

HARROW ADULT LEARNING STRATEGY

2016-18

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ADULT LEARNING STRATEGY 2016-18

Context

In March 2014, Harrow Council approved the *Community Learning Strategy 2013-15* that outlined the strategic aims and objectives to achieve the vision for Community Learning contained in the Department for Business, Innovation and Skills (BIS) document, *New Challenges, New Chances* and as funded by the Skills Funding Agency (SFA)..

A revised Strategy is required to set out the key adult and community learning priorities for the London Borough of Harrow for the next two years to take account of national changes in policy and funding, of regional and local priorities and of local economic and demographic changes. Over the period of this Strategy the government is intending to transfer control of a revised Adult Education Budget (AEB) to local government areas through devolution agreements. It is intended that this will enable local authority services, colleges and other training organisations to reshape their local adult education provision and align with local and regional priorities.

The main drivers for this revised Strategy, therefore, are:

- Introduction of a new Adult Education Budget (AEB) that combines SFA funding previously separated for funding the delivery of qualifications and of non-accredited community learning.
- The priorities for learning and skills as set out in the *Harrow Ambition Plan 2020* and the *West London Vision for Growth*
- The Area Reviews for post-16 Education and Training Organisations and the London Review of Adult and Community Learning (ACL) that aim to fundamentally review learning and skills provision across London
- The transition to full adult skills devolution by 2018-19
- The core belief of the Harrow ACL Service that adult and community learning has the potential to deliver learning that meets local needs, promotes social renewal and maximises social and economic well-being

The Strategy is also shaped by the realities of funding. SFA allocations for local authorities are historically based and the London Borough of Harrow's have been to the lower end of national allocations. In 2015-16, Harrow's share of the allocations across the 6 boroughs in West London was 3.7% of the Adults Skills Budget and 9.5% of the Community Learning budget and, consequently, as a small service with a very small adult skills budget and a small core team, we have not attempted to be a mini- College or training provider solely focused on skills development.

The Strategy therefore seeks to build on our strengths in an adult and community learning programme that benefits individuals, families, communities, the economy and society as a whole, with the promotion of the wider benefits of learning as part of our delivery.

Mission

Our vision is to secure the delivery of an accessible, coherent and high-quality learning programme for adults and families in Harrow. We aim to work in partnership to increase and widen participation in learning, promote the wider benefits of learning, enable people to develop skills, knowledge and confidence, increase health and well-being and encourage a culture of life-long learning through progressing learners to further study or training and/or employment

Harrow and Adult and Community Learning

Website link: <http://learninharrow.org.uk/>

The Adult Community and Family Learning (ACFL) Service is a Harrow Council service, part of the Economic and Research Division in the Regeneration, Enterprise and Planning Directorate. The Service is externally funded by the SFA, within a policy context set by BIS. The ACL Service delivers adult skills and community learning as a mixture of direct delivery and contracted provision with a range of providers. All provision is for people over 19 years of age, with the exception of Family Learning with parents and children, and is primarily pre-entry and Entry Level. The Service does not have any centres of its own and courses are run in a wide range of venues across the borough, including schools, children centres, community centres mosques and church halls. Provision includes Functional Skills in English, Maths and ICT; Employability Skills; English for Speakers of Other Languages (ESOL); Family Learning; programmes for mental health service users; programmes for health and well-being; and courses for personal and social development and leisure. The Borough has two Further Education Colleges, with a learning offer primarily up to Level 3 with some Level 4 specialisms and with whom the ACL service contracts for delivery of some adult and community provision. During the lifespan of this Strategy both Colleges will be part of a post-16 Area Review that seeks to establish an appropriate set of institutions offering high-quality skills provision to learners and employers in the local areas. The ACL service will also be part of a London review of adult and community learning that will explore revisions of the differing commissioning and curriculum offers and delivery infrastructures

Harrow is an outer London Borough with an estimated population of around 243,000, a 15% growth over the last ten years. The proportion of residents aged over 65 at 14.3% is higher than the London average. This is projected to increase to 16.5% by 2018 and there are projected increases in numbers seeking residency in specialist accommodation. Two thirds of those over 65 years are from White groups. However, the overall population is increasingly diverse. White British make up 42% of the population, compared to 60% for London and 82% for England as a whole. Asian or Asian British comprise around 44% of the borough's population, primarily Indian (26.4% of the borough's total) and Sri Lankan.

