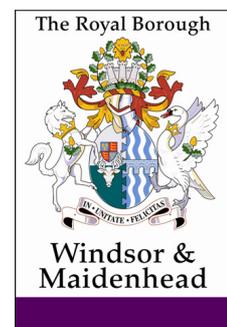


# Community Learning *and* Skills Service

## QUALITY ASSURANCE FRAMEWORK

2014/15 Programme

For direct delivery and external providers



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## 1. Introduction

This *Framework* is for providers commissioned by East Berkshire Community Learning and Skills Service (CLASS) to provide learning programmes and activities to learners. It is used by the Service's own managers to monitor the quality of delivery of its own programmes. This *Framework* acts as a resource for raising the quality of teaching and learning by providing a common understanding of how quality is defined in the Service; it sets the standard to be achieved by using the Common Inspection Framework and Service's policies to implement it.

Through your work with us we make a significant contribution to the strategic objectives of the Council. By engaging in learning with our residents they benefit from improved aspirations and, health and wellbeing. Your contribution to that is greatly valued.

The *Framework* is to be used to manage the delivery of programmes delivered directly by CLASS and providers with a contract or service level agreement with East Berkshire Community Learning and Skills Service (CLASS).

The purpose of this *Quality Assurance Framework* is to:

- Deliver high quality learning (see *Appendix One - section two– key factors in an outstanding provider*)
- Provide for continuous improvement
- Contribute to the Service's objectives (see *Appendix Five*)
- Work with partners to widen participation
- Put the needs of the learner first
- Maintain consistent quality across all delivery
- Comply with the outcomes in the Common Inspection Framework for Further Education and Skills 2012 (*Appendix One –section one*).
- Meet the aims of "New Challenges New Chances" (*Appendix Two*).

The sections of this *Framework* are:

1. Course planning and induction
2. Recognising and Recording Achievement (RARPA)
3. Observation of Teaching and Learning
4. Progression
5. Learner engagement
6. Continuous improvement

At the end of each section you will find:

- *Quality standard* box that the Service and providers are expected to meet (*Appendix Seven*).
- Further information source about the section
- Documentation related to the section (*Appendix eight*)

This Framework is delivered in conjunction with the *Guidance for Providers* that sets out contractual requirements for providers including meeting the objectives of the service (*Appendix Five*). The *Tutor Handbook* sets out expectations of the Service from tutors to deliver quality learning, on how the service operates, continuous professional development and, health and safety requirements.

## 2. About East Berkshire Community Learning and Skills Service

East Berkshire Community Learning and Skills Service (CLASS) delivers adult and community learning across Slough, Windsor and Maidenhead. Slough Borough Council manages the provision of community learning in the Royal Borough of Windsor and Maidenhead. This allows us to offer more [adult learning courses](#) to both boroughs including English language, basic skills, computing, skills for work, personal development and family learning courses.

The service prioritises working with those residents who do not have a level 2 qualification, in particular unemployed people, and those in areas of deprivation and disadvantaged communities who would not normally access learning opportunities. We work in partnership with an increasing number of local providers to deliver learning to the targeted groups of learners; this is achieved through a [commissioning strategy](#)

The service’s mission is:

**“Supporting residents through learning to improve their skills for employment and quality of life.”**

With a vision to:

