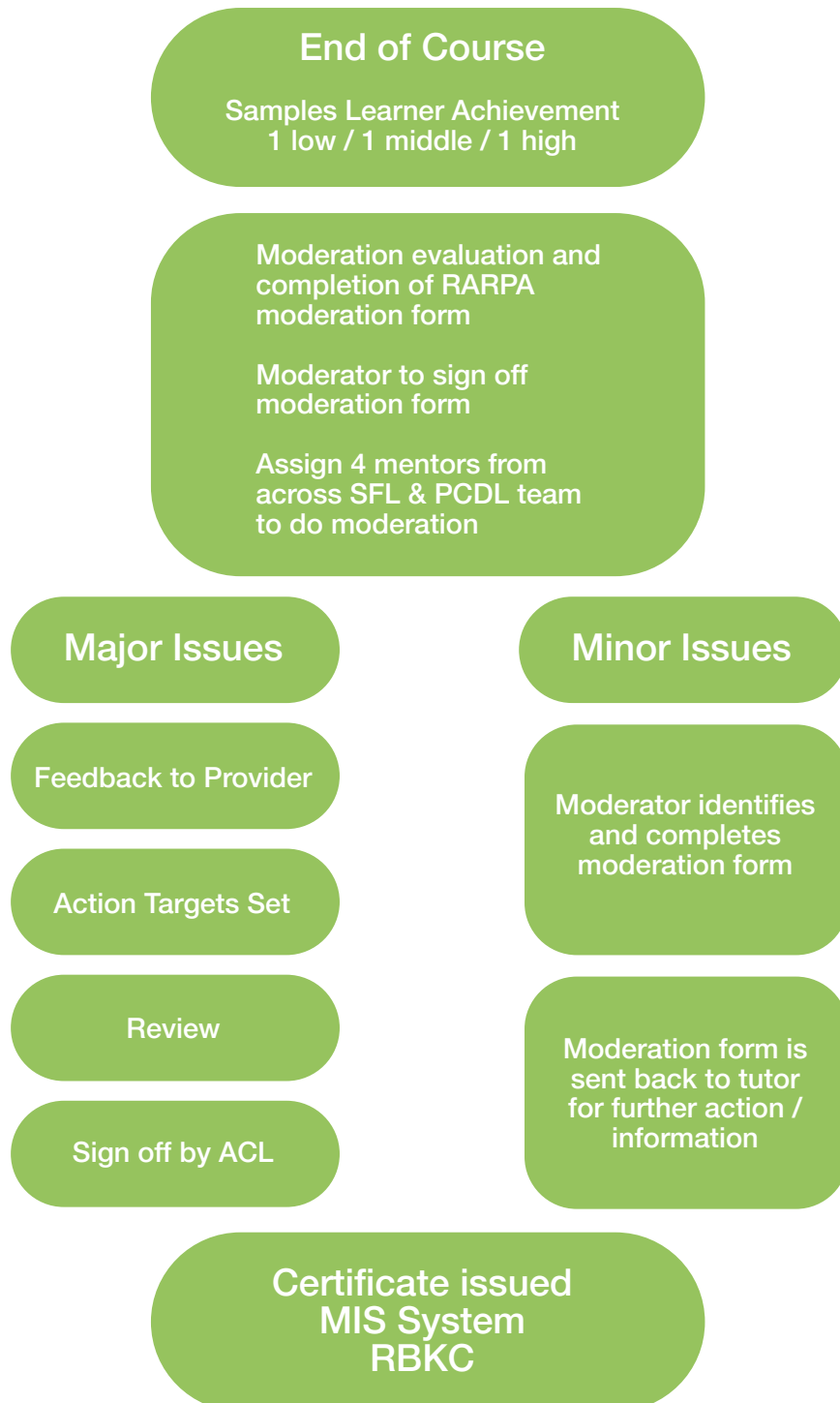
Moderators will be assigned from across the service from SfL, ICT and PCDL areas of learning.. The outcome of the process will result in feedback to the provider in the form of an action plan. The ACL Manager - Quality will monitor progress against the action plan.

To Providers

Overview: Quality Assurance Through RARPA

RARPA Moderation Process Flowchart

RARPA Moderation Process



Recognising: Observation of Teaching and Learning *The Observation Process and Judging the Overall Quality of a Lesson*

The Observation Process

Observations of teaching and learning will be conducted on your tutors in line with the details set out in the “From The Royal Borough” Chapter of the guide on page 11.

The information contained in this section is intended to give you a more detailed overview of that process and in particular how the grades are judged. It is hoped that this will assist you in discussing the results of the observation with your tutors and in particular being able to identify and implement and support or training needs where there is room for improvement.

One of our aims is to have no OTLs resulting in Inadequate gradings but we also want to ensure that you and your tutors are aspiring to have all OTLs resulting in Outstanding grades. In order for that to happen we all need to take an active role in the process.

Stages of the Process

1. Contact Prior to Observation

There should be a meeting between lecturer / tutor and person carrying out the observation prior to the event . If this is not possible then phone or email contact will be acceptable.

2. Observation

Dates and times will be agreed for the actual observation which will be conducted along professional and development lines. Observers will be unobtrusive non-participants in the lesson. The observation will follow the format of Common Inspection Framework.

3. Verbal Feedback

Verbal feedback will be given to the tutor as soon as possible and no later than 2 working days after the observation. Grades given at this time will be provisional subject to moderation.

4. Written Report

A written report will be given to the lecturer / tutor within 7 working days of the observation. The lecturer / tutor can write comments at the end of the observation report and should sign and date it. At this stage (if not before) it is intended that the tutor will share the feedback from the session with their manager in order that good practice is captured or developmental needs can be met. If the latter then it may be that the AFL team will be involved in providing support. The report to be returned to the ACL Manager - Quality within 7 working days.

5. Written Action Plan

This should be put into place within one month and it is envisaged that the tutor’s manager will be involved in supporting and monitoring the actions.

Judging the Overall Quality of a Lesson

The following outlines the grades that can be awarded and gives an indication of the standards that are generally required for each grade. The overall judgement will be a ‘best fit’ of the grade descriptions in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

Clearly, despite adherence to professional

To Providers

Recognising: Observation of Teaching and Learning

Judging the Overall Quality of a Lesson

standards and training there may be times when a tutor does not feel that a grade awarded is appropriate. That is why we use the system of moderation of grades and also have an appeals procedure. Full details of this procedure are to be found in the Tutors' Chapter.

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Grade 1: Outstanding

The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners.

Grade 2: Good

Most learners make good progress because of the good teaching they receive. Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they can thrive. The health and safety of the learners are not endangered.

Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners.

Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular and consistent and makes a good contribution to their progress.

Grade 3: Satisfactory

The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.

Grade 4: Inadequate

A lesson cannot be adequate if:

- Most learners, or a significant specific minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour
- Learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of learners' personal qualities
- The health or safety of the learners is endangered
- The teaching is unsatisfactory. This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the learners. Unsatisfactory teaching is likely to have one or more of the following:
 - Weak knowledge or the curriculum leading to inaccurate information
 - Work badly matched to the pupils' starting points
 - Ineffective classroom management of behaviour
 - Methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners
 - Inadequate use of resources, including assistants and the time available
 - Poor assessment

Guidance on Observation Reporting

The Observation Report will be based on the following headings and questions. The following are guidance notes that frame the work of the Observer rather than instructions. It is important for you to be aware of these guidelines in order to help your tutors gain as much from the OTL process as possible and also to understand the standards that are expected to deliver high quality learning.

Observers will comment constructively on any other relevant features of the lesson. Classroom management issues can be identified under all headings.

As you will probably recognise the main question headings link in with those asked by the Common Inspection Framework.

Learning

1. How effective is the learning of all Learners?

- Learners understand the purpose of the lesson and what they are expected to achieve.
- The interests of learners are fully engaged and sustained and they participate well.
- Learners build on and develop previous learning.
- Learners, as appropriate, demonstrate a capacity for working independently and collaboratively.
- Learners respond to feedback from teachers which enables them to make progress.
- Learners apply effort to succeed with their work, work productively and make effective use of their time.
- Learners have access to and make effective use of appropriate learning and IT resources.

2. How well does the teaching promote the learning of all Learners?

Planning and preparation

- The lesson is well prepared and well structured and takes account of learners' needs.
- The teacher has clear and appropriate aims and objectives which are explained to the learners.
- The lesson builds on previous learning.
- The lesson has planned introductions and summaries.
- The lesson is linked to previous and future learning.

Techniques / approaches

- The teacher demonstrates sound, up-to-date knowledge of the subject and uses appropriate delivery styles.
- The teacher gives clear explanations and instructions and the lesson is appropriately paced.
- The activities used are appropriate and effective and challenge and inspire learners.
- The teacher, as appropriate, makes good use of opportunities for independent and group learning.
- Basic and / or key skills are developed and applied systematically.
- There is a planned and executed balance of teacher / learner activity.

Teaching

Attention to individual needs

- Learners experience a variety of teaching and learning strategies during the session.
- Equal opportunity issues are handled appropriately – fully incorporated.
- The teacher takes account of the ability range in the class and the work is sufficiently challenging for all learners.
- Learners, as appropriate, are encouraged to draw on their own experience.

To Providers

Recognising: Observation of Teaching and Learning

Guidance on the Grading of a Lesson

- The needs of students with additional support needs are fully met.

Managing the learning process

- The lesson starts promptly.
- The teacher promotes good working relationships that foster learning.
- Learners have a schedule with the key dates for assessments etc., so they can be helped to plan their study.
- The teacher uses accommodation, equipment and support staff to best effect and promotes safe working practice.

Assessment and Feedback

- The teacher regularly checks learner's progress, corrects mistakes and gives prompt feedback to help them succeed.
- Learners are set a regular pattern of tasks, homework and assignments.
- Teachers assess work fairly, return it promptly and show how learners can improve.
- Criteria for assessment / marking are explicit.
- The progress of individual learners is monitored carefully, records are kept and learning plans regularly updated.
- Questions are searching and allow the teacher to adjust the lesson to meet learners' needs.

Attainment

3. To what extent do Learners make progress and achieve the expected standards?

- Learners are confident, know how well they are doing and what they need to do to improve.
- Learners complete tasks and activities successfully.
- Learners acquire knowledge, skills and understanding appropriate to the subject.
- Learners make progress at least appropriate

to their capacity.

- Learners acquire appropriate key skills and the skills of critical evaluation, research and analysis where appropriate.
- Learners attend regularly and are punctual
- Latecomers are effectively dealt with.

Documentation

- Was the Lesson Plan, scheme of work, Planning / Record of Workbook completed effectively?
- Was the register taken at the beginning of the session?
- Was lateness recorded?
- Is the register up to date?
- Is students' work assessed and corrected?

Action Plan / Suggestions for Future Practice

- Action points require follow up by a specified date
- Suggestions are not mandatory and may be construed as possibilities to be considered
- What needs to be done?
- How will it be done? (e.g. courses, in service training, ACLM to notify Staff Development)
- Evidence? (Completion of training, additional observation, etc).

Overview of the Self-Assessment Report

The information in this section is provided to assist Providers to complete their annual SAR for Adult and Family Learning. Much of it is culled directly from the Common Inspection Framework which is the foundation document to which all quality and inspection processes must ultimately refer and respond.

In order to focus your SAR process and ensure that Providers supply us with their reports in a consistent format we have developed and provided a template for you to complete. This can be found at the end of this Chapter although you will also be issued with one at the start of the annual SAR timetable.

Your SAR should act as a focus for your own evaluations of the strengths and areas for improvement in your own organisation as well as providing the AFL team with baseline information to complete the Royal Borough of Kensington and Chelsea SAR.

Your report should provide a sound basis for your own Development / Improvement plans which should be active documents that are reviewed regularly to assess progress against actions.

Five Key Questions

The Self-Assessment framework is based on the Common Inspection Framework and is broken down into five key questions under 3 headings:

Achievement and Standards

1. How well do learners achieve?

The Quality of Provision

2. How effective are teaching, training and learning?
3. How well do programmes and activities meet the needs and interests of learners?
4. How well are learners guided and supported?

Leadership and Management

5. How effective are leadership and management in raising achievement and supporting learners?

The Self Assessment framework provides an opportunity to assess the strengths, identify areas for improvement under each of the 5 CIF questions. Providers are reminded that even where the quality of provision is regarded as high they must still demonstrate that they are taking action to continuously maintain and improve the standard of provision.

Guidance on Completing the Self Assessment Report

Identify strengths and areas for improvement Providers should analyse the data and evidence collected to complete each of the self-assessment forms provided and identify the strengths and areas for improvement for each of the 5 key questions, considering how each impacts on the learner.

In order to focus your assessment on the factors that are relevant to each of the 5 questions please refer to the information contained under the heading “Five Questions of the Common Inspection Framework” on page 41.

To Providers

Recording: The Written Self-Assessment and Development Plan

Self-Assessment Report

Gathering and Using Evidence for Self-Assessment

Your assessment must be backed up by clear evidence that can be gathered from a wide range of sources. Those delivering learning are required to systematically collect, record and review evidence throughout the year – in other words continuous self-assessment.

This can include minutes of meetings, observation of teaching and learning reports, action plans, Records of Progress, enrolment, retention and completion data etc.

Please ensure that you include examples of the type of documents used in providing evidence to underpin the Self Assessment Report.

Identifying Strengths and Areas for Improvement

Analyse the data and evidence collected to fill in the self-assessment forms provided. Identify the strengths and areas for improvement for each of the five key questions, considering how each impact on the learner.

