

Stoke-on-Trent City Council
Employment and Skills



Adult and Community Learning Provider Delivery Guidance

2015-2016



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INTRODUCTION

Aim and Purpose

Stoke-On-Trent City Council's **Adult and Community Learning** offers a wide range of accredited provision from English, Mathematics and First Aid to Family Learning workshops and a wide range of non-accredited adult learning opportunities covering a wide range of topics including crafts, computers, yoga and languages.

Courses are held across 130 venues throughout the city to ensure that they are accessible to people citywide. Our commitment is to ensure that everybody is given the best possible chance to enjoy learning and get the most from our courses; our aim is that learners will:

- ✓ Agree a plan with their tutor, detailing what and how they want to learn;
- ✓ Learn in safe and comfortable surroundings, where they are treated with respect;
- ✓ Participate in an enjoyable learning experience, with learning support (if required);
- ✓ Benefit from high quality teaching, from a tutor who is experienced, skilled and qualified;
- ✓ Receive helpful feedback and support recognising progress and achievement;
- ✓ Have access to impartial information, advice and guidance about learning opportunities available.

The Skills Funding Agency (SFA) funds Stoke-on-Trent City Council's Adult and Community Learning Service for the provision of both accredited and non-accredited learning opportunities for adults. An adult learner is an individual over the age of 19 on or before 31st August 2015; date of birth on or before 31st August 1996.

In addition to our own delivery, we offer local providers the opportunity to deliver learning programmes on our behalf. Adult and Community Learning is defined as the 'Lead Provider' of this learning through provision procured by means of sub-contracts and service level agreements.

Assuring Quality

Adult and Community Learning has overall responsibility for and will monitor the quality and performance of all provision delivered. It is our ultimate responsibility to meet the needs of learners, maintain standards and comparability, promote public confidence, support equality and diversity and ensure value for money; we aim to do this by:

- Promoting positive communication between the Lead Provider and sub-contractors;
- Managing risk to provision and taking appropriate action to maintain the integrity of both accredited and non-accredited learning;
- Evaluating staff skills, knowledge, expertise and competence;
- Coordinating relevant CPD;
- Providing information, advice, guidance and support to colleagues;
- Standardising across programmes and/or qualification routes;
- Monitoring learning delivery and assessment practice;
- Sampling programmes and/ or qualifications using a recognised rationale;
- Observing learning delivery and assessment practice;
- Holding discussions with providers, learners, tutors/ assessors, witnesses and employers involved in the assessment process;
- Recording in detail the monitoring process, quality assurance decisions made and justifications for actions;
- Reviewing programme and/ or qualification developments and progress.

Providers also have a responsibility to safeguard the quality of teaching, learning and assessment of all provision delivered and must have in place appropriate Quality Assurance systems to meet expectations and requirements of regulatory bodies, Awarding Organisations and Ofsted as detailed in the Common Inspection Framework (June 2015) and must align with the *Adult and Community Learning Quality and Compliance Framework 2015 – 2016*.

Providers are also required to comply with all relevant guidance issued by the SFA). This can be found on the SFA website; guidance is periodically updated, providers are advised to register for regular SFA updates¹

¹ <https://www.gov.uk/government/organisations/skills-funding-agency>

Our Commitment to You

As Lead Provider, Adult and Community Learning will:

- Allocate you with key 'Contract and Compliance' and 'Quality' Officers;
- Provide an initial consultation visit to carry out due diligence checks, followed by minimum termly contract and compliance monitoring visits, in accordance with the *Adult and Community Learning Quality and Compliance Framework 2015 – 2016*;
- Register providers with the SFA²;
- Provide all named tutors and assessors with introductory, mandatory initial Teaching, Learning and Assessment 'Passport' Continuing Professional Development (CPD) to include core training in 'Safeguarding and E-Safety Awareness', 'Promoting Equality and Diversity' and 'Recognising and Recording Progress and Achievement (RARPA)';
- Enrol all learners to provider provision on-site at sub-contractor venue³;
- Register learners, verify quality and achievement and claim certification through Awarding Organisations, where applicable⁴;
- Support to assure the quality of provider provision through observations of teaching, learning and assessment, 1-2-1 feedback and support, access to standardisation activity and on-going further CPD;
- Provide Careers Education, Information, Advice and Guidance to all enrolled learners;
- Circulate an electronic copy of the termly provider bulletin to keep providers informed of service updates, developments and to share examples of best practice;
- Invite providers to be active members of the Community Learning Trust.