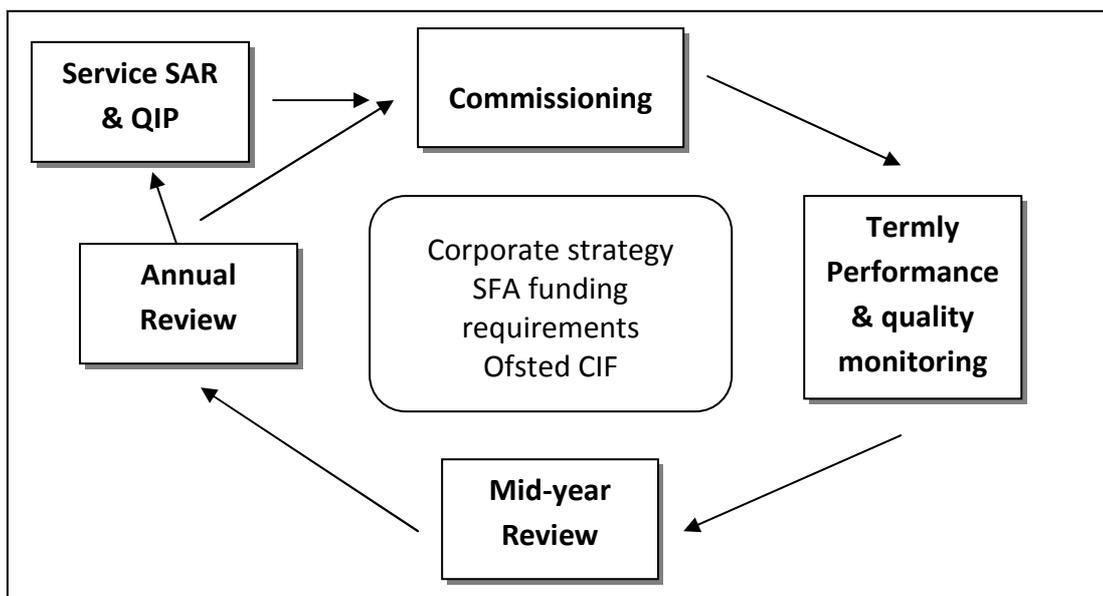
**“Deliver quality learning, advice and skills to residents to enable them to improve their opportunities for education and employment, and to contribute to the success of the local economy and their quality of life.”**

## 3. Quality Assurance Cycle

CLASS operates an annual cycle of quality assurance. The chart below defines how the cycle works with providers. See the *Guidance for Providers* for more information on the performance and quality monitoring, and reviews. . See also the *Tutor Handbook* that defines how providers should ensure their tutors contribute to the quality cycle. The information provided is included in the annual self assessment (SAR) and resulting quality improvement plan (QIP).

<b>Quality Standard</b>	
1.	Providers should contribute to the performance and quality monitoring, and reviews.

Chart: Quality Assurance Cycle for the service



#### 4. Course planning and induction

The following should be taken into consideration when preparing a course:

1. Allocate an appropriately trained and qualified tutor
2. Set up of initial assessment suitable for the learner so that they have a starting point. The assessment should also identify any additional learning support and, basic English and maths needed with support where possible.
3. Establish key information about venue including building and activity assessment of venue to ensure health and safety standards are met
4. Preparation of documentation e.g. course file/outline of planned sessions, enrolment form, initial assessment, register, scheme of work, lesson plan, individual learner plan/learner log, and end of course review
5. Deliver a full induction to learners about the service; venue and the programme (see *Tutor Handbook*).
6. Active promotion of good race relations, gender equality, fairness with disability, through inclusive learning, cultural diversity ('bringing the world into the classroom') and differentiation.

#### Quality Standard

2. Providers should arrange with their tutors to undertake the comprehensive preparation for every course including the delivery of documentation, initial assessment and full induction.

*Further information: all documents are stored on the Service's moodle website, consult the Tutor Handbook for guidance on the learner induction.*

## 5. Recognising and Recording Achievement (RARPA)

The Common Inspection Framework sets out the standards to be met for 'RARPA' - Recording and Recognising Achievement i.e. initial assessment, setting targets with learners, giving and recording ongoing feedback to learners and receiving learner feedback. *See Appendix Three: Five stages of RARPA.*

### Quality Standard

3. Provider should follow the five stages of RARPA and use an individual learning plan that meets the standard of the Service version.

*Documentation: Individual Learning Plan, Learning Log*

## 6. Observation of Teaching and Learning

Lesson observations help to assure and improve the standard of teaching, learning and assessment across all provision in the two boroughs. Observation forms an important part of the evidence collected for the annual Self-Assessment Review (SAR). Observations are designed to support tutors and are closely linked to their continuing professional development and inform the service's own quality improvement plan.