When reviewing teaching and learning and other activities it is important to remember that strength is something above the standard quality requirements.

Areas for development and improvement can be recognised by asking the question ‘does it detract from the learners’ learning experience? If the answer is no it is probably ‘satisfactory’ and can be identified as an area of improvement to turn into strength.

When writing the Self-Assessment Report, use evaluative statements rather than state facts.

E.g., ‘Some teachers’ session plans do not appear to address how all learners are included in the learning process. This is vague and non-committal, there is no impact. 40% of session plans in tutors teaching files did not address how all learners are actively involved in learning. This was a factor in student withdrawal in 20 investigated instances. This much more evaluative and shows impact.

Grading your Assessment

Using the grading scale below, grade each Area of Learning and give an overall grade for provision taking consideration of the following:

1. Consider the impact of identified strengths and weaknesses on the learner
2. Weigh up the overall balance of judgements
3. Be objective
4. Determine the grade.

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Who to Involve in the Self-Assessment

Self-Assessment should become embedded in the management and day-to-day delivery of providers at all levels.

Tutors have prime responsibility for ensuring the quality of the programmes. They report on progress at curriculum team meetings and individual meetings with Curriculum leaders. The team plays a key role in developing and maintaining quality standards. The team monitors and evaluates progress against agreed standards and performance indicators and reports to

a review panel. Involve the whole team in the process of Self Assessment and make good use of learner feed back.

When it comes to preparing and writing the report all these people should be part of the process of contributing evidence and commenting on the content, judgements and grades even if only one individual is responsible for the final production of the report.

The Development Plan

As with the SAR a template is provided at the end of this section to assist with the production of your organisation's own Development Plan.

Like the SAR your individual Development Plan, and the associated Action Plan that will ensure you achieve the desired developments, will feed into a Development and Action Plan for the whole AFL programme of delivery.

Guidance on completing the Development Plan

The final part of the Self-Assessment Report is a Development Plan, which summarises the actions providers intend to take over the coming year to improve quality based on the strengths and areas for improvement identified during the SAR process.

Development planning is an essential part of quality improvement. The development action plan should follow broadly the structure of the self-assessment report. It should include:

- One main section for each area of learning in the report – with separate sub-sections for different programmes, where relevant.
- A section for leadership and management.

What is the Plan For?

The Development Plan is a tool to focus the development of delivery of AFL over the coming year and to demonstrate our joint commitment to quality improvement. It summarises the actions providers plan to maintain and build on their strengths and address any weaknesses. The LSC will take a close interest in the plan. Inspection teams also take them into account when assessing the quality of provision.

The Borough will have to submit a development plan to the LSC for approval. Progress against agreed development plans will be discussed as part of the regular LSC monitoring arrangements with the Borough.

What Should Be Included

The Development Plan should:

- Identify the strengths and other improvements needed in the Self-Assessment Report.
- Describe the actions providers will take to consolidate strengths, and address other improvements needed in the Self-Assessment Report.
- Define expected outcomes of an action or a result that marks a significant step towards achievement (ie. Milestones).
- Contain criteria for judging whether actions have been carried out successfully – success criteria.
- Identify who is responsible for each set of actions – responsible person.
- Indicate the priority for each set of actions.
- Provide a timescale for completing them - timescale.
- Describe how the actions will be monitored and evaluate their impact – monitoring and evaluation.
- Provide Evidence of achievements.

To Providers

Recording: The Written Self-Assessment and Development Plan

The Development Plan

Inspection and Development Plans

If our provision is inspected by Ofsted in any given year the Development plan should be updated to take account of inspectors' findings.

Evaluation: Common Inspection Framework Quality Criteria

Evidence, Grading, and the Common Inspection Framework

Evidence

Just as for the SAR itself you should identify and systematically gather evidence throughout the year to contribute to your Development Planning process. You will be using the same types of evidence for example:

- Minutes of meetings
- Observation of teaching and learning reports
- Action plans
- Records of progress, enrolment, retention and completion

Five Questions of the Common Inspection Framework

1. How well do learners achieve?

When answering this question, consider and evaluate:

- The extent to which learners achieve planned outcomes, develop skills and make significant progress.
- The provider's expectations of learners and number of learners exceeding expected gains.
- Attendance and retention rates.
- The level of literacy, numeric and language skills of the learners.
- How well learners acquire knowledge, skills and understanding, which are of value to them and to improve their quality of life.
- How will learners adopt safe working practices?

Sources of evidence could include:

- Observation of learners and their work.
- Examples of learners work
- Retention and completion data

- Discussion with tutors, learners and curriculum managers
- Records of Progress and group outcomes
- Individual Learner Records

2. How effective are teaching, training and learning?

When answering this question, consider and evaluate:

- The extent to which tutors hold teaching and subject specific qualifications and keep their knowledge updated
- Whether tutors use appropriate methods and resources to meet the different needs of learners.
- Whether tutors challenge, inspire and motivate learners.
- The extent, to which individual learning plans are developed, reviewed and updated with learners and programmes are negotiated to reflect their abilities and aspirations.
- The extent to which up to date resources, including ILT, are used to best effect to promote learning and are available to all venues and to all learners for individual study.
- Whether accommodation is conducive to learning, allowing learners to participate fully including learners with disabilities.
- Whether tutors use methods and resources that promote equality of opportunity and value diversity.
- The extent to which the assessment and recording are sensitive to the needs of individual learners. It should be fair, accurate and regular providing learners with accurate information about their progress and development.
- The extent to which initial assessment informs planning.
- Whether programmes are negotiated with learners to reflect their abilities and aspirations.

To Providers

Evaluation: Common Inspection Framework Quality Criteria

Common Inspection Framework

- How accurately individual learning needs are diagnosed and additional needs are provided for.
- How appropriate the additional support is for the learners on different types and length of courses.

Sources of evidence could include:

- Observation of learning sessions
- Interviews with learners, tutors, curriculum managers about quality of teaching and learning and additional support.
- Schemes of work and lesson plans.
- Records of Progress and group outcomes.
- Records of learners work, photographs, video / audio tapes, journals
- Learners feedback from questionnaires
- Learning facilities, accommodation, adapted equipment for learners with disabilities

3. How well do programmes and activities meet the needs and interest of learners?

When answering this question, consider and evaluate:

- Whether learners have sufficient opportunities to study an appropriate range of courses and programmes.
- The extent to which providers use learning programmes and individual programmes are planned and managed, allowing learners to progress.
- To what extent the range of programmes ensures equality of access and opportunities for all learners or potential learners.
- How effectively the range of programmes is designed, having in mind ethnic background and age of potential learner group, and local social factors such as unemployment and health.
- How much consideration is given to local

and national priorities.

- How effectively resources are integrated and offered across all venues.
- The extent to which learners are able to broaden their achievements through exhibitions of their work.

Sources of evidence could include:

- Interviews with learners, tutors, support staff, curriculum managers
- Documents relating to the organization of learning programmes
- Strategic and operating plans.
- Records of Progress
- Learners feedback
- Advertising

4. How well are learners guided and supported?

When answering this question, consider and evaluate:

- How effective and impartial the information, advice and guidance given to learners is in enabling them to choose the most appropriate course, understand the details of the chosen course and the resources available to them.
- The extent to which introduction to programmes enable learners to settle quickly and understand their rights and responsibilities and the demands of their course.
- Whether procedures and early support are available for poor punctuality, non-attendance and poor performance by learners.
- To what extent support arrangements are planned and managed coherently and whether all learners have access to an appropriate range of support services, including those available from external agencies.
- Whether effective, impartial and up to date

information is available for learners about how to continue their learning.

- To what extent guidance and support take equality of opportunity into consideration.
- The degree to which health and safety checks and risk assessments are carried out in all venues so learners work in a safe and healthy environment.
- To what extent tutors monitor and reinforce safe working practices, particularly on courses involving physical activity or use of hazardous substances.

Sources of evidence could include:

- Observation of inductions, learning support sessions and progress reviews.
- Interviews with learners, tutors, mentors, curriculum managers and support staff.
- Learner's plans for progressing to other learning opportunities.
- Documents relating to learners support, including lesson plans, induction programme materials, initial assessment records.
- Learner's feedback.
- Information about the organization of additional learning support.
- Policies relating to adults with learning difficulties or disabilities.
- Health and safety policies and records of health and safety monitoring.

5. How effective are leadership and management in rising achievement and supporting all learners?

When answering this question consider and evaluate:

- To what extent quality improvement arrangements are rigorous, systematic and include the views of all learners, tutors and staff.
- Whether the policies and procedures suit

the size and nature of the provider.

- The extent to which tutors and staff understand and are involved in the providers quality improvement arrangements.
- The extent to which tutors are supported so that quality of provision is improved.
- Whether self-assessment is rigorous enough to identify priorities and challenging targets for improvement and whether it plans for continuous improvement based on the strengths and weaknesses identified.
- Whether demanding and appropriate targets are set for retention, achievement and progression rates which are regularly reviewed to improve performance.
- The effectiveness of the management information system.
- Whether the provider has effective arrangements to plan and manage each programme in the range of programmes offered.
- To what extent are explicit aims and values, which promote equality for all the learners, tutors and staff.
- How well equality of opportunity is promoted through the widening of participation, the targeting of under-represented and / or disadvantaged groups and diversity in the classroom.
- To what extent learners' progress and achievements are regularly analysed to assess the effects of the provision on different groups.
- The effectiveness of measures to eliminate oppressive behaviour and whether learners understand what constitutes harassment and what to do if subjected to it.
- Whether the provider has up to date policies and procedures to deal with any form of discrimination, complaints and grievances.
- How well equality and diversity are promoted and reinforced for all learners, tutors and staff.
- Whether there is enough teaching and support staff with suitable teaching and subject

To Providers

Evaluation: Common Inspection Framework Quality Criteria

Common Inspection Framework

specific qualifications and experience to deliver the programmes effectively.

- How the professional development of staff contributes to their ability to teach and support learners and whether it is available for all staff, including part-time and volunteer staff.
- Whether staffs have clear roles and responsibilities, which they understand.
- Whether the use of thorough health and safety checks and risk assessments in all learning venues allow learners to work in a safe and healthy environment and follow safe working practices.
- Whether all accommodation provides a suitable setting for good teaching, training, learning and attainment of skills and furniture and equipment is available for those learners who need it.
- Whether effective and efficient use is made of resources.
- Whether providers analyse their revenue and costs regularly to ensure that they are operating cost-effectively and meeting targets set for income generation.
- Whether priorities are supported through responsible financial management.
- The extent of the provider's use of available funding resources, including learners' fee income.
- To what extent providers have charging policies, which demonstrate a commitment to widening, participation and which reflect national policies and strategies for adult and community learning.
- How the 'value for money' principle of comparison, challenge, consultation and competition are applied when securing resources and services.
- The deployment of staff to meet the needs and interest of learners.

Sources of evidence could include:

- Interviews with learners, tutors, support staff, curriculum managers.
- Documents relating to the strategic and operational management of the provision such as corporate strategies, community plans, business plans and minutes of meetings.
- Management information about participation, retention and completion rates.
- Equal opportunities monitoring data.
- Quality improvement monitoring data.
- Policies and procedures.
- User surveys and analyses.
- Staff development records and curriculum vitae.
- Staff appraisals and performance reviews.
- Visits to learning venues.
- Examination of teaching and learning resources.
- Health and safety monitoring records.

Contract Management

Payments Linked to Standards

In order to reinforce our commitment to improving quality across the delivery of AFL full payments of maximum contract value are dependant upon meeting not only numerical targets set out in the AFL contract but also taking into account performance against a set of Quality Standards - The Good or Better Guidelines.

As set out in the Chapter "From the Royal Borough" on page 11. the ACL Manager - Contracts will work with you monitor performance against your contracted targets and other standards set out in the contract document, e.g. timely and accurate submission of data.

The contract sets out the schedule for payments and the maximum value of the contract .

Each term the AFL leadership team will meet to evaluate performance by all providers and where performance is below targets and standards and not expected to meet minimum performance levels pro rata funding will be withheld from the next payment.

Future Contracts

In addition to withholding payments within the current year the AFL team wish to offer future incentives to those organisations who demonstrate recognisable commitment to quality improvement.

We have set out Guidelines for standards of Good and Better performance and, conditional upon continued receipt of funding from the LSC or other funding body, will offer to roll-over contracts to those Providers who fully meet the standards . Those who do not will be required to complete a competitive application process if they wish to receive future funding.

A table setting out the Good and Better Standards is on the proceeding pages (page 46). It details what we expect from you, our Providers, but also the support that we will offer to enable you to meet those standards.

It is not our intention to use this as a way of penalising or disadvantaging any Provider, rather as a means for us all to work to raise quality and standards across our service.