Your Commitment to Us

As Provider/ Sub-Contractor, you will:

- Fully co-operate with all Adult and Community Learning contract monitoring requirements and inspection requirements, should the Adult and Community Learning service be inspected or receive a monitoring visit from Ofsted;
- Notify Adult and Community Learning of new tutors/ assessors confirming

² Following registration, should the SFA instruct Adult and Community Learning not to sub-contract with a specific delivery partner, the contract will be immediately withdrawn

³ Adult and Community Learning require 7 days' notice to enrol learners

⁴ Liaison with Awarding Organisations can be carried out by either Adult and Community Learning or the provider as agreed/ negotiated in the Service Level Agreement

competence and expertise meets minimum standard required as detailed in *A Guide to Quality Teaching and Learning*;

- Ensure attendance of all tutors/ assessors at introductory, mandatory CPD prior to any timetabled delivery;
- Promote learner access to enrolment, Careers Education, Information, Advice and Guidance;
- Meet quality and compliance standards as outlined in the *Adult and Community Learning Quality and Compliance Framework 2015 – 2016*;
- Use all Adult and Community Learning tutor and learner documentation provided unless an alternative format is agreed; provider documentation must meet the minimum content and marketing requirements of the Adult and Community Learning paperwork;
- Contribute to the *Adult and Community Learning Self- Assessment Review (SAR) and Quality Improvement Development Plan (QIDP)*.

COLLECTION AND ANALYSIS OF DATA

SFA guidance demands all providers must collect and supply data about learners in order to meet the data requirements of the Information Authority and the Adult and Community Learning Service; this includes data about each individual learner as set out in the Specification of the Individualised Learner Record (ILR) for 2015 – 16 as amended, updated and published on the Information Authority's website⁵ and in accordance with the Provider Support Manual.

Provision of this data, in line with the Data Protection Act, supports payments received on profile and contract management/ allocation processes under our Management Information System.

Course Details

To adhere with our practices, providers must supply Adult and Community Learning with precise details as to planned courses to include start and planned end dates and details of any pre-approved accredited element where applicable; notification of any changes must be submitted immediately to Adult and Community Learning. Courses must be within the funded scope and supported by a robust Scheme of Work and subsequent session plans.

⁵ <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2015-to-2016>

Enrolment

Access must be provided for Adult and Community Learning staff to enrol all learners upon commencement of learning whereby our staff are able to collect information as required by the SFA through completion of the ILR; Adult and Community Learning use a tried, tested and tailored enrolment form to survey information to confirm eligibility (please see Appendix 1 for eligibility statement).

Registers

Registers are confidential documents which must be completed fully and accurately by the tutor/ assessor at the beginning of each session in accordance with the instructions on the approved register and then stored safely for the duration of the programme; Adult and Community Learning will provide you with registers, providers may not submit attendance information in any other format.

Learners must attend a minimum of 80% of the total guided learning hours in order to qualify as having completed and achieved the programme.

All learner attendance must be accurately and factually recorded on the register; registers should be completed in full upon conclusion of the programme and returned to Adult and Community Learning within 2 weeks from the actual course end date for processing against individual learner ILR's. Registers are used to evidence attendance in line with specified guided learning hours and are an SFA funding prerequisite.

INDIVIDUAL LEARNING PLANS AND LEARNER FEEDBACK

All tutors/ assessors are required to negotiate an Individual Learning Plan (ILP) individually with their learners; Adult and Community Learning will provide you with learner friendly ILP's that are fit for purpose and RARPA compliant upon completion of the initial mandatory *Recognising and Recording Progress and Achievement (RARPA)* training; new tutors/ assessors must participate in this training prior to negotiating ILP's with their learners. A range of ILP formats are available to cater for varying learner needs.