There are also significant differences across the borough in indicators of deprivation, which have had an impact on unemployment rates, life expectancy, physical and mental health and child poverty. Part of the challenges for the service is addressing the inequality gap in the more deprived parts of the borough.

Partnerships

Harrow Adult and Community Learning commissions much of its provision through a Provider Framework, with delivery commissioned annually following the submission of curriculum bids and dependent on performance. The rationale for sub-contracting through a range of providers is:

- To deliver more effective targeting of community learning and recruitment of priority groups
- To increase the variety of learning opportunities in the borough
- To develop opportunities to meet the needs of learners and employers in new and emerging areas of delivery
- To meet the local and regional economic agenda, especially as expressed through the London Enterprise Partnership

Provider partners currently secure a 4-year framework agreement following a formal tender process and funding is commissioned annually following the submission of curriculum bids through a Prospectus that sets out priorities for delivery. Partners are required to deliver courses from venues within the borough to maximise access to learning for residents. The commissioning process is being reviewed for 2017 onwards

Priorities

The priorities for Harrow Adult and Community Learning are

- Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process
- Enhancing individuals' life opportunities by providing a wide range of learning contributing to employability skills; health and well-being; community cohesion and citizenship; and stronger family relationships
- Enhancing the capacity of providers, particularly from the community and voluntary sector, to develop and deliver adult and community learning
- Developing high quality teaching, learning and assessment that enables learners to achieve their learning goals and progress to relevant learning and /or employment

These priorities are shaped by the needs of Harrow's local communities, in particular:

Employability skills and social mobility

Overall borough unemployment is below the London average. However unemployment rates are significantly higher (10% +) in the Wealdstone and Marlborough wards (central Harrow) and Roxbourne (south Harrow), focused on the Rayners Lane estate. and amongst residents classified as Black and Other ethnic groups. There are also particular groups that have specific obstacles in progressing to the labour market. These include adults with learning disabilities, adults with severe mental health problems and communities with low levels of English language skills. It also includes those with a low level of Functional Skills and of qualifications generally. Low levels of literacy/numeracy and language

skills amongst some residents provide an obstacle to employability. Within Harrow, the highest proportions of the population without qualifications or with low level qualifications are in Kenton East, Edgware, Roxbourne and Roxeth. Harrow is also a borough of small businesses, with 80% of businesses employing less than 4 people and, as a part consequence, there are a large number of low paid jobs below the London living wage.

Programmes supported through Community Learning often act as an entry point into learning and can break down barriers such as lack of confidence. There is also a need to increase the numbers of adults gaining first accreditation in community settings and then progressing to higher level qualification courses to facilitate entry to the labour market.

Widening access to English language skills

The population is culturally and ethnically very diverse. White British make up around 34% of the population, compared to 60% for London and 83% for England as a whole and in 2011 Harrow was ranked seventh in England for cultural diversity. Asian or Asian British comprise around 43% of the borough's population, particularly Indian and Sri Lankan. Within other ethnic communities the White Other group is the largest with 8% of the population, particularly Romanian and Polish. Black African (notably the Somali Community) groups have been fast growing over the last 6 years or so, as has the Afghan community.

Harrow was one of 25 local authority areas identified by the Department for Communities and Local Government as an area with high levels of need for English Language provision. 28.5 % of Harrow's residents have a foreign first language with Gujarati, Tamil and Romanian being the most commonly spoken languages. In 15.9 % of households English is not the main language of any household occupants, the 10th highest ranking nationally and much higher than the national level of 4.3 %. The 2011 census showed 1% of Harrow residents unable to speak English at all, compared to 0.6% for London and a national figure of 0.3%. This can create a barrier for employability. It also means some parents have little contact with their children's schools and there is an identified need for many parents, particularly amongst new arrivals, to improve their English for effective communication with the school. There is also a need for many parents to improve their own English and Maths skills to assist their children's progress at school as well as their own functional skill. The ethnicity profile of Harrow's school pupils reflects the general diversity changes within Harrow's population, with White British pupils decreasing to 16.5% of the school population and the Other White backgrounds group increasing to 9%.