To Providers

Contract Management

Good and Better Standards

PERFORMANCE TARGETS FOR 2008-09 ACL PROGRAMME

| REQUISITE | TARGET | GOOD OR BETTER WILL BE: | RBKC FACILITATION |
|---|--|--|--|
| Data | <ul style="list-style-type: none"> • Ensure enrolment forms are completed accurately in line with LSC requirements • All data inputted on Learner track in a timely manner • Achieve set targets for learner numbers, retention, attendance and achievement | <ul style="list-style-type: none"> • 100% accuracy of enrolment forms • Set deadlines achieved • 95% learner numbers achieved for each term • Set targets for success achieved | <ul style="list-style-type: none"> • Training in learner track • Support in recruitment • Re-negotiation of targets and costs |
| Observation of Teaching and Learning | All tutors are observed following procedures as detailed in Provider Handbook | <ul style="list-style-type: none"> • All new tutors observed within three months • All tutors are observed at least once every two years • 80% graded 2 or above | <ul style="list-style-type: none"> • OTL training supplied • Support with OTL activities • Feedback on strengths and areas of improvement |
| Self-Assessment Report (SAR) | Produced as per the Provider Handbook to required deadline | <ul style="list-style-type: none"> • SAR produced within prescribed time-scales • Confirmation after the moderation process that the SAR is an accurate reflection of the provision | <ul style="list-style-type: none"> • SAR process training supplied • 1:1 support with SAR writing |
| Quality Improvement Plan | Produced as per the Provider Handbook | <ul style="list-style-type: none"> • Development Plan produced within prescribed timescales • Evidence that Quality Improvement Plan is being implemented in an on-going way | <ul style="list-style-type: none"> • QIP training and support • Support in recording aspects of QIP implementation |

| REQUISITE | TARGET | GOOD OR BETTER WILL BE: | RBKC FACILITATION |
|--|--|---|--|
| <p>Curriculum and quality</p> | <p>Providers committed to partnership working and continuing professional development of their staff engaged in Adult Learning</p> <p>Only suitably qualified tutors are employed</p> | <ul style="list-style-type: none"> • All Skills for Life tutors attending all Cluster Group meetings • Attendance by appropriate tutor at each cluster group relevant to their delivery programme • All tutors registered with IfL • To be represented by an appropriate member of staff at all RBKC mandatory training and development sessions • Attendance by appropriate level manager at all termly Adult Learning Forum Meetings | <ul style="list-style-type: none"> • Payment for tutors to attend sessions • Clearly identify which sessions are mandatory |
| | | <ul style="list-style-type: none"> • Evidence of termly audit of tutor course files • Invoices for training to be submitted within 28 days | <ul style="list-style-type: none"> • Training, tracking documents supplied |
| <p>Compliance with RARPA on all courses</p> | <p>All courses successfully carrying out the five stages of RARPA :</p> <ol style="list-style-type: none"> 1. Course aims that are clearly stated 2. Initial assessment of learners' starting points and needs 3. Discussions and negotiation to identify appropriately challenging objectives (ILPs) 4. Formative assessment, checking on progress and giving feedback 5 Final recognition of progress, recording and celebration of achievement | <ul style="list-style-type: none"> • Audit evidence and feedback on RARPA delivery • All RARPA achievements on learner track | <ul style="list-style-type: none"> • Support provided |

TEACHING OBSERVATION

TO:

FROM:

DATE:

As part of the ongoing teaching observation, I should like to observe one of your classes and provide you with feedback on the lesson.

I am intending to observe the following lesson:

| DAY & DATE | TIME | PROGRAMME | ROOM |
|------------|------|-----------|------|
| | | | |

I would like to meet you before the observation for approximately 15 minutes to discuss any issues related to the profile of the group/session or any other issues you would like to raise. Could you please bring the following documentation to the observation:

- Register
- Scheme of Work
- Planning/Record of Work Book
- Lesson plan
- Samples of Students' Work for the class being observed

The checklist and proformas related to the observation process are available in the Providers Guidebook.

Would you please contact me to arrange a convenient time.

Thanks

Adult and Family Learning Services

Name of learner:
Name of tutor:

Centre:

Moderator/s:
Course/Level:

| Title of Task/Learner Outcome/Skills Being Assessed | |
|--|---------|
| | |
| Is the learner outcome SMART? | |
| Is the task appropriate for the level of learner? | |
| Does the task evidence the learner outcome? | |
| Is it clear what evidence the learner needs to generate? | |
| Is the learner feedback informative and specific? | |
| Has the learner achieved the outcome? | |
| Moderator Feedback | |
| Comments | Actions |
| | |
| Moderator Signature: | |
| Date: | |



Adult and Family Learning Services

1. How well do learners achieve?

Table of learners achievement and progression – summarise what learners achieve on particular programmes. If more than one programme specify each programme or area of learning in relation to learners’ achievement and progression.

| Actions | Areas for improvement | Improvement since the last SAR | Evidence |
|---------|--|--------------------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | The borough provides a clear and improved system for collecting learner individual achievement | | Improvement in learners individual records on Learnertrack |
| | | | |
| | | | |

| Overall Assessment | Summary of Priorities for Improvement Action |
|--------------------|--|
| | |

Grade _____

Adult and Family Learning Services



2. How effective are teaching, training and learning?

Table of observation results - comments on progress; Teacher qualification; Schemes of work; Staff training and development; Motivational strategies; Up to date resources; Feedback; Appropriate additional support. Does the programmes have clear goals, are they challenging and well planned to meet the needs of individual learners and take account of prior learning. Are different methods/approaches used and do learners receive feedback on their progress.

| Key Strengths | Areas for improvement | Improvement since the last SAR | Evidence |
|---------------|-----------------------|--------------------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |

| Overall Assessment | Summary of Priorities for Improvement Action |
|--------------------|--|
| | |

Grade _____

3. How well do programmes and activities meet the needs of learners?

How were learners' needs assessed/agreed – Needs analysis summaries; strategies and operating plans; Attendance; Enrolment; Records of progress; reports on termly evaluations/discussions. Do courses and learning programmes reflect and respond to local needs and meet the needs and aspirations of individual learners, families, communities and external requirements.

| Key Strengths | Areas for improvement | Improvement since the last SAR | Evidence |
|---------------|-----------------------|--------------------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |

| Overall Assessment | Summary of Priorities for Improvement Action |
|--------------------|--|
| | |

Grade _____

Adult and Family Learning Services



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

4. How well are learners guided and supported?

IAG strategy; Recruitment; IA informs ILPs; Childcare (example); Learner support needs (example); Strategies for poor punctuality and non-attendance and poor performance by learners; Observation or information on induction; Learning support sessions and progress reviews; Learner feedback. Is Information, advice, guidance and support for learners of a high standard, are they accessible and reflect equality of opportunity in respect to recruitment, enrolment and access to training opportunities. Are initial assessment forms the basis for individual learning plans, and is support available to learners including childcare and appropriate arrangements for learners with a disability.

| Key Strengths | Areas for improvement | Improvement since the last SAR | Evidence |
|---------------|-----------------------|--------------------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |

| Overall Assessment | Summary of Priorities for Improvement Action |
|--------------------|--|
| | |

Grade _____

5. How effective are leadership and management in raising achievement and supporting learners?

Strategic development; Core values embedded in quality improvement plan and understood by staff; Teamwork; Information shared – effective communications; Performance monitored and evaluated; Resources effectively deployed provide value for money; SAR process; Staff Development and training. Is the strategic development of the service effectively managed and articulated. Is the core mission and values of the service embodied in the QIP and understood by staff, who work to a common set of goals within which there are clearly defined responsibilities. Is there teamwork, is information is shared and are lines of communication effective. Is performance monitored and evaluated to ensure continuous improvement and are resources deployed effectively and efficiently and provide value for money.

| Key Strengths | Areas for improvement | Improvement since the last SAR | Evidence |
|---------------|-----------------------|--------------------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |

| Overall Assessment | Summary of Priorities for Improvement Action |
|--------------------|--|
| | |

Grade _____

Adult and Family Learning Services



Summary of Self-Assessment

Name of Provider _____ Overall Grade _____

Overview of Provision
(Summary of provision with breakdown of Areas of Learning, Number of learners and venues used)

Overall Comment on Assessment
(Comments and judgements on the quality of provision)



Adult and Family Learning Services

Development Plan

Areas of Learning _____

Name of Provider _____ Overall _____

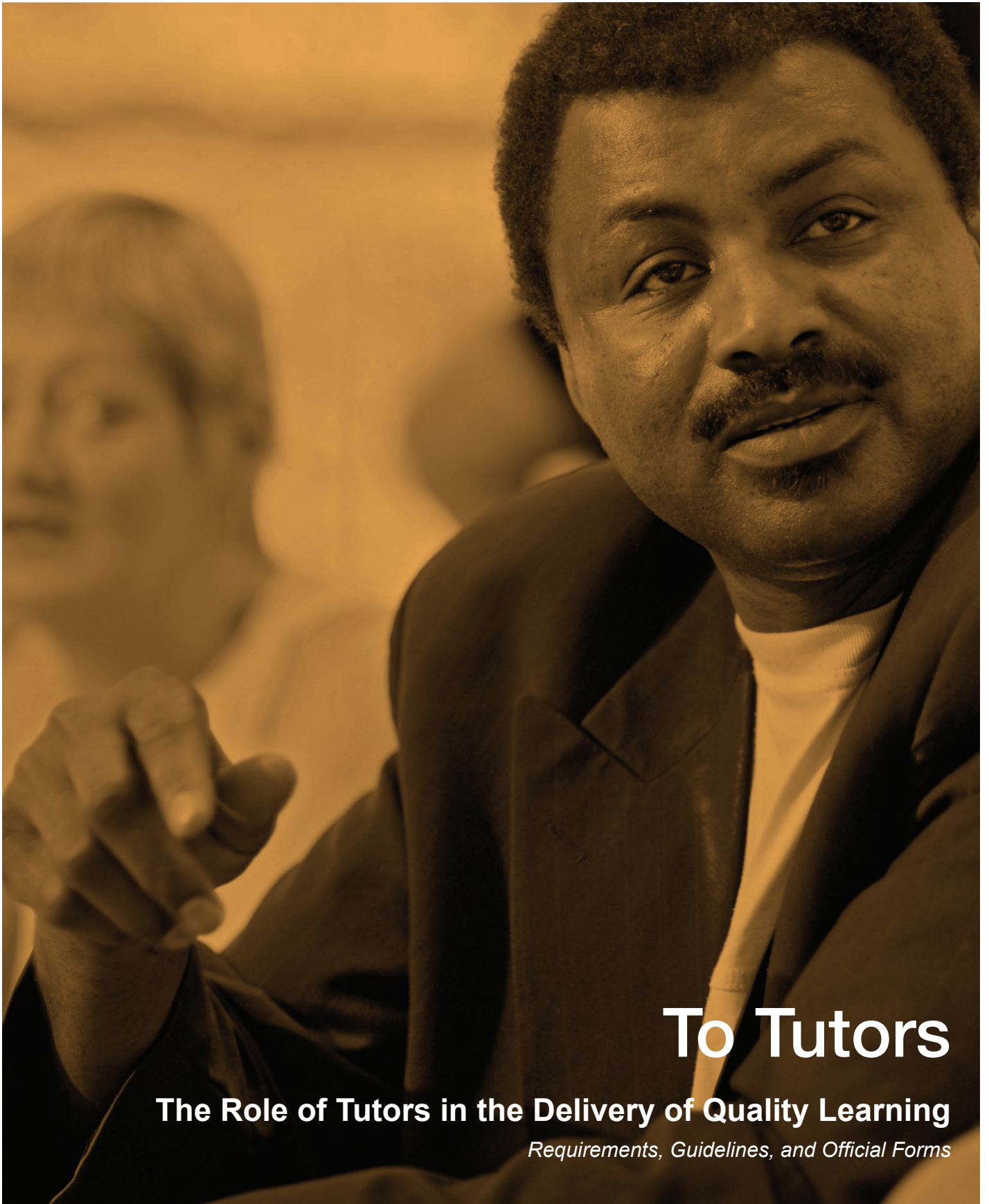
Grade _____

| Strengths | | | | | | |
|-----------|------------|--------------------|------------|------------------|---------------------------|----------|
| Action | Milestones | Responsible Person | Time scale | Success criteria | Monitoring and evaluation | Evidence |
| | | | | | | |
| | | | | | | |



Adult and Family Learning Services

| Areas for improvement | | | | | | |
|-----------------------|------------|--------------------|------------|------------------|---------------------------|----------|
| Action | Milestones | Responsible Person | Time scale | Success criteria | Monitoring and evaluation | Evidence |
| | | | | | | |
| | | | | | | |
| | | | | | | |



To Tutors

The Role of Tutors in the Delivery of Quality Learning

Requirements, Guidelines, and Official Forms

Adult and Family Learning Services



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

To Tutors

Requirements for Tutors

General Requirements and Responsibilities

Introduction

This Chapter of the Guidebook is aimed primarily at tutors as it sets out information and requirements for delivering learning as part of the Royal Borough of Kensington and Chelsea's Adult and Family programme. It gives an overview and details of the processes used in learning delivery including quality improvement as well as forms that we require to be used as part of your delivery.

Tutors must be professionally qualified to teach in Adult Learning and many of you reading this will also have previous experience so some of this Chapter may not be new to you but it should still be used as a reference to our expectations and requirements for delivery as part of the AFL service.

Earlier it was noted that this Chapter is primarily aimed at tutors but as was mentioned in the previous section for Providers we also expect that they will read this too as it acts as an Induction document. Whenever a new tutor starts this section can be worked through to ensure that both tutors and the organisation they work for are clear about their respective roles and what is expected to deliver Adult Learning. It is not meant to replace specific Provider induction processes. It is to ensure, however, that all tutors understand clearly what delivering learning for the Royal Borough of Kensington and Chelsea entails.

This Chapter begins with a general overview before moving on to more detailed sections about the teaching and learning cycle and the process of observations. At the end you will find the official forms that we require to be used for the delivery of Adult and Family Learning in the Royal Borough.