Whether accredited or non-accredited, providers are required to carry out and evidence initial, formative and summative assessment; the ILP is a working document designed to track and celebrate progression through the generation of SMART learning goals and learning outcomes. ILP's are central to supporting learners to move onto further learning within their wider learning/ career planning.

Adult and Community Learning ILP's are inclusive of Learner Feedback surveys enabling collation of and response to feedback. All providers must give all learners the opportunity to provide feedback, tutors/ assessors should check that learners fully understand the statements.

ILP's must be available for evaluation at Learning Walks and Observations of Teaching, Learning and Assessment (OTLA); ILP's should be completed in full upon conclusion of the programme and returned to Adult and Community Learning within 2 weeks from the actual course end date for processing.

COURSE EVALUATION AND LEARNER CASE STUDIES

All tutors/ assessors are required to complete a course evaluation at the end of each course/ cohort; Adult Community Learning will supply a template to use to record course evaluation.

Adult and Community Learning encourage all tutors/ assessors to adopt continuous reflective practice methods to look at 'what works, what does not work, and why'. With the learner placed at the centre of our aims and purpose, evaluation supports our commitment to drive forward quality across all elements of teaching, learning and assessment. Tutors/ assessors should retain a copy of all course evaluations for their own records and development; a copy must also be returned to Adult and Community Learning with registers and ILP's within 2 weeks from the actual course end date.

Course evaluation records must be available for attention and discussion at Learning Walks and Observations of Teaching, Learning and Assessment (OTLA).

Providers are required to submit at least one learner case study per programme area per year. Any material submitted may be used to share best practice; it is the responsibility of the provider to ensure learner consent is obtained where names/ photographs are presented.

INFORMATION, ADVICE AND GUIDANCE

As Lead Provider, we will ensure that all learners receive pre and post course information, advice and guidance on relevant learning and career opportunities; as a provider we ask you give learners the opportunity to access this as a supporting service.

Community Learning is designed to help people of different ages and backgrounds to get a new skill, reconnect with learning, follow an interest, prepare to progress to

formal courses and learn how to support their children better; it supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility.

Adult Skills responds to the needs of learners, communities and employers, with a particular focus on increasing the number of Apprenticeships, Traineeships and supporting the unemployed to help them move into work. The emphasis is on the development of work related skills to ensure the early achievement of a sustainable job.

It is our aim to champion the availability and access to appropriate and impartial information, advice and guidance to empower adults to make well informed, realistic decisions within their own individual pathways in lifelong learning.

INFORMATION LEARNING TECHNOLOGY (ILT)

Adult and Community Learning are committed to supporting providers in promoting the use of ILT to encourage innovative and creative teaching, learning and assessment. Adult and Community Learning provides this support in a number of ways; these are focused around three key areas:

- Support in developing providers own ILT strategy;
- Continual Professional Development in the use of ILT and embedding it within the curriculum;
- Providing access to ILT resources.

Adult and Community Learning believes that utilising ILT in teaching, learning and assessment greatly benefits learners throughout their learning journey, whilst empowering teachers to achieve more. To ensure the growing use of ILT we encourage providers to develop their own ILT strategy; this strategy should focus on the following areas: vision and strategic planning, teaching and learning, assessment, learner support, staff development, infrastructure/equipment and action planning. By focusing on these seven areas, Adult and Community Learning along with their chosen providers can deliver an excellent and growing range of ILT that has real impact on learning and learner outcomes.

Whilst developing an ILT strategy ensures the principal planning is in place for future success, it does not ensure that provider tutors have the necessary skills and understanding to implement it. That's why Adult and Community Learning offers all providers the opportunity to attend and be involved with CPD; this CPD covers a wide range of ILT and how it can be used to improve the entire learner journey –

from IAG to enrolment, assessment, evaluation and beyond.

To support this Adult and Community Learning offers providers the loan of ILT equipment to support teaching, learning and assessment, where available. This equipment should be linked to session planning and provide tangible evidence to the improvement of the learner experience. Adult and Community Learning can offer ILT equipment to support the following: teaching, learning and assessment, learner support and staff development.