Health and Wellbeing needs

Though overall statistics for health in the borough are generally good, 14.6% of residents have a limiting long-term illness or disability, and reaching 17% on the Rayners Lane estate, which is above the London average. Across the borough there are marked geographical inequalities in life expectancy: there is a 10 year difference for women between Pinner South and Wealdstone, for example. There are also health inequalities related to ethnicity and there is evidence that levels of physical activity are lower among South Asian groups than the general population. Local data has also shown that Harrow has higher rates of inactivity (less than 30 minutes activity a week) than the London and England average and that 50% of adults are not meeting the minimum level of physical activity guidelines set by the Chief Medical

Officer. Time, cost and accessibility were the commonest examples raised as barriers to participation in local consultation.

Mental health problems affect 1 in 6 of adults and national IAPT data has estimated 22700 people in Harrow with common mental health problems. Rates are higher in some BME communities, particularly new arrival refugees (Afghan, Somali, Iranian, Tamil) with lower awareness of services available. Community learning is currently part of a national research project into its benefits in helping adults recover from mild to moderate mental health problems

Community cohesion and citizenship

The borough overall is one of contrasts. On the Index of Multiple Deprivation (IMD) Harrow is ranked 213th out of 326 Districts in England, an improved ranking since 2010 . However, the borough ranks the second highest in London for fuel poverty and the third highest for overcrowding and there are pockets of severe deprivation, mainly in the central and south west areas , with the most deprived LSOA being in Roxbourne ward and encompassing the Rayners Lane Estate. Harrow's second most deprived LSOA is in Stanmore Park ward, covering the Woodlands and Cottesmore Estates. Generally the highest indices for multiple deprivation co-incide with areas with a higher concentration of social housing.

There are, therefore, significant differences across the borough in indicators of deprivation, which have had an impact on unemployment rates, life expectancy, physical and mental health and child poverty. This can provide barriers to social or cultural integration. Lack of ICT skills can mean loss of contact with Council services. Lack of language skills can mean lack of contact with schools or public services. Lack of previous involvement in learning can mean unawareness of opportunities available for career development

Delivering the priorities

Maintaining a universal service is part of our delivery. However, in order to maximise access to community learning, available funding is focused on those who are disadvantaged and least likely to participate. Subsidised provision will have an emphasis on targeting and recruitment of identified priority groups with evidence of impact on social and economic wellbeing.

In particular the priority groups are:

- Older learners , particularly those in an isolated or vulnerable situation
- Families, particularly where parents have basic English or Maths needs or who have not reached Level 2, where there is a single parent or families with complex needs
- Unemployed residents, with provision targeted for those before they reach the Work programme or those that have left without a job, and those who are employed in low waged jobs
- Disabled learners
- Mental Health service users or ex-users and adults with mild to moderate mental health problems
- Adults with learning difficulties/disabilities
- Black and ethnic minority individuals, particularly with below Level 2 qualifications
- Residents of Harrow's top ten ranked LSOAs for Multiple Deprivation

Aim 1: Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process

Context

The Service remains committed to a broad programme of adult and community learning that promotes the wider benefits of learning. However, the intention is to focus funding on people or groups who are disadvantaged and least likely to participate due to a variety of obstacles and increase fee income from those who can afford to pay more.

Objectives 2016-18

- To strengthen the strategy for recruiting learners from the Service's priority groups
- To develop ways of collecting data and information on learners' progression and destinations in education, training , employment and voluntary work in order to improve future planning and to measure the impact of programmes with target groups.
- To embed Functional Maths and English, language skills and ICT skills into curriculum areas to support new learners
- To support adults with mild to moderate mental health problems in accessing opportunities for learning, volunteering and employment
- To develop stronger working links with other Council Services and to cross-borough partnerships to react to local social and employment issues

- To widen access to Personal and Community Development provision (arts and crafts, music and dance, modern languages, learning for personal /social motives) to groups who have had little contact with cultural learning opportunities
- To further develop a flexible fee and concession policy as part of an overall 'Pound Plus' approach of maximising income in order to support widening participation.