Provider-Specific Induction

Tutors must be receive an induction that sets processes and requirements specific to that organisation. It should include the following:

- Health and Safety at work
- Staff Discipline and Grievance procedures
- Equal Opportunities

General Requirements and Responsibilities

The following documentary evidence is required for all AFL delivery. Tutors should ensure that it is completed, recorded and filed.

- A completed register.
- A course information sheet.
- Evidence of induction.
- Documentation including scheme of work and lesson plans for the course.
- Individual or group learning plans that show evidence of differentiation, as and where required.
- Record of learner progress and their learning outcomes.
- Risk assessment for the activity.
- A course file with the documents above except for the register.

Recording Information and Learnertrack

The AFL Service uses a management information system called Learnertrack to capture course and learner information both for our own quality and analysis purposes but also, and essentially, for submission to the Learning and Skills Council.

The system captures information about:

- Attendance
- Retention
- Achievement
- Course dates

The information required will initially be captured using the documents listed above but it needs to be input to the Learnertrack system manually. It is for each provider to decide who has responsibility for the input. It may be individual tutors or it may be a designated administrator or other staff member. Whoever that is, the tutor has a responsibility for ensuring that data is collected in an accurate and timely manner.

Personal Responsibilities

- Continuous professional development activities.
- Contributing to the annual self assessment process.
- Sharing of your good practice especially at Cluster group meetings if you are nominated to attend.

Responsibilities to Learners

- Inducting your learners into the course and the venue / organisation they are learning at.
- Make sure your learners' individual support needs are met including literacy or numeracy support and any learning aids required. This may require support from other learning staff.
- Provide information and guidance and open up routes for progression to other learning. This may also require referral to other staff or organisations.

- Make sure your learners are aware of the formal complaints procedures.
- Improve learner retention rates by checking and following up learners unexplained withdrawals.
- Improve learner attendance by checking and following up learners unexplained absences.
- Make sure that you and your learners are safe.
- Inform your learners of health and safety procedures.
- Regularly review learners progress and achievements with them.
- Ensure that learners' feedback about the provision is sought.
- Ensure ILPs are regularly reviewed.
- Deliver well planned, stimulating and challenging learning experiences.
- Complete end of course evaluation and return to your manager within 2 weeks of the end of your course.
- Evaluate your own work.

Retention and Attendance

Provider organisations are set targets for attendance and retention achievement in their contracts and as a tutor you should be aware of what these targets are and take an active role in helping to achieve them.

Each Provider should have in place its own policy and procedures to ensure that those targets are met.

To Tutors

Requirements for Tutors

Retention and Attendance

The policy and procedures should set out as a minimum:

- How attendance is to be recorded.
- How learners are to inform the provider of non-attendance.
- What follow up action is required where learners do not attend and have not contacted the provider with a reason.
- What measures are in place to support learners who are having specific problems with regular attendance.
- What measures are in place to ensure punctuality.
- Which staff are responsible for which procedures.

Tutors have a key role to play in ensuring that attendance and retention is high. You will be the person with whom learners have most contact and will be first to notice when they are not in class.

Whoever is designated within your Provider to follow up on non attendance your on-going relationship with learners means that you are well placed to contribute to the process of understanding and improving poor or erratic attendance or why learners drop out.

In order to support the actions as detailed in your provider's policy the following should also be undertaken:

- All tutors are required to keep class registers and to record attendance and reasons for non- attendance.
- Each provider should ensure that where admin or other staff is responsible for tak-

ing messages from learners about non-attendance that there are procedures in place to ensure that this information is passed to tutors.

- Tutors should be trained and supported in the correct use of the Learner Track categories for recording non-attendance, even where they are not responsible for entering the data themselves.
- Where it is part of their duties tutors should be supported in the correct use of entering attendance details onto the Learner track system.
- Tutors are responsible for ensuring that learners are aware of the attendance policy.

Individuals and organisations may all have slightly different processes to ensure good attendance . Where something that you do or a system you operate works especially effectively we ask that you share it with others.

Summary of Required Course Documentation

Each tutor and Provider works slightly differently from others but the AFL Service has some minimum requirements relating to course documentation.

The following sets out those requirements.

Course Description

Tutors must provide the Royal Borough with:

- Course Title
- Level (where applicable)
- Learning Goals

- Family learning tutors must also provide course start and end date, session start and end times.

If this needs to be amended the tutor must provide the Information and Administrative Assistant in the Policy and Performance team with information regarding the changes that need to be made so that the information can be amended on the Learnertrack system.

Course Registration

All tutors are expected to complete a register for each session and ensure it is entered onto Learnertrack. (The exception is a family learning course. Data is sent to a co-ordinator who enters it onto Learnertrack).

Induction of the Course and Its Learners

Learner induction was mentioned earlier as a tutor responsibility. The AFL service requires that learners must be inducted within the first week of joining a programme and records of induction must be kept by the tutor. There is an Induction checklist contained in the section of forms (page 89).

Quality Assurance Through RARPA

Information about the RARPA process was set out in the Providers Chapter.

The Learnertrack system has now been set up to capture information about the achievement of Learner Goals. Tutors must ensure that update information relating to achievement of goals is entered onto Learnertrack whether they enter it themselves or provide the information for a colleague to input. Additionally attendance details must be updated weekly on Learnertrack.

End of Course Evaluation

All tutors must complete an end of course evaluation. Not only is this key Information in terms of assessing the quality of learning provided but this will feed into the production of the SAR and development plan.

All learners should complete an evaluation at the end of course. Whilst the course is running it is expected that tutors will regularly evaluate learning sessions.

To Tutors

The Teaching and Learning Cycle

Stage 1 - Identifying Learner Needs

The Teaching and Learning Cycle

Overview

Good practice in teaching and learning demands that we provide evidence of meeting the requirements of each of the five stages of the teaching & learning cycle:

Stage 1 - Identifying Learner Needs

- (a) Course Rationale
- (b) Course Description
- (c) Effective Initial Assessment

Stage 2 - Planning to meet Learners' Needs

- (a) Scheme of Work
- (b) Individual Learning Plans, (ILPs)
- (c) Session Plans.

Stage 3. Teaching & Learning Strategies to Meet Learners' Needs

- (a) Managing the Learning Environment
- (b) Teaching & Learning Strategies – Good Practice

Stage 4 - Assessment of Learners

- (a) Formative Assessment
- (b) Summative Assessment

Stage 5 - Course Evaluations

- (a) Learner and tutor feedback
- (b) Register

The requirements of each set of evidence under the five stages can now be explored in more detail.

Stage 1 - Identifying Learner Needs

Part of the process of identifying learner needs is that you should have a clear understanding of what your course or activity is set up to achieve. This understanding and the understanding of the learners needs will demonstrate whether the learning you will be delivering can meet those needs.

1(a) Course Rationale

It is one of the roles of Provider managers to plan provision and your manager should provide you with a course rationale which describes where your particular course 'fits' into the curriculum or wider service of the organisation you are working and the aims of the AFL Service as a whole.

The course rationale will state the:

I. Area of Learning in which the course is located. Ofsted divides the curriculum into 15 main Areas of Learning and your course will fit into one of these broad categories:

- Health, public services and care
- Science and mathematics
- Agriculture, horticulture and animal care
- Engineering and manufacturing technologies
- Construction, planning and the built environment
- Information and communications technology
- Retail and commercial enterprise
- Leisure, travel and tourism
- Arts, media and publishing
- History, philosophy and theology
- Social sciences
- Languages, literature and culture
- Education and training
- Preparation for life and work
- Business administration and law

Also Family Learning and Community Development.

II. Target group(s) at which the course is aimed (e.g. older learners, lone parents, carers etc). The AFL Service priorities target particular groups and your course may be aimed at meeting the needs of one or more of these.

III. Objectives of the course. The course will have some high level or strategic objectives e.g. widening participation, partnership working, community capacity building as well as the more operational objectives that are about the individual learner's needs such as helping learners to improve their understanding and use of English.

It is important to understand that the individual course(s) you are teaching take place within a larger programme that is delivered across the Royal Borough by other tutors and organisations.

It may help to place and understand your own course in the wider context of the whole AFL programme by asking these questions:

1. Can you state where your course 'fits' the vision for Adult Learning in the Borough?
2. Does your course play a distinctive role in widening participation in learning amongst a particular under-represented group?
3. Is your course aimed at achieving a particular objective – e.g. improving parenting skills, promoting integration into the community, employability etc?
4. Is your course an aspect of a wider collaborative approach to meeting learner needs e.g. promoting health and well-being?
5. Can you explain how the wider context of your course is reflected in the way you have planned to meet learner needs?

1(b) Course Information

Course information is for your benefit as a practitioner but also very much aimed at what learners need to know about the course before they commit to it. It should provide information ap-

propriate to their needs including:

- For whom the course is intended and the level or standard of work expected.
- Course objectives.
- Any prior knowledge / special skills required.
- How course will be delivered – balance of theoretical / practical activity.
- Topics to be covered – range of coverage.
- How progress and achievement are to be recognised and recorded.
- Opportunities for progression – further courses.

1(c) Effective Initial Assessment

It is essential to conduct and record 'initial assessment' to establish learners' starting points / prior learning, their interests and aspirations, and to identify those learners who may require support. Tutors can utilise a range of methods and tools for assessing learners' starting points and these may include:

- Learners' self-assessment of prior learning and / or learning and support needs.
- Evaluation of written information (e.g. information provided on an application or Enrolment form).
- One-to-one and group discussion
- Tests or practical tasks relevant to the curriculum.
- Observed group activities.
- Self-assessment questionnaires.

To Tutors

The Teaching and Learning Cycle

Stage 2 - Planning to Meet Learner Needs

In conducting effective initial assessment, the following points should be noted:

- Initial Assessment is often at its most effective when it is built into teaching & learning activities: group discussions and question & answer will provide a starting point for assessment.
- Initial assessment should give the tutor sufficient information to set realistic and challenging learning objectives for learners.
- Session plans should link the results of initial assessment to teaching and learning strategies, which address individual needs.
- The results of initial assessment should be used to enable 'differentiation' and develop individual learning plans.
- Effective initial assessment should identify additional support needs.
- The tutor will keep copies of referral forms of Learners who are referred for learner support.
- Support workers must be advised of teaching and learning activities by the tutor so that they can fully promote the learning experience.

Some Questions on Initial Assessment

1. Do you effectively integrate means of initial assessment into your teaching and learning activities?
2. Are you maintaining appropriately detailed records of initial assessment?
3. Can you show that initial assessment is being used to identify different learning styles of

individual learners?

4. Can you show that planned aims and objectives in session plans are informed by initial assessment of learners?
5. Do your session plans indicate that the information from initial assessment is being used effectively to set realistic and challenging learning objectives for individual learners?
6. Do your session plans link the results of initial assessment to teaching and learning strategies to address individual needs?
7. Do your Individual Learning Plans reflect the use of initial assessment to identify appropriately challenging learning objectives for each learner?
8. Do you link initial assessment with feedback to learners so that they understand their individual starting points?
9. Can you show that the information gained from initial assessment is effectively contributing to the measurement of achievement or 'distance travelled'?
10. Do you have evidence that initial assessment is identifying learners' support needs?
11. Do you have evidence that initial assessment of learners is appropriately informing the activities of support workers?

Stage 2 – Planning to Meet Learners' Needs

2(a) Scheme of Work

Your Scheme of Work is evidence that you have planned a programme of learning to enable learners to achieve specific learning goals.

- Learning Goals should be written accord-

ing to the format 'By the end of the course learners should be able to _____'

- Note that your initial Scheme of Work is a draft: it will change following negotiations with learners and during the progress of the course
- Ensure that the Scheme of Work includes the Learner Induction and Initial Assessment: tutors should keep a check-list signed by learners to show full coverage of learner induction topics including, for example, rights and responsibilities, health and safety, learner support etc. Learners must be given enough information to understand what their course involves and the resources required / available to them.

2(b) Initial Assessment & Individual Learning Plans (ILPs)

With regard to initial assessment Individual Learning Plans (ILPs) must be used as working documents and should:

- Identify appropriately challenging individual learning objectives for each learner.
- Indicate learners' different learning styles.
- Indicate teaching and learning activities to address different abilities and learning styles.
- Track the progress of learners' work and link this back to objectives on session plans.
- Targets must be SMART (see details below).

2(c) Session Plans

Session plans should put the individual learner

at the centre of the learning process and demonstrate 'differentiation' as a fundamental part of lesson planning. They should be inclusive and cater for the individual needs of all learners informed by initial assessment and be demonstrably linked to initial assessment.

- Session plans must indicate plans for differentiation, giving a brief indication of, for example, the varied means of delivery and additional support for learners.
- Session plans should not consist merely of lists of session content, activities and intended finished products, but must clearly define learning objectives in the form of:

Specific, Measurable, Achievable and Realistic and Time-based objectives:

Specific

Short and precise, stating exactly what the outcome will be

Measurable

Link easily with ongoing assessment of learner progress

Achievable

Learners must be able to realistically achieve the objective

Realistic

Given the conditions, time, ability of learners etc

Time-based

Within the lesson, over a few lessons, within the course

- Objectives should be written on the session plan following the format 'By the end of the session learners will be able to _____', followed by a verb, e.g. record, describe create, design, write etc which requires ac-

To Tutors

The Teaching and Learning Cycle

Stage 3 - Teaching & Learning Strategies to Meet Learner Needs

tion by the learner. If learners are engaged in activities these can be linked to the generation of evidence of learning which can then be assessed.