Each academic year a series of lesson observations take place. The observation can be carried out by an external person nominated by CLASS, a member of the CLASS Leadership Team or as a joint observation between a member of CLASS and a member of the provider. The tutor receives a judgement of the quality of teaching, learning and assessment for the particular lesson that was observed. *See Appendix Four: Observation of Teaching, Learning and Assessment (summary of policy).*

### Quality Standard

4. The provider should make arrangements for the observation of tutors in line with the policy.

## 7 Progression

When considering your programme or activity you need to consider where your participants can progress to as a result of their learning. This may, for example, be more involvement in their children's learning, helping in school, more independent living, joining a club or special interest group, employment, volunteering, improving their English or Maths or another parallel or higher level course or a qualification course. You should therefore offer advice on the progression routes from your course as part of the programme.

In Slough the Service offers an Employment and Learning Advice service which includes free individual advice and workshops. You can request this for your learners so they can be made aware of next steps.

Actual destination of those learners who you have worked with should be collected; this should be for a sample (at least one fifth) after three after the completion of a particular programme. This information will need to be collected and may be subject to scrutiny.

### Quality Standard

5. Providers should include advice on progression within their programme planning.

### Quality Standard

6. Providers should collect destination data about a sample of their learners for every course or activity.

## 8. Learner feedback

Gaining learner feedback about their course and the service they received is important to ensure that the courses taken up meet the needs of the learner and that the skills and knowledge learned can be used in the community, home and working environment. Learners are able to give feedback by:

- Making comments, compliments and complaints about their learning
- Completing a survey to capture their views about their learning
- Sampling views in writing or video
- Through the tutor's end of course review.

The results gained from learner feedback contribute to how a provider measures its performance against its outcomes and is then used to identify areas for improvement. It should use feedback to assess the impact of learning on the learners' social and economic prospects.

**Quality Standard**

7. Providers should use a variety of methods to gain feedback from learners for the purpose of measuring and improving the quality of their learning.

**Quality Standard**

8. Providers should capture the impact of the learning on learners' lives to assess the aims of the provision.

## 9. Continuous improvement

We all have a responsibility to continuously find ways of improving the way we work and the Service will work with you on how that can be achieved. The Service measures improvement through a set of performance indicators which is also used to provide evidence to the Skills Funding Agency on the service's delivery against agreed targets for funding. Contractual requirements of providers for data collection are set out in the *Guidance for Providers*. The performance indicators fall into three groups:

- Individualised learner data on the management information system
- Learner feedback via learner survey and complaints
- Observation of Teaching and Learning

This information contributes to the annual self assessment of the service documented in the annual SAR – the Self Assessment Report. Following the report a Quality Improvement Plan is used to improve the service over the academic year.

**Quality Standard**

9. Providers should use learner feedback to identify and implement improvement to the quality of their service.

*Documentation: Self Assessment Report, Quality Improvement Plan, Guidance for Providers*

## Appendix One Ofsted Common Inspection Framework (Summary)

### 1. Summary of the Common Inspection Framework

#### The Common Inspection Framework 2012

The Common Inspection Framework comprises the principal criteria that inspectors must consider when inspecting every education and training provider. The inspectors make a judgement on adequacy from the two categories: adequate and inadequate. A provider will be deemed to be inadequate if it is graded inadequate for overall effectiveness. For all other grades, the provider is deemed adequate.

#### Overall effectiveness

The judgement on overall effectiveness is based on how effective and efficient the provider is in meeting the needs of learners and other users, and why. Inspectors will use all the available evidence and take into account judgements on:

- outcomes for learners
- the quality of teaching, learning and assessment
- the effectiveness of leadership and management.

#### Outcomes for learners

Inspectors will make a judgement on outcomes for learners by evaluating the extent to which:

- all learners achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal, social and employability skills
- learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.

#### Quality of teaching, learning and assessment

Inspectors will make a judgement on the quality of teaching, learning and assessment by evaluating the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff
- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning
- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims
- appropriate and timely information, advice and guidance support learning effectively
- equality and diversity are promoted through teaching and learning.

Effectiveness of leadership and management

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and, where applicable, governors:

- demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance
- improve teaching and learning through rigorous performance management and appropriate professional development
- evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement
- successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community
- actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap
- safeguard all learners.