Aim 2: Enhancing individuals' life opportunities by providing a wide range of learning contributing to employability skills; health and well-being; community cohesion and citizenship; and stronger family relationships

Context

Adult and community Learning is part of the lifelong learning continuum and has the potential to link into and enhance a number of important local and national agendas including Harrow's Health & Wellbeing Strategy, Regeneration Strategy and Physical Activity and Sports Strategy. The Prospectus against which providers bid for delivery sets out proposals for Widening Participation provision designed to encourage those individuals or groups with the most barriers to learning to joining a Community Learning programme. The programmes are grouped under the themes of:

- Programmes designed to support Learning to improve skills for Employment
- Programmes designed to support Active Citizenship
- Programmes designed to support Learning for Health and Well-being
- Programmes designed to improve family life and life chances through family learning

Objectives 2016-18

- To develop and promote learning opportunities that build on the links between employment, health and well-being and social inclusion
- To promote the wider benefits of learning for health and well-being, leisure and volunteering
- To build up and enhance links between the Harrow Adult Learning Strategy and other local authority cross-authority and regional plans
- To build up progression paths between providers and more accessible ways of signposting learners between providers through impartial guidance

Aim 3: Enhancing the capacity of providers, particularly from the community and voluntary sector, to develop and deliver adult and community learning

Context

Part of the agenda of the Government paper *New Challenges, New Chances (BIS), 2011* was to widen the base of providers of community learning as part of a wider public sector reform and growth policy. Integral to this has been encouragement of the Third Sector to deliver learning and skills and engage more 'hard to reach' learners. The commissioning process phased in during 2013 has enabled more

providers to be part of the Framework for delivery, with a focus on recruitment from target priority groups.

Objectives 2016-18

- a) To enable new providers to apply for acceptance onto the Commissioning Framework and to increase awareness amongst providers of the commissioning process
- b) To support new providers through a Quality Improvement Framework (Provider and Tutor Toolkit), a training programme to prepare providers for monitoring and self assessment, observation of teaching and learning and impact assessment; and a bureau service to collect necessary data and evidence
- c) To work collaboratively with providers to ensure skills gaps are identified and addressed and duplication of provision is minimised
- d) To facilitate the development of self-organised learning groups, use of volunteers and other forms of informal learning through small-scale funding and training workshops

Aim 4: Developing high quality teaching, learning and assessment that enables learners to achieve their learning goals and progress to relevant learning and /or employment

Context

Adult and Community Learning remains part of Ofsted's remit and providers are expected to deliver against the Common Inspection Framework, with a focus on continuous improvement in teaching, learning and assessment for the successful achievement of learner outcomes

Objectives 2016-18

- a) To provide an annual Continuous Professional Development training programme accessible for all providers and to promote and support continuous professional developments for all staff
- b) To share information on self-assessment and comparable quality data, including success rates, progression and social impact data
- c) To develop the use of the Observation of Teaching, Learning and Assessment (OTLA) programme across all providers, including peer observation, to identify development needs and to raise standards
- d) To provide training and support for tutors and other staff to develop skills in the use of Information and Learning Technology in order to support learner independence and study skills

Curriculum Offer

From 2016-17, funding from the Skills Funding Agency will be allocated through one integrated budget, the Adult Education Budget (AEB). The ACL Service provides through direct delivery and contracted provision a mix of accredited and non-accredited provision that aims to support the priorities and meet the local needs set out above. In some cases learners will access non-accredited programmes before moving on to an accredited programme. In other instances, learners will progress to a higher level qualification delivered by a Further Education College or other training organisation.

The main curriculum areas are:

- Functional Skills English:
- Functional Skills Maths
- Functional ICT
- Employability Skills
- English for Speakers of Other Languages (ESOL)
- Community Learning programmes grouped under the themes of:
 1. *Learning to improve skills for Employment* – including some ESOL and ICT provision, business training programmes, confidence building
 2. *Learning to support Active Citizenship* - including volunteering skills, setting up self-organised groups, ESOL for integration
 3. *Learning for Health and Well-being* – including stress management; programmes specifically designed to meet the needs of older or disabled learners; programmes designed to support mental health service users. Healthy Eating
 4. *Improving family life and life chances through family learning* –including Share a Story; parenting skills; family cooking, Family English, Maths and Language

The Service also supports a range of programmes for personal development, cultural enrichment or intellectual and creative stimulation (including arts and craft, music and dance, modern languages) with fee income from learners intended to support some or all of the delivery costs

Outcomes

The ACFL Service aims to achieve the following outcomes for learners::

- Enhanced skills and personal effectiveness for further training, employment or self-employment
- Improved confidence and social skills
- Improved or maintained physical and/or mental health and well-being
- Improved skills and confidence for parents to support their children's learning
- Improved digital, financial and language skills
- Enhanced engagement with the wider community, including volunteering
- Further engagement in learning

Measuring delivery and success

Delivery is underpinned by a set of Key Performance Indicators (KPIs) by which quality and contract compliance are monitored.