- Avoid phrasing objectives in the form of 'learners will be able to, ' for example, appreciate,understand, be aware of... as these are passive and cannot easily be assessed.
- Tutor activities (including learner support) need to be specified on the session plan: i.e. what the tutor is going to do in order to facilitate learners meeting their objectives, e.g. demonstrations followed by questions and answer sessions; facilitation of paired work, group work etc.
- Session plans should indicate the activities whereby learners will acquire and apply practical and technical skills in their work and, where appropriate, how they will achieve more confidence and self-esteem. Where appropriate, session plans should also indicate how learners will develop skills of reflective learning and engage in independent learning.
- Session plans should indicate how resources are to be used to support and reinforce effective learning.
- Session plans should be shared with support workers so that they can fully promote the learning experience.
- Tutors must indicate how they are going to assess learner activities, e.g. through observing and commenting on processes or products, setting tasks and providing written feedback etc.
- Finally, tutors should provide written evidence that they have evaluated how well the session went in terms of how well

learners' needs were met, and this should include a record of any unplanned learning outcomes.

Some Questions on Planning

1. Have you established clear learning objectives with measurable outcomes that are shared with, and understood by, learners?
2. Can you show, through ILPs and session plans that you have planned to meet the results of the initial assessment of learners?
3. Have you planned to use a variety of methods and styles of teaching to meet the different needs of learners?
4. Do your teaching materials and methods promote equality of opportunity?
5. Have you planned regular and varied activities for learners to help them to develop and progress?
6. Have you planned the regular reviewing and updating of learners' individual learning plans?
7. How will the outcomes of your planning be shared with learning support workers?

Stage 3 - Teaching & Learning Strategies to Meet Learners' Needs

3(a) Managing the Learning Environment

In all their teaching sessions tutors must:

- Ensure that classes start on time.
- Ensure that learning resources, accommodation and teaching activities promote the full participation of learners with learning difficulties or disabilities.

- Ensure that the teaching environment is well organised and complies with health & safety requirements.
 - Be vigilant in health & safety matters and immediately correct issues, which may arise.
 - Be sensitive to, and promote equality & diversity: ensure that the presentation and content of learning materials positively values peoples' different backgrounds and cultures.
 - Encourage learners to be punctual and to attend regularly; learners should maintain an agreed pattern of study and tutors should 'manage' any lateness from learners, not simply ignore it. Reasons why particular learners may be expected to be late should be noted on the session plan.
 - Establish a purposeful and enjoyable learning environment where all learners are actively engaged in learning.
 - Establish an atmosphere that is conducive to learning by negotiating 'ground rules' with learners and, if necessary, challenging behaviour which has a negative impact on learning.
 - Liaise with the learning support worker(s) and ensure that aims, methods, materials etc are shared
 - Ensure that all learners are valued and supported.
- 3(b) Teaching & Learning Strategies (Good Practice)
- In each teaching session, the tutor should:
- Agree clear aims and objectives with learners at the beginning of the session and establish clear links with prior learning
 - Clearly explain and suitably vary learning activities for the range of abilities in the group and set tasks that are achievable for all learners in the group (activities linked to group and ILPs)
 - Use a variety of teaching methods and learning activities that involve learners throughout the session - avoid long periods of tutor input
 - Maintain a pace that is suitable for learners whilst being challenging and stimulating
 - Consistently check understanding and learning by various means, e.g. question & answer, observation of individual & group activities, assessment of work produced
 - Respond sensitively to learners and value their contributions in ways that motivate them to do well
 - Build on learners' existing experience and knowledge to involve and extend – the best sessions are those where learners are enjoying learning and gaining confidence and skills that they can use in their lives
 - Encourage learners to contribute confidently and effectively and incorporate contributions into the session
 - Be enthusiastic and provide learning that challenges and stretches learners
 - Encourage learners to develop independence and 'high order' skills such as interpretation, evaluation and analysis of own and others' work.

To Tutors

The Teaching and Learning Cycle

Stage 4 - Assessment of Learners and RARPA

- Use varied and effectively produced learning resources in ways which enhance learning; e.g. power-point, video clips etc.
 - Integrate, where appropriate, use of ILT resources into teaching & learning activities.
 - Assess learning regularly to check that learning objectives are being achieved.
 - Ensure that assessment criteria are openly shared with and understood by learners.
 - Ensure that learners are given feedback on assessments so that they know what progress they have made and what they must do in order to improve.
 - Use the final stages of teaching sessions to review and evaluate learning.
 - Maintain full and accurate records of all work set and assessed, including work to be completed independently out of class.
2. Initial assessment of learners' starting points and needs.
 3. Discussion and negotiation to identify appropriately challenging objectives.
 4. Formative assessment, checking on progress.
 5. Final recognition of progress, recording and celebration of achievement.

This process may appear to be about the introduction of more paperwork that detracts and distracts from learning session but it is a vital process to monitor and assess quality. Providing a high quality learning experience is at the heart of all our roles and without that means to monitor and assess we cannot accurately judge or demonstrate that we are doing so.

Implementing and embedding the RARPA processes into your work is an essential means of quality improvement.

Previous sections looking at the Learning Cycle have covered the first three elements of RARPA. This stage details the use of assessments.

Stage 4 - Assessments of Learners and RARPA

R.A.R.P.A. stands for the Recognition and Recording of Progress and Achievement in learning. Since much of our work is 'non-accredited' leading to 'non-vocational' and 'non-certificated' outcomes, it is important that we are able to demonstrate learners' achievements through 'fit-for-purpose' means of RARPA.

As stated in the Providers' Chapter RARPA is a 'staged process' with five elements that are mapped to the key questions of the Common Inspection Framework.

These five elements are:

1. Course aims that are clearly stated.

4(a) Formative Assessment

- We establish and record learners' starting points through initial assessment; the distance travelled from here in the learning journey, or the measurement of achievement, is established through means of formative assessment.
- Formative assessment can be either informal or formal. Examples of informal assessment activities may include observation, practical activities, question and answer, group discussions, games and quizzes. Examples of formal assessment activities may include portfolio building,

learning journals, and assignments.

- Assessment criteria must be openly shared with and understood by all learners so that they know how they are progressing and what they need to do in order to improve.
- Effective, fit-for-purpose, arrangements for recording learners' progress and achievements may include:
 - Tutor records of assessment activities, individual and group progress and achievement e.g. group and individual learning plans.
 - Evidence of progress and achievement of learning objectives in learners' files, journals, diaries, portfolios, artwork; videos, audio tapes, performances, exhibitions and displays; individual or group learner testimony; artifacts, photographs and other forms of evidence.
 - Records of learner self-assessment, group and peer assessment.
 - Recognition and recording of any additional or unplanned learning outcomes.
 - Tutor feedback and guidance given on assessed work – feedback should indicate clearly to the learners, their strengths and what they could do to improve the quality of their work.
 - Records of 'tutorial' sessions and evidence that learners are given specific actions to help them improve / attain targets

4(b) Summative Assessment

- Summative or end-of-programme assessment, reviews learners' overall progress

and achievement in relation to learning objectives identified through the programme.

- Examples of learners' work can be collected and records of assessment maintained in order to demonstrate achievement of planned learning outcomes and other learning gains.
- Through summative assessment learners should have opportunities to discuss with the tutor what they have learned and how this has contributed to the achievement of their personal objectives.
- Learners' achievements should be recognised and celebrated e.g. through displays, presentation events, publicity etc.
- Learners should be given impartial advice and guidance (recorded) on progression opportunities and where necessary this may involve IAG staff.
- Tutors should record learners' stated intentions for progression. 'Progression' may mean moving on to a higher level programme, but it can also involve undertaking more learning at the same level, or the learner consolidating their knowledge through a different role, e.g. by becoming a community volunteer.

Questions on Assessment

1. Are learners in your classes able to state what progress they have made in achieving their learning objectives?
2. Do your records of learners' progress and achievement and learners' own work provide clear evidence that learners are achieving their learning goals?
3. Are you able to show (through Initial Assess-

To Tutors

The Teaching and Learning Cycle

Stage 5 - Course Evaluations

ment and RARPA) that learners are making progress relative to their prior attainment and potential?

4. Can you show that learners are developing personal and learning skills – that, for example, they have grown in confidence and that they are more able both to work independently and collaboratively and to take more control over their own learning? Are you able to show that your learners are developing higher order skills such as interpretation, research, critical evaluation and analysis?
5. Can you show that your learners are ready to progress to further opportunities in, for example, education, employment, community participation etc?

Stage 5 - Course Evaluations

5(a) Learner and Tutor Feedback

Through summative assessment and other means (e.g. the outcomes of learner questionnaires) tutors should evaluate how successful the course was in meeting its aims and objectives. This evaluation should actively inform the next stage of course planning and the subsequent formulation of aims and objectives, thereby completing the 'teaching and learning cycle'.

5(b) Register and Course Documentation

Tutors should note that register must be properly completed and returned promptly along with other course documentation required. This information is required for data entry and submission to the Learning and Skills Council. Late or inaccurate submission of the data affects the standard of our performance and potentially the amount of funding awarded for Adult and Family Learning in future years. It is also vital in the planning of future provision that is appropriate to meet learner needs.

Observation of the Teaching and Learning Process

Background

One of the most significant factors in ensuring that we are continuously improving what we are providing to learners is the quality of classroom delivery. There is a great deal of good teaching and learning within the Royal Borough. We need to ensure that we are sharing good practice and supporting staff in the development of their teaching and learning methods.

Purpose

The focus of the observation process is:

- To support the wider Borough aim of continuous improvement of teaching and learning
- To improve the quality of the learners' learning experience
- To facilitate the sharing of good practice
- To inform the self-assessment process.

Stages of the Process

This information is also set out in the Providers' Chapter but for ease of Tutor reference it is repeated here.

1. Contact Prior to Observation

There should be a meeting between lecturer / tutor and person carrying out the observation prior to the event. If this is not possible then phone or email contact will be acceptable.

2. Observation

Dates and times will be agreed for the actual observation which will be conducted along professional and development lines. Observers will be unobtrusive non-participants in the lesson. The observation will follow the format of Common Inspection Framework.

3. Verbal Feedback

Verbal feedback will be given to the tutor as soon as possible and no later than 2 working days after the observation. Grades given at this time will be provisional subject to moderation.

4. Written Report

A written report will be given to the lecturer / tutor within 7 working days of the observation. The lecturer / tutor can write comments at the end of the observation report and should sign and date it. At this stage (if not before) it is intended that the tutor will share the feedback from the session with their manager in order that good practice is captured or developmental needs can be met. If the latter then it may be that the AFL team will be involved in providing support. The report to be returned to the ACL Manager - Quality within 7 working days.

5. Written Action Plan

This should be put into place within one month and it is envisaged that the tutor's manager will be involved in supporting and monitoring the actions.

For detailed information on how observations are assessed, graded and reported please refer to the section entitled "Judging the Overall Quality of a Lesson" and "Guidance on Observation Reporting" in the Providers' chapter (page XX). This section supplements that information with details that are relevant to tutors who will be subject to observations.

To Tutors

Observation of the Teaching and Learning Process

How Often Will Observations Take Place?

It is our policy that all tutors new to the delivery of AFL within this Borough are observed within 3 months of starting. If the observation is graded as satisfactory or above then the cycle of observations is every two years.

What Support is Available?

It is important that if the aims of improving the quality of students' learning experience, of sharing good practice and of supporting staff to facilitate learning are to be achieved that comprehensive and accessible support is put into place. It is not realistic to identify all forms of support required but the following framework is provided:

- An ongoing programme of Staff Development and Training on Teaching and Learning will be provided.
- This will be open to all staff but attendance will be required of staff when it is part of the action plan agreed following observation.
- The focus of this training will be on practical delivery skills and classroom management.
- This training will be responsive to the feedback received from the observation process.
- In some cases it may be useful to link the member of staff to a temporary "mentor" to assist them in their individual development.
- Mentors with matching and appropriate skills / approaches should be identified by the ACL manager - Quality (in consultation with the observer).

- An appropriate allocation of time will be made to this temporary "mentoring".
- Where the observation programme identifies that there are needs common to several tutors, then specific Staff Training will be provided.

Who can Observe?

In order to establish credibility it is necessary to ensure that there is consistency of approach in the conduct of the observation so only those who have been fully trained will be able to undertake observations. Managers, management staff, senior tutors / lecturers may do so if they meet the training requirement. Observations may be carried out by staff from within this Borough's AFL programme or by staff from other Boroughs and services.

Can a Tutor Object to an Assigned Observer?

For the process to be effective there needs to be some trust and credibility between the observer and the tutor being observed. For this reason if a tutor objects to particular observer, the following procedure should be followed:

- Where the proposed observer is a manager or part of the management staff of the organisation the tutor is employed by, then the tutor should meet with the Manager to discuss the issue. If no satisfactory outcome is reached then another suitably trained member of the organisations management, or other specialist appointed by the ACL Manager - Quality will be asked to conduct the observation.
- Where the proposed observer is not a Manager then the tutor should discuss the is-

sue with their Manager who will then carry out the observation themselves if deemed appropriate or arrange for a suitably qualified specialist to be brought in to do so.

- It is anticipated that such situations will happen only in exceptional circumstances.
- The choice of which class is observed rests with the Adult and Family Learning Team subject to final agreement with the member of staff being observed.
- Group tutorials can be included in the sessions to be observed. Individual tutorials dealing with student progress can only be included with the agreement of both the tutor and the learner.

How Much Notice Will be Given?

The purpose of this process the improvement of quality and to raise standards in teaching, not to “catch people out” and so those being observed will be given at least 10 working days notice of the observation using standard pro forma.

Will There be an Opportunity to Discuss the Observation Before-hand?