**2. Key factors in an Outstanding Provider**

Some key points from recent (2013) Ofsted inspection reports that indicate what can make an outstanding provider. CLASS has the objective of being a “good” service and works with tutors and providers to meet achieve qualities of an outstanding provider as defined by Ofsted.

- i. Tutors set clear targets for all learners and accurately measure learners' progress against their targets.
- ii. Tutors plan and deliver activities that provide sufficient opportunity for learners to participate fully and actively in their learning.
- iii. Tutors use information and learning technologies to enhance teaching and learning
- iv. Learners receive guidance, as they complete their course, on further learning opportunities.
- v. A very high proportion of learners complete their courses successfully.<sup>1</sup>
- vi. Learners make outstanding progress.<sup>1</sup>
- vii. Tutors help learners to be confident and improve their quality of life by teaching them skills that will be useful to them in future employment.<sup>1</sup>
- viii. Many learners go on to support other learners through volunteering and coaching.<sup>1</sup>
- ix. Learners are extremely positive about their experience and thoroughly enjoy their learning.<sup>1</sup>
- x. Provider works exceptionally well with other providers to ensure that learners can access a wide range of relevant courses.<sup>1</sup>
- xi. Tutors build exemplary impartial advice, information and guidance into all their courses.<sup>1</sup>
- xii. Outstanding promotion of equality and diversity to create a vibrant and resilient learning community where everyone is welcomed and valued.<sup>1</sup>

Note

1. Kirklees Council adult and Community Learning – outstanding provider (November 2013).

## Appendix Two New Challenges, New Chances (Summary)

*Further Education and Skills System Reform Plan: Building a World Class Skills System (BIS)*

### OBJECTIVES

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
  - improved confidence and willingness to engage in learning
  - acquisition of skills preparing people for training, employment or self-employment
  - improved digital, financial literacy and/or communication skills
  - parents/carers better equipped to support and encourage their children's learning
  - Improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
  - increased volunteering, civic engagement and social integration
  - reduced costs on welfare, health and anti-social behaviour
  - increased online learning and self organised learning
  - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
  - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay
  - using effective local partnerships to bring together key providers and relevant local agencies and services
  - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
  - involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
  - supporting the wide use of online information and learning resources
  - minimising overheads, bureaucracy and administration.

## Appendix Three Five stages of RARPA

Extract from “RARPA and Meaningful Individual Learning Plans” by Learning Communities Bristol.

Stage	Description
1. Clear Aims	<u>The first stage of the RARPA process is about setting aims</u> which are appropriate to an individual learner or group of learners. As far as possible, aims should be negotiated and agreed with the learners at the start of the session or course.
2. Initial Assessment	<u>Initial assessment is required to establish each learner’s starting point.</u> The level of detail and method of recording initial assessment will vary according to the nature and duration of the learning programme. The starting point may be assessed with regard to the content and level of the programme, the learner’s skills, knowledge and confidence, and also any support needs. Records may include learner self-assessment and a wide range of activities carried out by and with the learner.
3. Appropriately challenging learning outcomes	<u>The third stage of the RARPA process is about the identification of suitably challenging learning objectives</u> for all programmes and, wherever feasible, for each learner. The level of challenge which is appropriate will vary according to the initial assessment of learners’ needs, aspirations and starting points. Objectives identified initially may be re-negotiated and revised during the learning programme, for example, as a result of formative assessment.
4. Formative assessment	This <u>stage is about recognising and recording progress and achievement</u> during a programme (formative assessment). This will include tutor feedback to learners, learner reflection and self assessment, and progress reviews with the learner. The level of detail will vary with the length and structure of the course.
5. Summative assessment	<u>The final stage of RARPA is the review of overall progress and achievement</u> at the end of a programme. It will include learner self-assessment and summative assessment by the tutor. It will be related to the appropriately challenging learning objectives identified at the beginning of and during the programme. It may include recognition

## Appendix Four Observation of Teaching and Learning (summary)

**The purpose of a lesson observation is to:**

- Raise the quality of teaching, learning and assessment.
- To give the tutor a judgement of the standard of their delivery.
- Provide a supportive tool to help tutors reflect on, and improve, their own practice.
- Identify the continuing professional development needs of teaching staff.
- Help identify, share and develop good practice.
- Provide evidence to inform the SAR grading and identify development needs of tutors.