Value for money

- Delivery costs per learner and course hour
- Number of enrolments and hours delivered against targets

Retention and Success rates

- Analysis of retention rate against target set and national benchmark
- Analysis of success rate against target set and national benchmark

Learner recruitment

- Recruitment against priority target groups

Equality and Diversity

- Profile of enrolments against borough profile
- Closing the achievement gap between different groups of learners

Progression and destination of learners

- Analysis of intended destinations of learners
- Analysis of actual progression of learners

Learner feedback

- Analysis of learner satisfaction surveys
- Analysis of learner voice reports

Financial and income strategy

Adult, Community & Family Learning aims to provide an accessible and affordable service to all members of the community and has a fee strategy to support enrolment of target learners. There are concessionary fees across all provision and many targeted Community Learning programmes have a low or waived fee

However it is also recognised that fee income should be raised wherever possible as part of delivery costs and provision falling into the Universal Access category has a variable fee rate depending on the curriculum. Income raised in this way in sub-contracted provision is retained by the provider to help offset their delivery costs and minimise the need for subsidised funding

The full policies relating to fees and the supply chain processes in relation to sub-contracted provision can be accessed on the Service website:

http://courses.learninharrow.org.uk/onlinecourses/learn_in_harrow/working_courses/QIF/policies.html

Delivery Plan

Aim 1

Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process

Objectives and Actions

To strengthen the strategy for recruiting learners from the Service's priority groups

- To ensure that the targeting of community learning funding takes account of demographic and social and economic changes in the borough
- To extend the range of partners in recruitment of learners
- To ensure that recruitment from intended target group(s) is monitored as a KPI
- To develop additional accessible venues for programme delivery
- To support commissioned providers through effective self assessment in recruiting learners from their target group(s)

To develop ways of collecting data and information on learners' progression and destinations in education, training, employment and voluntary work in order to improve future planning and to measure the impact of programmes with target groups.

- To use tutors to collect data on learner progression and destinations for their own learners
- To include the tracking of learner progression and destination as a requirement in provider contracts
- To use the information on learner progression and destination to evaluate the effectiveness of provision

To embed Functional Maths and English, language skills and ICT skills into curriculum areas to support new learners

- Deliver Family Learning English and Maths programmes with Functional Skills assessments
- Extend delivery of Functional English and Maths programmes at Children Centres
- Develop courses with a revised curriculum for English for Speakers of Other Languages (ESOL) at pre-entry and Entry Levels, using mapping between providers to plan programmes
- Include training in Functional Skills as part of annual CPD programme for tutors

To support adults with mild to moderate mental health problems in accessing opportunities for learning, volunteering and employment

- To evaluate the outcomes of the Active Minds project and to seek funding for an extension of the project for 2016-17
- To include in overall delivery short, non-formal courses designed to help learners experiencing mild to moderate mental health problems

- To evaluate the positive impact of community learning on the health and wellbeing of adults with mild to moderate mental health problems

To develop stronger working links with other Council Services and to cross-borough partnerships to develop learning programmes that meet the needs of changing social and employment requirements

- To work with the Xcite team in Economic Development and Research in providing employability skills, functional skills and language skills for those residents seeking employment
- To develop links with the Together with Families (Troubled Families) programme to increase the number of families from identified families who access pathways leading to training and employment
- To participate in the West London Area Review and the London Area Review for Adult and Community Learning and to consider recommended outcomes that would enhance an adult learning offer for the borough's most vulnerable residents

To widen access to Personal and Community Development provision (arts and crafts, music and dance, modern languages, learning for personal /social motives) to groups who have had little contact with cultural learning opportunities

- To widen the base of providers delivering Personal and Community Development courses to targeted groups
- To develop a range of Personal and Community Development provision aimed at marginalised and socially and/or educationally disadvantaged groups with the intention of increasing social and civic engagement.
- To develop a set of outcomes that can be used to measure impact on health and wellbeing and on further progression in Personal and Community Development provision

To further develop a flexible fee and concession policy as part of an overall 'Pound Plus' approach of maximising income in order to support widening participation.