It is essential the observer meets with the lecturer / tutor before the observation to:

- Discuss criteria to be used
- Clarify any organisational issues
- Discuss any issues relating to the session / group
- Discuss documentation, ie. Scheme of Work, Planning / Record of Work
- Book / Register, Lesson Plan, samples of students work
- Establish a time for feedback to be given.

How Will Feedback be Given?

The feedback meeting will take place as soon as possible and within 2 working days of the observation, taking the form of a dialogue between the observer and the tutor.

The dialogue will cover areas of strength, areas of development / action points, the grades allocated and staff development needs.

Split grades will not be awarded.

If necessary the timing of the second observation will be identified. (See “What happens if the Session Observed is Not Satisfactory”).

A written report and agreed points / training needs will be provided within 7 working days of the verbal feedback using a standard feedback pro forma.

What Happens if There is No Agreement on the Feedback?

This should happen only on very rare occasions, but where there remains a difference of view or interpretation between the observer and the lecturer / tutor, and then the lecturer may attach his / her comments to the record of the observation.

Who Else Receives a Copy of the Observation Report?

The ACL Manager - Quality, the observer and the tutor who was observed will hold the record of observation, grades and any action points. A copy will held in the AFL section for access by the Head of Service and a further copy will be sent to the Provider Manager.

To Tutors

Observation of the Teaching and Learning Process

In addition, a termly summary sheet will be provided to the AFL Leadership Team, including the number of observations and profile of grades. In both cases the will ensure that action is taken and specifically will:

- Identify any lack of resources / issues over the environment, which had a negative impact on the observation.
- Pass on requests for staff development to the Head of Staff Development.

What Happens if the Session Observed is Not Satisfactory? (ie Grade 4)

The observer and the tutor will discuss the significant areas where there is need for development and an action plan / time scale will be drawn up, including support to be provided.

A second observation will be carried out: the timing of this will reflect the nature of support identified. However, this would normally be within 12 working weeks. The procedures for the second observation will be largely the same as those used for the first observation with the following difference.

The written feedback / action points produced following the first observation will be discussed during the pre-observation meeting.

All second observations will be moderated. Where performance remains unsatisfactory a member of the AFL leadership team will discuss further action with the Provider Manager.

What is the Appeals Procedure?

If a tutor is dissatisfied with an observation outcome or grade they have the right of appeal

within 10 working days of receipt of their session observation form. There are 3 stages in the appeals procedure and each stage must be exhausted before proceeding to the next one.

The main reason for appeal is likely to be:

- The tutor does not agree with the grade awarded.
- The tutor does not agree with the narrative written.

Tutors are advised to keep their own copies of all the documents used in the appeals procedure.

Stage One

Tutors, having received their moderated session observation form with which they are not satisfied, have the right to appeal to the ACL Manager - Quality.

This appeal must be in writing and clearly indicate the points of disagreement with examples and reasons.

As part of this investigation it may be necessary to carry out a further observation.

Stage Two

Tutors who are not satisfied with the outcome of their stage 1 appeal can next appeal to the Head of Adult and Family Learning.

The appeal must be in writing, but need not repeat the detail provided at stage 1 as all the documentation used at stage 1 will be passed on.

Stage Three

This appeal must be in writing to the Head of

Adult and Family Learning Appointed Representative and be accompanied by copies of all the documentation used in stages 1 and 2. There must also be evidence that tutors have exhausted all the appeals procedure of the Service. The Appointed representative will undertake an investigation and will make the final decision.

To Tutors

Course Documentation

Description of Documents

Course Documentation

Checklists and Course Pro Formas

Documents:

- Tutor Course File Contents List
- List of Intended Learning Outcomes
- Overall Course Plan
- Induction Checklist
- Quality Check of Course Folders
- Student Achievement Tracking Grid

These documents (beginning on page 83) are the minimum course / management information required in delivering Adult and Family Learning programmes in the Royal Borough.

Tutor Course File Contents List

List all documents required for delivering training in the Royal Borough.

List of Intended Learning Outcomes

These are the Course Learning Outcomes which must be provided to the Performance and Monitoring Team to facilitate RARPA updates on the database.

Overall Course Plan

Contains relevant course information tutors must know for delivering programmes.

Induction Checklist

List various processes to be covered during induction.

Quality Check of Course Folders

List the RARPA processes in the tutors course file for full implementation.

Student Achievement Tracking Grid

This form at a glance lists the Learning Outcomes / Learning Goals, learners' names which the tutor should maintain of individual and group progress.

Assessment Process Documentation

Documents:

- ESOL Initial Assessment
- Evaluation Forms
- RARPA

The section beginning on page 101 contains the ESOL Initial Assessment; in future updates initial assessments for other areas of learners will be included once agreed through consultations in the cluster groups.

A section on RARPA and the RARPA moderation documents, as well as various evaluations,

Initial Assessment

This is used to establish learners starting point and is standardised across the borough to facilitate referrals

Tutor End of Course Review

Tutor summary at the end of each course

Learner Feedback Form

To obtain learner feedback on various aspects of programme.

Monthly Questionnaire

To facilitate learners progress and obtain feed-

back / review.

End of Course Evaluation

Forms use at the end of each course to obtain feedback at end of the course.

Session Evaluations

This form may be used by tutors to summarise sessions.

RARPA Moderation Report

This is a document used in auditing tutors course files and documentation for the quality assurance and improvement of RARPA processes and implementation. This is used by Quality Manager during visits to Community Learning Provision to record and action findings

Tutor Course File Contents List

| Course Files | In Place (tick) |
|--|----------------------------|
| 1. Course Information Sheet | |
| 2. Scheme of Work* | |
| 3. Lesson Plans* | |
| 4. Group Profile | |
| 5. Evidence of Initial and other Assessment(s)* | |
| 6. Copies of Individual Learning Plan (ILP)* | |
| 7. Evidence of Induction* | |
| 8. Class Attendance Register | |
| 9. Evidence of Attainment/Progress* | |
| 10. Advice and Guidance to Progression opportunities | |
| 11. Record of Progression//student tracking* | |
| 12. Learner Evaluation Form* | |
| 13. End of Course Tutor Evaluation* | |

*** Mandatory documents**

List of Intended Learning Outcomes

| | |
|--|--|
| <p>Course title:</p> <p>Organisation Name:</p> <p>Tutor Name:</p> | |
| <p>By the end of the course, the learner should be able to achieve a number of the following Learning Outcomes:</p> | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Overall Course Plan

| | |
|---|--|
| Course Name : Centre : Level : Tutor : | |
| Student Target Group | |
| Course Aim | |
| Key Learning Objectives | |
| Assessment Methods | |
| Course Evaluation Methods | |

Induction Checklist

(To be completed during first lesson)

| | |
|---|-----------------------------|
| Provider: | Tutor: |
| Programme: | Total No of Learners: |
| Course Dates: | Total No Weeks: |
| CHECK LIST | COMPLETED on the |
| 1. Equal Opportunities including disability access at the centre* | |
| 2. Health & Safety including Health checks* | |
| 3. Toilets, canteen, learner support (e.g. Crèche) | |
| 4. Emergency Evacuation | |
| 5. Course Outline/Syllabus | |
| 6. How learner will be assessed including accreditation | |
| 7. Attendance & Punctuality and why it is important | |
| 8. Reporting Absence & follow ups | |
| 9. Term dates and Half-term | |
| 10. How to deal with comments, problems & complaints | |
| 11. Advice and guidance for progression opportunities | |
| 12. Have all learners completed enrolment form? | |
| 13. Are all names on the register and are they correct? | |
| Other (please specify) | |

* where appropriate

Tutor Signature: _____ **Date:** _____

QUALITY CHECK OF COURSE FOLDERS (ACL)

| Course | | | | | Tutor..... | | | | |
|--|---|-----|----|-----------------------------------|------------|--|--|--|--|
| Organisation..... | | | | | | | | | |
| RARPA stage | Evidence checklist | Yes | No | Good practice/further development | | | | | |
| 1. Clearly stated course objectives (Aims) | Course outline Scheme of work Lesson plans | | | | | | | | |
| 2. Initial assessment adequately establishes learners starting points and is appropriate | Record of Individual Student Health & Safety checks if needed. Other skills audit | | | | | | | | |
| 3. Appropriate individual/group learning objectives have been agreed with students and recorded | Record of Individual Student Learning Progress (ILP) and/or Learner Diagnostic Assessment | | | | | | | | |
| 4. Individual student plans record progress and achievement, as discussed with student | Record of Individual Student Learning Progress (ILP) and/or Learner Postcard. Formal 1:1 review | | | | | | | | |
| Evidence of learning collected is sufficient and appropriate | Ongoing assessment of student work in progress and final outcomes | | | | | | | | |
| 5. Learner self-assessment is appropriate for the course. The end assessment agreed with the student identifies achievements and next steps | Record of Individual Student Learning Progress (ILP) and/or Learner Postcard Formal 1:1 Peer Review Witness Statement Tutor feedback and recommended progression Post Course Progression Map. Formal Assessment | | | | | | | | |
| Further quality improvement action agreed between the tutor and manager | | | | | | | | | |
| Date for review | | | | | | | | | |

Student Achievement Tracking Grid

GROUP INTENDED LEARNING OUTCOMES

INDIVIDUALLY NEGOTIATED

By the end of the course, the student should be able to:

LEARNING GOALS

| Course title: | | | | | | | | | | | | | | | | | | | | | Did the student identify any personal learning outcomes? | Were they achieved? |
|-----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------|
| Tutor name: | | | | | | | | | | | | | | | | | | | | | | |
| TUTOR SIGNATURE | | | | | | | | | | | | | | | | | | | | | | |
| STUDENT NAMES | | | | | | | | | | | | | | | | | | | | | | |
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Key: **Y: Yes** **P: Partial** **N: No**

ILP Short Course

| | | |
|---|----------------------------|----------|
| First Name: | Surname: | |
| Course Start Date: | Course Title: | |
| Course Tutor: | Course End Date: | |
| Diagnostic Review Areas to work on:- | | |
| Individual Goals/Targets: SMART (Specific measurable achievable realistic time bound) | | |
| Goals | How will they be achieved? | Achieved |
| 1. | | |
| 2. | | |
| 3. | | |
| Mid term review | | Date |
| Final review | | |
| Tutor signature | | Date |
| Learner signature | | Date |

ILP Long Course

| | | |
|---|--------------------------|----------|
| First Name: | Surname: | |
| Course Start Date: | Course Title: | |
| Course Tutor: | Course End Date: | |
| Diagnostic Review Areas to work on:- | | |
| Group Learning Goals:- | | |
| Individual Goals/Targets: SMART (Specific measurable achievable realistic time bound) | | |
| Target | How will it be achieved? | Achieved |
| 1. | | |
| 2. | | |
| 3.. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| Review/New Targets | | Achieved |
| Tutor signature | | Date |
| Learner signature | | Date |

Adult and Family Learning Services



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

| | |
|----------------------|----------|
| Learner name:- | Course:- |
| Review / New Targets | Achieved |
| Tutor signature | Date |
| Learner signature | |
| Review / New Targets | Achieved |
| Tutor signature | Date |
| Learner signature | |

ILP Family Learning short courses

| | | |
|---|----------------------------|----------|
| First Name | Surname | |
| Course Start Date | Course Title | |
| Course Tutor | Course End Date | |
| Initial Assessment Areas to work on:- | | |
| Preferred learning style:- | | |
| Other information:- | | |
| Individual Goals/Targets: SMART (Specific measurable achievable realistic time bound) | | |
| Goals | How will they be achieved? | Achieved |
| 1. | | |
| 2. | | |
| 3. | | |
| Mid term review | | Date |
| Tutor signature | | Date |
| Learner signature | | Date |
| Final Review | | Date |
| Tutor Signature: | | Date |
| Learner Signature: | | Date |

INITIAL ASSESSMENT FOR ESOL

| | |
|-------------------------|--------------|
| Initial Assessment ESOL | Centre _____ |
| Name _____ | |

E1

Copy these letters onto the lines

a h b p g j c k s y w e

Copy the words below:

bus

three

school

father

country

daughter

E1

Write 2 sentences.

E2 What did you do last weekend?

Adult and Family Learning Services



E3 What did you think about London when you first arrived?

L1 What would you do if you given £5,000 pounds and why?

L2

If you could change your life how would you do it?

Initial Assessment ESOL Oral Questions

| Level | Criteria | Questions | Assessor Comments |
|-----------|---|---|-------------------|
| E1 Beg | Very little oral English | What's your name? Where are you from? | |
| E1 Int | Can answer simple questions Answers with one word only | Where do you live? Is it near the centre? Do you work? | |
| E2 | Can answer questions involving more structures and tenses Express preferences with reasons Speak in whole sentences | When did you arrive in this country? What did you do in your country? What time of the day would you like to study? | |
| E3 | Use a range of structures and tenses consistently Speak confidently, not always accurately | How long have you been learning English? Tell me about your plans for the future. What do you like doing in your free time? | |
| L1 | Use a range of structures and tenses fluently Use a wide range of vocabulary | What do you think of London? How is life in your country different to life here? What would you do if you were a millionaire? | |
| L2 | Express ideas confidently Use a wider range of vocabulary | If you were Mayor of London what would you do? If I was going to your country what advice would you give me? | |

Tutor End of Course Review

This report, together with learner feedback forms and Learner ILP, is designed to help inform the SAR and Development. (If you want further information please see the Quality Handbook)

1. Course code:----- Course Title-----

Organisation-----Venue----- Tutor-----

Start date:-----End date-----

No of learners at start of course-----
(figures from register)

No learners completing this course----- Retention%-----
(figures from register)

No of learners achieving learning outcomes/targets ILPs:-----
Achievements:%-----

No of learners receiving learner support:-----
(e.g. (Lit/Num/Lang: Personal and Social Support: Physical Support: Advice and Guidance)

No of learners progressing on to further courses:-----

2. STRENGTHS OF COURSE

(what went well. Please use learner feedback/learners work, retention achievement, attendance and progress)

| STRENGTH | EVIDENCE |
|----------|----------|
| | |

AREAS FOR IMPROVEMENT

| Areas for improvement | Evidence |
|-----------------------|----------|
| | |

Adult and Family Learning Services

1. Comment on the effect of the accommodation and resources on teaching and learning
2. How did you guide and support learners in relation to further courses?
3. Comment on any training that you have attended this year or would like to attend?
4. How can the authority support you or help you to improve your course?