**The five main types of lesson observation are:**

**i. Standard observation**

This is a formal process whereby the standard of the lesson is graded according to a four point scale as used by Ofsted:

Grade 1 Outstanding

Grade 2 Good

Grade 3 In need of improvement

Grade 4 Inadequate

**ii. Developmental Observation**

Developmental observations are not graded; they are used as a development tool, supporting tutors' continuing professional development. All new tutors have developmental observations that are undertaken by their line manager within their first term of work.

**iii. Joint Observation**

These are formal graded observations, undertaken by two people. They are predominately used when observing provider's provision but can be used as a training/mentoring opportunity for existing or new observers.

**iv. Peer Observation**

There may be times when tutors 'peer observe' each other, enabling each tutor to observe and feedback to their colleagues on the observation. Peer observations should be undertaken with the permission of the line manager.

**v. Focused observations**

Where an observer has identified a particular area of good practice e.g. use of the interactive white board, there may be opportunities whereby a colleague can benefit by observing that tutor. The colleague would observe that particular aspect of the lesson for their own personal development.

## Appendix Five CLASS Objectives for 2013/14

### 2.1 The objectives of CLASS for 2013/14 are:

1. To develop a customer focused model of participation in the planning, and delivery of community learning, developing new and sustaining partnerships alongside the development of a model for a community learning trust.
2. To engage with residents with low skill levels in the delivery of a wide range of activities including an expansion of accredited programmes with a focus on supporting residents into employment.
3. To further refine the administrative systems and processes relating to customer care, data, marketing, learner feedback, collection and analysis of performance data to provide a high standard of customer care and business efficiency.
4. Teaching, learning and assessment to be delivered to a grade 2 (good) level.

### 2.2 Priorities for Community Learning:

- Residents, who are unemployed in particular young people aged 19 to 24 who are not in employment, education and training.
- Residents in low waged / skilled jobs or who would like to return to work after a break.
- Adults with low skill levels in maths, English and language, I.T. including the digitally excluded
- Adults with learning difficulties and/or disabilities.
- Adults who are recovering from mental health issues.
- Parents with children in need of targeted support.
- Particular groups of learners who are not being catered for by other providers e.g. those with dyslexia.

In addition Slough is particularly keen to increase engagement with White British communities (Slough's last Ofsted inspection identified this as an area for improvement). Windsor and Maidenhead Council's specific priority is the over 50s and the unemployed.

### 2.3 Priority Areas

The shared service has identified some priority areas

*a. Within the following wards of Windsor and Maidenhead:*

- Maidenhead: Belmont, Furze Platt, Oldfield, and Riverside
- Windsor: Clewer wards (North, East and South)
- South of Borough: part of South Ascot

*b. Within the following wards of Slough Borough Council:*

- Britwell
- Foxborough
- Chalvey

#### 2.4 Slough's strategic priorities

Slough's vision, agreed by the Slough Wellbeing board, is to make Slough a place where "People are proud to live, where diversity is celebrated and where residents can enjoy fulfilling prosperous and healthy lives." CLASS contributes directly to the five priorities:

- Economy and Skills
- Health and Wellbeing
- Housing
- Regeneration and Environment
- Safer Communities

#### 2.5 RBWM's strategic priorities

RBWM has four strategic priorities which underpin the focus of service delivery. These are:

- Residents First
- Value for money
- Delivering together
- Equipping ourselves for the future

Its Joint Health and Wellbeing strategy has three overarching themes:

- Supporting a healthy population
- Prevention and early intervention
- Enable residents to maximise their capabilities and life chances

The Service contributes to the Council's ambitions in 2014/15 to support the physical regeneration of the Borough exploiting the redevelopment opportunity areas with a focus on increased employment and employability of its residents (including Grow Our Own service). This will support the economic and development strategic plan, the Community Partnership strategy and support vulnerable families through work with the Borough's Early Help strategy and links to the Children's Centres.