- To further develop and integrate a financial strategy based on the 'Pound Plus' approach into future planning
- To develop a series of 'Pound Plus' indicators to evidence how additional income and/or efficiencies are adding to the Skills Funding Agency allocation
- To develop or support learning clubs and self-organised learning groups and programmes that enable learners to raise funds independently
- To develop the use of social networking to support and promote learning clubs and learner interaction

Aim 2

Enhancing the life opportunities of individuals by providing a wide range of learning which will contribute to employability skills, health and well-being, community cohesion and citizenship, and stronger family relationships

Objectives and Actions

To develop and promote learning opportunities that build on the links between employment, health and well-being and social inclusion

- To increase the provision and take-up of modular training for unemployed residents and those employed in low wage jobs that promotes employability, well-being and community engagement
- To promote through learning the health benefits of work
- To work with providers to enable adults with learning difficulties and disabilities to access skills development to develop independent living skills and enhance mental and physical well-being

To promote the wider benefits of learning for health and well-being, leisure and volunteering

- To extend the measurements of improvements in health and well-being from the Active Minds project to wider provision
- To work with providers in the delivery of learning programmes for target groups that increase well-being by reducing isolation, promoting a healthy life style and signposting further learning and volunteering opportunities
- To work with Council partners in the delivery of an Active Harrow strategy

To build up and enhance links between the Harrow Adult Learning Strategy and other local authority cross-authority and regional plans

- To ensure that the priorities for the future delivery of adult and community learning reflect the aims of Harrow Council's *Harrow Ambition Plan 2020* and of the London Local Enterprise Panel
- To participate in the West London Post 16 Education and Training Area Review and consider how adult and community learning can best dovetail with delivery by Further Education Colleges.
- To participate in the London ACL Review and consider emerging issues on cross-borough participation on curriculum offers and delivery infrastructures

To build up progression paths between providers and more accessible ways of signposting learners between providers through impartial guidance

- To seek to maintain the Matrix standard as a business improvement tool to improve IAG service delivery
- To use embedded IAG to signpost learners between providers
- To use the London ACL review to explore gaps in provision and ways of improving progression routes across boroughs

Aim 3

Enhancing the capacity of providers, particularly from the community and voluntary sector, to develop and deliver adult and community learning

Objectives and Actions

To enable new providers to apply for acceptance onto the Commissioning Framework and to increase awareness amongst providers of the commissioning process

- To work with Procurement in revising the commissioning process for adult and community learning for 2017 onwards to enable more regular entry by new providers onto the Provider Framework
- To advertise the commissioning process more widely, especially amongst the Third Sector

To support new providers through a Quality Improvement Framework (Provider and Tutor Toolkit), a training programme to prepare providers for monitoring and self assessment, observation of teaching and learning and assessment; and a bureau service to collect necessary data and evidence

- To introduce all providers to the Quality Improvement Framework (QIF) and relevant KPIs for their delivery
- To carry out an annual monitoring programme designed to support providers in successfully meeting KPIs and achieving outcomes
- To implement an annual CPD programme for providers and tutors to prepare them for monitoring and self assessment (including observation of teaching, learning and assessment)
- To provide a bureau service for data collection for small providers

To work collaboratively with providers to ensure skills gaps are identified and addressed and duplication of provision is minimised

- To plan and manage a co-ordinated delivery of the Skills for Life and ESOL curriculums with clear progression routes
- To participate in formulating a West London strategy of building a cross-borough skills offer accessible to the most vulnerable residents
- To access additional skills funding where possible to deliver cohesive projects across the local provider base

To facilitate the development of self-organised learning groups, use of volunteers and other forms of informal learning through small-scale funding and training workshops

- To develop resources for managing and supporting self-organised learning groups and further develop the use of social networking to support and promote learning
- To use small-scale funding in the commissioning process to test alternative models of delivery and the capturing of impact

To develop the use of trained volunteers in a supportive capacity in classes and self-organised learning groups

Aim 4

Developing high quality teaching, learning and assessment that enables learners to achieve their learning goals and progress to relevant learning and /or employment

Objectives and Actions

To provide an annual Continuous Professional Development training programme accessible for all tutors and providers and to promote and support continuous professional developments for all staff

- To include quality assurance and training requirements in contracts and service specifications and that form part of the monitoring process
- To ensure all providers have training and support on the Quality Improvement Framework and Providers' Toolkit
- To provide an annual CPD programme for providers and tutors to support the delivery of high quality teaching, learning and assessment and improved performance.