Signed

Date:

Please return to your manager within one week of the end of the course

Adult and Family Learning Services

Learner Feedback Form

Course Title: _____ Course Code: _____

Organisation name: _____ Venue: _____

1. How would you rate the course overall?

Excellent Good Satisfactory Poor
Very Poor

2. If you received additional support how would you rate the support provided, please tick the relevant box or boxes

| | Excellent | Good | Satisfactory | Poor | Very Poor |
|----------------------------------|-----------|------|--------------|------|-----------|
| Careers and Educational Advice | | | | | |
| Literacy/ Numeracy/ Esol | | | | | |
| Mentoring and Pastoral Advice | | | | | |
| Disability support and equipment | | | | | |

3. What did you like the **most** about the course? (Please continue overleaf as necessary)

4. What did you **not** like about the course? (Please continue overleaf as necessary)

5. How easily were you able to find information about this course?

| Very Easily | Quite Easily | With some difficulty | With great difficulty |
|-------------|--------------|----------------------|-----------------------|
| | | | |

Adult and Family Learning Services

If you had any difficulty please tell us about this:

6. Based upon what you know about the course, how accurate was the information given to you about the course, before you attended the first session.

| Very accurate | Quite accurate | Not accurate in all respects | Inaccurate |
|---------------|----------------|------------------------------|------------|
| | | | |

7. How will you mostly use what you have learned on the course? (please select **no more than 2**, if you select **two** please use the numbers 1 and 2, where 1 indicates the way you think you will mainly use your learning, and 2 indicates a way you will use it less often)

| Help my children learn | Further study | Paid work | Voluntary work (e.g. Community / School) which helps others | Other |
|------------------------|---------------|-----------|---|-------|
| | | | | |

8. If you are going on a further study, are you going to go: (please tick one only)

- Go on another course offered by the organisation
- Go on another course somewhere else
- Go on a course at a Further Education college

9. Do you have any other suggestions for future courses?

Monthly Questionnaire

1. What have you learnt in your teaching sessions?

2. Is the course content what you expected it to be? Y/N

If no: why not?

3. What progress have you made towards achieving your goals? For example have you completed any goals?

4. Do you understand what your learning plan is?

5. Have you had a review- if so what happened?

6. What do you think of the teaching?

Very Good Good Satisfactory Poor

If poor, why?

7. Are there any issues you wish to discuss e.g. rights, complaints, support

8. Is there anything that can be improved?

End Of Course Evaluation

Course Title: _____
Course _____
Tutor: _____

We hope that you have found this course useful. We are very interested in your evaluation of it. Please complete all sections of this form. We will use your comments to help improve our services for future students.

| <i>Please tick one box for each question</i> | <i>Agree Strongly</i> | <i>Agree</i> | <i>Disagree</i> | <i>Disagree Strongly</i> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The content of the course was clearly outlined at the start | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The objectives of the course were clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The course was stimulating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The course increased my interest in this subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The way we were taught allowed me to make a contribution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The way we were taught allowed me to undertake formal/informal group-based work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The equipment provided by the college was appropriate and adequate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. (If recommended) the main textbook was relevant to the course | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The lecturer explained the learning material clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Handouts provided were useful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The lecturer was available to discuss my work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. My private study was manageable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Adult and Family Learning Services



| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. I got adequate feedback on my progress from the lecturer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I feel that what I have learnt has prepared me to move on to further study or work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. What single change would improve the course next year? | | | | |

Adult and Family Learning Services

TEACHING / TUTORIAL OBSERVATION REPORT FORM

| | | | |
|------------------------------------|-------------------------------|-------------------|-------------------|
| NAME OF TUTOR: | | NAME OF OBSERVER: | |
| OBSERVED GROUP: | LEVEL/YEAR: | DATE / TIME: | |
| NUMBER ON REGISTER: %ATTENDANCE | NUMBER OF STUDENTS IN LESSON: | | |
| NUMBER ON TIME: | NUMBER OF LATE ARRIVALS: | | |
| | LEARNING | TEACHING | ATTAINMENT |
| Strengths | | | |
| Issues | | | |

Adult and Family Learning Services



| | | | | | | | |
|--|---------------------------------|---------------|---|---|---|---|---|
| <p>DOCUMENTATION:</p> <p>Scheme of work: Planning/Record of Work Book: Lesson plan: Register: Samples of students' work:</p> | <p>Strengths</p> | <p>Issues</p> | | | | | |
| <p>LESSON GRADE:</p> <p>Grade 1 - Outstanding provision Grade 2 - Good provision Grade 3 - Satisfactory provision Grade 4 - Unsatisfactory provision</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">1</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%; text-align: center;">3</td> <td style="width: 25%; text-align: center;">4</td> </tr> </table> | | | | 1 | 2 | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | |
| <p>ACTION PLAN:</p> <p>Action:</p> | <p>By when:</p> | | | | | | |
| <p>SUGGESTIONS FOR FUTURE PRACTICE:</p> | | | | | | | |
| <p>LECTURER'S COMMENTS:</p> | | | | | | | |
| <p>SIGNED (OBSERVER):</p> | <p>SIGNED (OBSERVED TUTOR):</p> | | | | | | |
| <p>DATE:</p> | <p>DATE:</p> | | | | | | |

| Session Evaluation | |
|---|--|
| To what extent were the learning outcomes for this session achieved on a group and individual level? | |
| Describe the progress made by the group and individual learners. How is it recorded? | |
| How did you use the learning environment to assist the learning process e.g. – the room | |
| What assessment methods did you use and how effective were they? | |
| How did you include and meet the needs of learners, who were late, had missed a session or were under-performing? | |
| What would you do differently or change if you did this session again? | |
| As a result of the learners' feedback, what will you include in your planning for the next session? | |

RARPA Moderation Report

| | | | | | |
|---|---|--|---|---|---------|
| Non-Accredited Programmes | | | | | |
| Course Title and Code _____ Tutor _____ | | | | | |
| | | | | ✓ | Comment |
| 1 | Aims | The course has clearly stated aims | <ul style="list-style-type: none"> Aims included in file | | |
| 2 | Initial Assessment | There is evidence of initial assessment | <ul style="list-style-type: none"> Initial assessment activity shown in SoW and LP Learning Objectives changed where necessary | | |
| 3 | Learning Objectives | Appropriately challenging learning objectives have been agreed | <ul style="list-style-type: none"> Learning objectives are listed in file and on ILP/RoAs Learning Objectives changed where necessary | | |
| 4 | Formative Assessment | There is evidence of formative assessment | <ul style="list-style-type: none"> References in Lesson Plans Dates shown on ILP/RoAs | | |
| 5 | Summative Assessment | There is evidence of summative assessment | <ul style="list-style-type: none"> Full completion of ILP/RoAs | | |
| | Examples of learners' work are included in the file | | | | |
| | Checklist completed | | | | |
| | Professional Development Record completed | | | | |

Signed (Internal Moderator) _____
Date _____

Signed _____
Date _____



Appendices

Important Information for All

Adult and Family Learning Services



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

Introduction

The improvement of quality is the driving force behind the reason for this guidebook. An essential, and mandatory, element of that is to ensure that the provision we deliver and all the work we do is informed by a robust approach to Equality and Diversity.

The Royal Borough of Kensington and Chelsea have produced a corporate Equality Policy entitled "Towards and Inclusive Kensington and Chelsea – The Royal Borough of Kensington and Chelsea's Equality Scheme". This sets out the Royal Borough's Policy and Commitment to the promoting of, and compliance with, all Equalities legislation in respect of delivery of its own services. It also encompasses the work of its partners and sub-contractors. This includes those organisations that deliver Adult and Family Learning (AFL).

Whilst the above document provides the overarching Policy for Adult and Family Learning this section of the Guidebook supplements and complements the above with specific reference to the delivery of AFL.

Key Principles

For Adult and Family Learning In the Royal Borough, Equality and Diversity means:

- Putting into practice and promoting the entitlement everyone has to equal rights and the same opportunities.
- Seeking to identify and eliminate all forms of discrimination, whether overt, covert or by omission.
- Embracing diversity and ensuring equal ac-

cess to our learning programmes and resources.

- Encouraging and supporting all learners and staff to reach their potential.

Our intention is to ensure that these key principles are embedded in all our work.

The following information sets out how we will achieve that.

How we act on the Key Principles

To support the Key Principles listed above our Service will:

- Ensure equality of access to facilities and resources for learners and staff
- Provide an environment where equality of opportunity is actively promoted and is free from unlawful discrimination, harassment or victimisation of any kind.
- Provide learning and working environments where diversity is celebrated
- Respect equally, support appropriately and reward fairly each learner and each employee
- Support and enable staff to put equality of opportunity into practice
- Establish systems to monitor, analyse and evaluate provision to ensure that it meets learners needs
- Comply with all current equalities, data protection and safeguarding legislation in employment and the provision of teaching services

Roles and responsibilities for Equality and Diversity

The following information outlines those involved in the promotion and establishment of equality and diversity and their responsibilities:

- The members of the Adult and Family team are responsible for devolving policy, ensuring that all those involved in the provision and delivery of AFL are aware of legislation and their responsibilities within it. To achieve this they also have a responsibility to support providers and their staff to meet their obligations, to promote best practice and to monitor implementation.
- The management of provider organisations have responsibility for ensuring that any organisational Policy document or statement is consistent with and complementary to the Royal Borough Policy.
- The management of provider organisations are responsible for raising staff awareness of their responsibilities under Equalities legislation, and for monitoring those procedures. They are responsible for ensuring there is an appropriate response where learners or staff are disadvantaged in any way and that complaints of discriminations or offensive behaviour are dealt with promptly.
- Managers are responsible for ensuring their staff understand Equality and Diversity issues and know how to put them in practice in a learning environment, including how to report, perceived discrimination, harassment or inequality of opportunity.
- Management of provider organisations must assess issues of access and ensure any reasonable adjustments are implemented to enable access to those with disabilities.
- The AFL team have a responsibility to provide support and training to enable provider management to meet their responsibilities
- Tutors are responsible for promoting equality and celebrating diversity amongst themselves, their organisation and their learners.
- All those who participate in AFL have a responsibility to treat others with equality and respect.

Equalities legislation

The Royal Borough's Policy document sets out in detail at Annex A the scope of the current legislation but for the purposes of this document Equalities legislation is:

- Race Equality – the Race Relations Act 1976, as amended by the Race Relations Amendment Act 2000.
- Disability Equality – the Disability Discrimination Act 2005
- Gender Equality – the Equality Act 2006
- Faith and Sexual Orientation – The Equality Act 2006
- Age – Employment Equality (Age) Regulations 2006

Safeguarding

Education providers of post-16 learning and skills have responsibilities to ensure the safety of children, young people and those adults deemed “vulnerable.” A vulnerable adult is defined as a person who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

In order to meet our responsibilities Adult and Family Learning require the following:

- That providers have in place a policy / statement and mechanisms for assessing the risk of their staff and tutors working with children, young people or vulnerable adults.
- Where such contact is likely that CRB checks are conducted and the names of staff for whom checks have been conducted and the dates of those checks are provided to the AFL team.

Bullying and Harassment

The Royal Borough of Kensington and Chelsea have a workplace bullying and harassment policy that covers all staff. The AFL Service requires that the principles of this policy are extended to all providers of AFL, their staff, volunteers and learners.

Definitions

When groups of people work or learn together patterns of behaviour can become established.

The majority of people work and learn well together, and most recognise individual differences and backgrounds. In some situations however, individuals may feel uncomfortable or even humiliated. Sometimes this might arise from misunderstanding or clumsiness, or from occasional or persistent insensitivity. This guidance seeks to give advice on matters which may cause significant distress to staff or learners.

Bullying can be described as persistent behaviour against an individual which is intimidating, offensive or malicious and which undermines the confidence and self-esteem of the recipient. The behaviour may be intended or unintended.

Harassment is where unwanted conduct has the effect of violating someone’s dignity. It may include behaviour that is offensive, frightening or in anyway distressing. It may be intentional bullying which is obvious or violent. Harassment may also be subtle and insidious. It may involve nicknames, teasing, name calling, gestures or other behaviour which may not be intended to be malicious but is nevertheless upsetting. Harassment may be persistent or a serious isolated incident.

The Royal Borough considers the following to be some examples of unacceptable behaviour:

- Aggressive behaviour, shouting or threats, impolite or discourteous behaviour.
- Unwelcome sexual innuendo or attention.
- Spreading malicious rumours or insulting someone.
- Ridiculing or demeaning someone.
- Exclusion or victimisation.
- Behaviour or decision making that is based on improper prejudice.