QUALITY AND COMPLIANCE

Adult and Community Learning uses the CAMERA sampling approach to assure quality within provision:

Candidates	→ Ethnic origin, age, gender, language, any other relevant feature of the candidate/ learner population;
Assessor	→ Experience and qualifications, peripatetic, workload, occupational experience, unqualified/ newly qualified/ new to centre;
Methods	→ Assessment by questioning, observation, testimony, planned discussion, recognising prior learning, simulations, examining work products, assignments etc;
Evidence	→ Questions, observations, testimonies, written statements, discussions, assignments, projects, work products;
Records	→ Schemes of work, session plans, assessment plans, reports from assessors, documentation recording feedback, reviews of progress, candidate records, certification documents;
Assessment Sites	→ Work environment, training environments, access to support, other assessment locations.

By adopting this approach, we are able to guarantee quality is sampled through a planned, justified rationale and covers a wide range of quality sampling across all provision, via a variety of methods.

Quality Sampling

A quality sample will be carried out by an allocated Adult and Community Learning Quality Officer in accordance with CAMERA principles; this sample will look at the quality and impact of teaching, learning and assessment and may include

sampling any stage of the assessment process as detailed above.

For all non-accredited and accredited learning a sampling plan will be established; through this sampling process, your Quality Officer will request or focus on specific learner records or stages of assessment at provision mid and end points prior to verification for certification and achievement. Within 5 working days of the sampling activity the Quality Officer will send a completed report and action plan to be addressed and implemented within the specified timescales.

Standardisation and CPD

Tutors/ assessors may be required to attend meetings to standardise practice with other professionals delivering comparable learning under Adult and Community Learning funded provision. This will provide an opportunity to share best practice and planning techniques and to network with other local organisations.

Tutors/ assessors are also required to participate in regular CPD activities. The amount of time dedicated to CPD should be proportionate to their contracted hours e.g. 30 hours CPD for full time employees, 15 hours CPD for colleagues on half-time contracts. There is a requirement for part-time staff to complete a minimum of 6 hours CPD per year. Providers are required to keep up to date records of tutor CPD activity and these details may be requested at contract monitoring meetings. Adult and Community Learning will strive to extend CPD opportunities for their own staff to those working with sub-contracting providers.

Observation of Teaching Learning and Assessment (OTLA)

Adult and Community Learning will carry out formal observations of teaching learning and assessment as detailed in *A Guide to Quality Teaching and Learning (2014- update to be released)*.

Providers will be given 2 weeks' notice of a 2 week window for the OTLA; the OTLA will be carried out with no further notice within that 2 week window. Arrangements for notifying tutors/ assessors of an observation is the responsibility of the provider.

A report will be completed for each observation; oral feedback and a provisional grade will be given to the tutor/ assessor on the day of the observation or as soon after as practicable, up to a maximum of 10 working days. The provisional grade is moderated by Senior Adult and Community Learning Managers before the final grade is confirmed to both the tutor/ assessor and provider. A copy of the moderated OTLA report and action plan will be sent to the provider manager within 4 weeks of observation. It is the responsibility of the provider to ensure all actions

listed are addressed and implemented.

All tutors/ assessors will be observed once annually as a minimum; where tutors/ assessors are awarded grade 3 or 4, a detailed action plan will be negotiated and monitored and a re-observation will take place within a lesser time period.

We would like the opportunity to share the success of tutors/ assessors awarded a grade 1, with their permission we will publicise their achievement through our termly provider bulletin.

Learning Walks

Adult and Community Learning may complete at least one Learning Walk per provider per term, to evaluate the learner experience and evidence of learning. The report will be e-mailed to the provider manager within 4 weeks, who is expected to discuss the report with the tutor/ assessor.

No prior notice will be given for Learning Walks; providers are required to notify Adult and Community Learning as soon as they are aware any class will not be running or to advice of a change in venue.

In response to risk identified, a learning walk may trigger a formal observation of teaching, learning and assessment.

Contract Monitoring

Each provider will be allocated a named Contract and Compliance Officer responsible for overseeing and managing the individual contract and providing support, guidance and challenge as required.

Regular contact will be maintained and a pro-active approach adopted towards supporting and challenging providers to meet funding, enrolment, achievement and completion targets and key performance indicators. Termly contract monitoring meetings will be held to discuss performance against contract. The Contract and Compliance Officer will agree with the provider the date, time and venue of the meeting and the documentation that will need to be provided.