## Appendix Six Acronyms

<b>ACL</b>	Adult and Community Learning
<b>ASB</b>	Adult Skills Budget
<b>CIF</b>	Common Inspection Framework
<b>CLASS</b>	Community Learning and Skills Service
<b>DBS</b>	Disclosure and Barring Service
<b>DTLLS</b>	Diploma in Teaching in the Lifelong Learning Sector
<b>ELA</b>	Employment and Learning Advice service (IAG)
<b>ESOL</b>	English for Speakers of Other Languages
<b>FS</b>	Functional Skills
<b>GROW</b>	Grow Our Own service
<b>IAG</b>	Information, Advice and Guidance service (ELA)
<b>ILP</b>	Individual Learning Plan
<b>LLD</b>	Lifelong Learning Direct (East Berkshire Community Learning and Skills Service direct delivery)
<b>LLDD</b>	Learners with Learning Difficulties and/or Disabilities
<b>NLDC</b>	Neighbourhood Learning in Deprived Communities
<b>NVQ</b>	National Vocational Qualification
<b>OTL</b>	Observation of Teaching and Learning - quality in the classroom
<b>PCDL</b>	Personal and Community Development Learning
<b>QIP</b>	Quality Improvement Plan
<b>RARPA</b>	Recognising and recording progress and achievement
<b>RBWM</b>	Royal Borough of Windsor and Maidenhead
<b>SAR</b>	Self-Assessment Report produced annually by the Service for SFA & Ofsted
<b>SBC</b>	Slough Borough Council
<b>SFA</b>	Skills Funding Agency
<b>SSA</b>	Subject Sector Area
<b>WBL</b>	Work-based Learning

## Appendix Seven Quality Standards

1	Providers should contribute to the performance and quality monitoring, and reviews.
2	Providers should arrange with their tutors to undertake the comprehensive preparation for every course including the delivery of documentation, initial assessment and full induction.
3	Provider should follow the five stages of RARPA and use an individual learning plan that meets the standard of the Service version.
4	The provider should make arrangements for the observation of tutors in line with the policy.
5	Providers should include advice on progression within their programme planning.
6	Providers should collect destination data about a sample of their learners for every course or activity.
7	Providers should use a variety of methods to gain feedback from learners for the purpose of measuring and improving the quality of their learning.
8	Providers should capture the impact of the learning on learners' lives to assess the aims of the provision.
9	Providers should use learner feedback to identify and implement improvement to the quality of their service..

## Appendix Eight Provider and tutor documentation

i. Documents that are part of this Quality Assurance Framework

The following documents are available on the moodle website. This list is being continuously added to.

1. Learner induction checklist
2. Individual Learning Plan (long course)
3. Individual Learning Plan (short course)
4. Learning Log
5. Scheme of work
6. Session plan
7. Site information
8. Learner survey
9. Enrolment form (long)
10. Enrolment form (short – community learning only)
11. Register
12. Learner guide
13. Comments, Compliments and Complaints leaflet
14. Tutor handbook
15. Observation of Teaching and Learning (OTLA) policy
16. Recognising and Rewarding Achievement (RARPA) policy
17. Activity Risk Assessment

ii. Related policies

The policies below can be found on the council websites ([www.slough.gov.uk/communitylearning](http://www.slough.gov.uk/communitylearning)) & [www.rbwm.gov.uk](http://www.rbwm.gov.uk) (adult learning)) and the moodle website. [www.eastberksclass.org.uk](http://www.eastberksclass.org.uk)

1. Guidance for providers
2. Commissioning strategy
3. Fees and Charges policy
4. Accreditation Quality Framework



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[www.rbwm.gov.uk](http://www.rbwm.gov.uk) (adult learning)

[www.eastberksclass.org.uk](http://www.eastberksclass.org.uk) (moodle)

[www.facebook.com/boroughcommunitylearning](https://www.facebook.com/boroughcommunitylearning)