To share information on self-assessment and comparable quality data, including success rates, progression and social impact data

- To include self-assessment training in the CPD programme to support the annual self-assessment cycle
- To establish a moderation process of self assessment amongst providers
- To support providers in the measurement of impact and progression as part of self-assessment

To develop the use of the Observation of Teaching, Learning and Assessment (OTLA) programme across all providers, to identify development needs and to raise standards

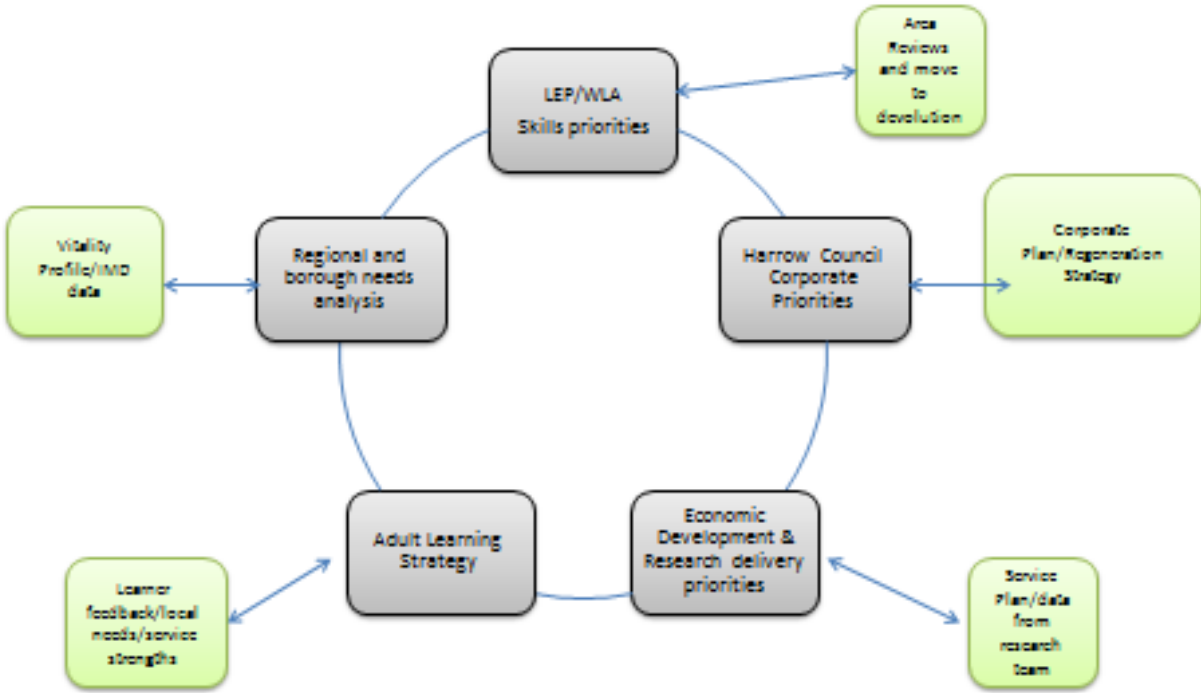
- To set out observation requirements as part of service specifications for all providers,
- To include training on observation in an annual CPD programme to extend the pool of observers
- To ensure observations are used to improve the performance of tutors by monitored action planning

To provide training and support for tutors and other staff to develop skills in the use of Information and Learning Technology (ILT) in order to support learner independence and study skills

- To provide training to develop tutors' skills in the use of ILT to promote learning and interactive activity
- To promote the purposeful use of iPADS and other mobile technology in classroom teaching

Annex 2

Adult & Community Learning Planning process



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