Within 5 working days of the meeting the Contract and Compliance Officer will send a completed report and action plan to be addressed and implemented within the specified timescales. The report will include progress and ratings for all aspects of the *Adult and Community Learning Quality and Compliance Framework 2015 – 2016*. The results of these monitoring meetings will remain confidential to the provider, Adult and Community Learning, SFA and Ofsted.

In the event of any unresolved issues the matter will be discussed further with the

Contract and Compliance and Quality Officers, supported by the Quality, Funding and Compliance Manager and Post Learning and Skills Manager in line with escalation policy.

Risk Rating

Following the termly contract monitoring meetings, all providers will be assigned a risk rating as outlined in the *Adult and Community Learning Quality and Compliance Framework 2015 – 2016*. For those providers who are identified as delivering poor quality provision, appropriate intervention measures will be implemented. These measures may include an increase in frequency or depth of any quality or compliance mechanism or the completion of an action plan to address the areas of underperformance. If the quality of provision does not improve following intervention, the contract and funding may be withdrawn.

SAFEGUARDING AND THE PREVENT DUTY

Providers must follow national safeguarding requirements. Every provider must provide Adult and Community Learning with a designated Safeguarding person. Designated persons and tutors/ assessors must update their knowledge through training every 2 years.

It is our expectation that providers follow Stoke-On-Trent City Council Safeguarding policy and procedures outlined and distributed through the *Safeguarding and E-Safety Awareness* training.

Providers also need to be aware of the new Prevent Duty⁶ which is a legal requirement from July 2015. Prevent is one of the elements of CONTEST, the government's counter terrorism strategy. Prevent is about safeguarding our learners to keep them both safe and within the law.

EQUALITY AND DIVERSITY

Providers must follow national equality and diversity requirements. Every provider must provide Adult and Community Learning with a designated Equality and Diversity person. Designated persons and tutors/ assessors must update their knowledge through training every 2 years.

It is our expectation that providers follow Stoke-On-Trent City Council Equality and Diversity policy and procedures outlined and distributed through *Recognising and Recording Progress and Achievement (RARPA)* training.

⁶ <https://www.gov.uk/government/publications/prevent-duty-guidance>

Providers are expected to promote equality and tackle discrimination in their organisation and meet the diverse needs of the learners we serve.

SELF ASSESSMENT REVIEW (SAR) AND QUALITY IMPROVEMENT DEVELOPMENT PLAN (QIDP)

Adult and Community Learning carries out a rigorous self-assessment process involving all providers.

Self-Assessment is based on evidence from a range of sources to include:

- Data analysis: e.g. enrolments, completions, achievements, levels of attendance and quantifiable feedback;
- OTLA and Learning Walk reports and action plans: distance travelled to develop and improve practices;
- Contract monitoring activity: distance travelled to develop and improve standards of compliance;
- Feedback: surveying all parties involved in the teaching, learning and assessment process.

Findings from self-assessment are used to inform plans and actions to develop the quality of our service delivery.

All providers are expected to contribute to the Adult and Community Learning SAR and QIDP through creation of a provider mini-SAR and QIDP. Adult and Community Learning will supply providers with the necessary templates; providers must submit their 2014 – 2015 SAR and QIDP for approval by 27th November 2015.

Providers are also asked to submit constructive feedback to Adult and Community Learning via an annual on-line provider feedback survey.

The overall annual Adult and Community Learning SAR will be made available to sub-contracting partners each year.

Providers are expected to report on completed and amended actions from the QIDP during contract monitoring meetings.

MARKETING AND PUBLICITY MATERIAL

Providers are required to acknowledge Stoke-On-Trent City Council within their promotional materials by including Stoke-On-Trent City Council's logo. Marketing guidelines are issued to all providers. Further information and advice can be obtained from Stoke-On-Trent City Council's Communications and Marketing Team.

KEY CONTACT INFORMATION

Adult and Community Learning form part of Stoke-On-Trent City Council's Employment and Skills Team:

📍 15, Trinity Street, Hanley, Stoke-on-Trent, Staffordshire, ST1 5PH

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