- Making unjustified, persistent criticisms.
- Being overbearing or neglecting to supervise properly, or otherwise misusing power or position.
- Making threats or comments which are without foundation, about job security.

The Law

Employers have a duty of care to all their workers to protect them from bullying and harassment. The AFL Service requires that all providers adopt the legal requirements for workers as standard practice for learners and volunteers.

Dealing with complaints

In addition to the procedures set out below it is expected that providers have appropriate informal, as well as formal procedures for dealing with bullying and harassment.

Complaints Under the Equalities Scheme

Complaints concerning unfair treatment within the scope of the Scheme may be raised under the Learners' Complaints Procedure and / or the Royal Borough Complaints Procedure as applied in each service provider, or in the case of service staff, the Staff Grievance Procedure.

The Learner Complaints Procedure

Adult and Family Learning is committed to providing a high level of service. Where learners feel that this is not the case and the matter cannot be resolved informally they have the opportunity to register a complaint formally.

Complaints must be received, and action taken, initially at the Provider level following any informal and / or formal procedures for that organi-

sation. Progression to the Royal Borough Complaints Procedure to be followed only where the provider response does not lead to resolution of the issue.

All Providers must maintain internal learner complaints policy / procedures, to include the following:

- A statement of the learner's right to complain (or otherwise comment).
- A clear indication of the procedure to be followed (including internal appeal) with contact details.
- A commitment, in case of complaint, to respond within 7 days, stating what action has, or will be taken.
- Clear signposting to the Royal Borough complaints procedure, through the manager, where the complainant considers providers responses or actions unsatisfactory.

All providers must maintain a record of complaints and outcomes. This should include details of equalities data, e.g. age, ethnicity etc, for all complaints.

Reviews of complaints will be made by the AFL team during monitoring visits.

Significant issues should be included in the relevant section of the Self-Assessment Report.

Widening Participation

The AFL service has a commitment to making learning accessible to all and to raising participation and achievement across the full range of communities that we serve. We actively seek to engage in learning those most disadvantaged or socially excluded.

Appendices

I

Equality and Diversity

In order to achieve this we will:

- Use appropriate research, needs analysis, consultation and data management to identify groups of individuals and areas of most need.
- Ensure that resources are targeted at those groups and areas to promote access to learning.
- Ensure that our learner profile reflects the social and demographic diversity of the communities we serve.
- Develop and deliver a curriculum that is relevant, responsive and inclusive.
- Offer a range of progression opportunities within and beyond the service.
- Provide learner support to remove barriers to participation and achievement.
- Provide learning as close as possible to where people live.
- Work in partnership with other organisations and agencies to reach members of all the communities we serve.

Learner Support

The AFL service requires that providers offer the following as a minimum to support its learners:

- Pre-course information
- Appropriate progression routes or signposting to further learning or development where desired
- Access to sufficient ICT facilities

- Appropriate learning support and reasonable adjustments for learners with disabilities, mental health difficulties and learning disabilities
- Provision of or direction to independent information advice and guidance
- Where specialist support is required that cannot be met by the provider to notify the AFL service for further guidance

In order to achieve the above it is the responsibility of the AFL service to ensure that providers have appropriate support and knowledge to offer effective services.

Providers and their staff are responsible for the delivery of the support and should ensure that:

- All staff and learners are aware of learning support, including eligibility, and how it can be accessed
- Learning support is easily and quickly accessible to all learners at all stages of their learning
- The support is appropriate to the learner's needs and based on early assessment and / or review
- Learning support is recorded and monitored

Disclosure:

Providers should ensure that learners are encouraged to, and feel comfortable about disclosing information about their support needs and/ or disabilities.

Confidentiality

Issues around the provision of support for learners may involve confidential information. All staff should ensure that the appropriate level of care is taken in the communication and storage of such information

Learning Support and RARPA

To evaluate learning support it is necessary to track it effectively in order to monitor and make judgements.

The RARPA processes (detailed in the chapter to Providers on page 30) require initial assessments and individual learning plans, which are essential elements, in identifying and planning additional learning support.

Clear course aims, the effective use of feedback and monitoring and recording of achievement and progress will also ensure that the support is identified and meets the needs of the learner.

The RARPA processes are integral to quality improvement for learner support and across all aspects of learning management and delivery.

Provision of specialist learner support

Our AFL service is delivered through sub-contracting partnership arrangements. Many of our partners can provide specialist learner support either in the form of specialist provision or through advice and guidance to learners or other providers.

Kensington and Chelsea College integrate learning support for ACL learners into their wider operation

ADKC runs specialist provision and can give advice and guidance relating to learners with physical or sensory impairments

SMART runs specialist provision for those with mental health difficulties

Open Age have developed a wide range of learning opportunities and other advice and support for older learners

Nova, St Clements and St James CDP, Regeneration Trust, Midaye and Westway Development Trust all offer either Skills for Life and / or ESOL programmes including Outreach

Staff Development

Continual quality improvement of our Service requires that staff working for our delivery partners are appropriately qualified and professionally trained.

To achieve this the Adult and Family Learning Leadership Team will encourage and provide resources to enable staff teaching on the Adult and Family Learning programmes access to education and training, which will enable them to further their professional development; and provide them with the skills to deliver high quality teaching and learning across the programme.

All tutors working for our Providers must be professionally qualified and it is primarily the responsibility of Providers to ensure that they do not recruit anyone without the necessary teaching qualifications. However, the AFL Leadership team will encourage and fund initial teacher training at Stage 1 and Stage 2 to teaching staff.

The AFL Team will lead and support the formation and operation of curriculum cluster groups to encourage peer support and the sharing of good practice. Where teaching staff are unable to attend these meetings, Adult and Family Learning managers will offer one to one support and mentoring.

Providers have a responsibility to encourage and support teaching staff to further their professional development. Where resources are a barrier in meeting staff development needs, Providers can seek additional support from the AFL Service by setting out their request, stating the benefits to the individual, the learners and the ACL programme, in writing; for consideration by the Adult and Family Learning Leadership Team.

The Contract between the AFL Service and each Provider will commit organisations to engaging with a programme of compulsory training to enhance the delivery of the AFL programme. This will also include workshops aimed at raising awareness and good practice around issues of Equality and Diversity.

Course Development and Review

The Adult and Community Learning Manager - Quality will lead the curriculum cluster groups which have been identified for each curriculum area; co-ordinating the framework outlined below. The aim of these groups is to provide a peer to peer forum for tutors to support each other and develop good practice across the service.

Each term a meeting of curriculum leaders and tutors will be convened in the respective cluster groups to review the curriculum and share good practice with the Adult and Community Learning Manager. Re-imburement of costs for covering tutor absence due to attendance at Cluster Group meetings and other compulsory training will be made to Providers by the AFL Services.

Autumn term: Self-Assessment and Development Planning

- Identify key strengths and areas for improvement in areas of learning.
- Agree actions to address key areas for improvement.
- Produce self-assessment and action plan for RBKC self-assessment report.
- Produce a timetable for observation of teaching and learning across the curriculum.
- Sharing of Good Practice.

Spring term: Curriculum Review

- Identify areas of unmet need through local consultation and research.
- Review RBKC curriculum and identify any areas of overlap / duplication.
- Produce a set of recommendations for changes to the curriculum.
- Sharing of Good Practice.

Summer term: Curriculum mapping

- Mapping of RBKC provision and progression routes.

- Produce curriculum leaflets for the area of learning.
- Sharing of Good Practice.

Course File Audits

As part of the quality improvement process, termly audits for course files will be carried out.

Strategy

As part of its quality improvement, the AFL team will decide each term which areas will be audited according to feedback from OTL process.

Each Provider and ACL Manager - Quality must carry out a 100% audit of course files each academic year.

Individual Learning Plans (ILPs)

Each learner at the start of his or her course will complete an ILP. These ILPs will be kept in the course file and will be reviewed with the learners at least twice during their course. All tutors will complete the final part of the ILP and return to their course file.

The ILPs will be returned to the Provider Managers and be available during monitoring visits by Adult and Community Learning Managers.

Adult and Community Learning Managers will audit ILPs in liaison with the Providers.

Tutor End of course Evaluations

All tutors will complete their end of course evaluation and return to their Manager within two weeks of their course ending.

These evaluations will be audited and responded to by Provider Management or Curriculum leader and made available to the Adult and Family Learning Service when required.

Appendices

IV

Data Management

Data Management

Management Information, Data Analysis, Benchmarking and Target Setting

The AFL Service currently uses the Learner-track Management Information system to electronically manage and analyse our data. We are now able to carry out in-depth analysis on our learner and provider data enabling us to benchmark our performance locally and nationally and set targets to inform the strategic direction for the Service. We are able to analyse our provision at Borough level, areas of learning and provider level enabling us to manage and steer the AFL curriculum across borough to meet both service, regional and national priorities.

Timetable for Adult and Family Learning Data Collection

Effective analysis of data relies upon the accuracy and timely submission of data to the system.

Dates for data submission are determined by the Learning and Skills Council and for the current academic year (2008/09) those dates are:

| Date Range | Deadline |
|---------------------|-----------|
| 1 Aug 08 – 1 Nov 08 | 3 Dec 08 |
| 1 Aug 08 – 1 Feb 09 | 9 Feb 08 |
| 1 Aug 08 – 1 May 09 | 11 May 09 |
| All year activity | 7 Aug 09 |

These actual deadline dates may change slightly from year to year and you will be informed of the relevant deadlines at the beginning of each academic year and sent reminders throughout the year as deadlines approach.

Reports Produced

As a result of the data collected our colleagues in the Policy and performance team produce and Annual Report covering the following areas of information:

- Profile of Learner Achievement By Area Of Learning
- Area Of Learning Summaries
- Attendance And Profile Data By Organisation
- Organisation Summaries
- Fee Information
- Family Learning
- Enrolment Profile Data Tables By Area of Learning
- Attendance And Profile Data By Organisation
- Learning Difficulty And Disability Detailed Categories
- Fee Concessions

Analysis is carried out with regard to:

- Enrolments and guided learning hours (GLH)
- Area of learning enrolments per provider
- Retention rates
- Gender breakdown
- Age breakdown
- Ethnicity
- In and out Borough of learners

We are working on establishing appropriate methods for recording, collecting and monitoring:

- Retention
- Achievement
- Learner progression

Full implementation of RARPA across the provision from the end of July 06 is expected. This will enable the introduction of effective achieve-

ment recording on non-accredited programmes. Methods have been developed for collecting and recording this achievement data and updating on Learner Track.

Annual Reviews and Development Planning

Data is used for quality improvement as it can show whether there are areas for improvement in the provision and in the support we offer to ACL learners.

It can also show where those weaknesses lie and measure the impact of any improvements introduced.

We will use the data to compare performance with targets and to monitor the progress of individual learners. Ultimately we will use the data for quality improvement to look at trends over period of time. This will show trends, although this requires providers to have been collecting data in a consistent way for at least three years.

Providers are expected to analyse their own data to monitor their performance in meeting contracted targets and ensuring equality of opportunity. The Providers will receive monitoring visits no less than every term in line with their Contracts.

Staff from the Policy and Performance team produce community learning monitoring reports at the end of each term in addition to an annual report.

The AFL Leadership team and Policy and performance Officer now review these reports to monitor performance against targets, identify emerging trends, which will now inform our action planning where appropriate.

Health and Safety

All staff involved in the management and delivery of the AFL Service, whether employed by the Council or Providers, have a responsibility for matters of health and safety. Additionally we all have a duty to ensure that learners are kept safe and healthy and understand how the regulations of health and safety apply to them.

It is a contractual requirement that all our Providers have a satisfactory and appropriate Health and Safety Policy and conduct regular risk assessments.

Additionally the AFL Leadership team will arrange that new venues will be the subject to a formal Health and Safety inspection to ensure the premises are fit for purpose and comply with Health and Safety requirements. All existing venues will be subject to a formal inspection on a two-year cycle.

Risk assessments will be undertaken by providers to ensure the activities being delivered in the venue represent an acceptable level of risk to learners and staff.

The Royal Borough will provide training in Risk Assessment to ensure providers have the necessary knowledge and skills to undertake effective risk assessment.

The Adult and Family Learning Leadership team will include Health and Safety checks and risk assessment evaluations as part of their routine monitoring function.

Teaching staff must ensure the accommodation is fit for purpose at the commencement of each session. Any concerns or potential hazards must be reported to Provider management. Providers must investigate any reported concerns or potential hazards and take all required corrective action.

| | |
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| ACLM (Q) | Adult & Community Learning Manager Quality |
| ACLM (C) | Adult & Community Learning Manager Contracts |
| ADKC | Adult Disability Kensington & Chelsea |
| AFL | Adult & Family Learning |
| CIF | Common Inspection Framework |
| DIUS | Department of Innovation, University, and Skills |
| ESOL | English for Speakers of Other Languages |
| GLH | Guided Learning Hours |
| IAG | Information, Advice, and Guidance |
| ICT | Information and Communication Technology |
| ILP | Individual Learning Plans |
| KCC | Kensington and Chelsea College |
| LSC | Learning & Skills Council |
| MIS | Management Information Services |
| Ofsted | Office for Standards in Education, Children's Services and Skills |
| OTL | Observation of Teaching and Learning |
| PCDL | Personal & Community Development Learning |
| RBKC | Royal Borough of Kensington and Chelsea |
| SAR | Self-Assessment Reporting |
| SFL | Skills for Life |
| SMART | St Mary Abbots Rehabilitation and Training |