

Community Learning *and* Skills Service

QUALITY ASSURANCE FRAMEWORK

For direct delivery and external providers

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of Windsor &
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1. Introduction

This *Framework* is for direct delivery and providers commissioned by East Berkshire Community Learning and Skills Service (CLASS) to deliver learning programmes and activities. This *Framework* is to be used to manage the quality of 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). This *Framework* acts as a resource for raising the quality of teaching and learning by providing a common understanding of how quality is defined by the Service; it sets the standard to be achieved by using the [Education Inspection Framework 2019](#) and Service's policies to implement it.

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

- Deliver high quality learning
- Provide for continuous improvement
- Contribute to the Service's objectives (*see section two*)
- 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 [Education Inspection Framework for Further Education and Skills 2019](#)
- Meet the aims of "New Challenges New Chances" (*Appendix One*).

The sections of this *Framework* are:

1. Course planning and induction
2. Recognising and Recording Achievement (RARPA)
3. Teaching, Learning and Assessment
4. Continuous Professional Development
5. Progression
6. Learner feedback
7. 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

For providers this Framework operates alongside the *Contract Management* guidance that sets out contractual requirements for providers including meeting the objectives of the service (*section 2*). For staff this Framework operates alongside the *Staff Handbook* which sets out expectations of the Service on how the service operates, continuous professional development and, health and safety requirements.

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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.”

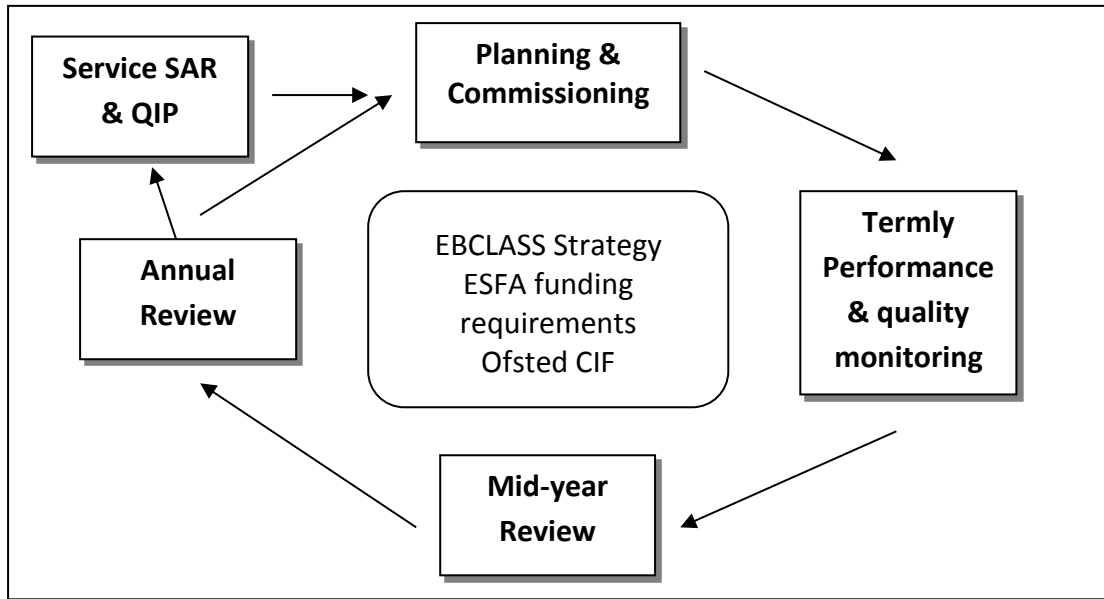
3. Quality Assurance Cycle

CLASS operates an annual cycle of quality assurance. The chart below defines how the cycle works. For providers please refer to the *Contract Management* for more information on the performance and quality monitoring, and reviews. The information provided is included in the annual self assessment (SAR) and resulting quality improvement plan (QIP).

Quality Standard

1. Tutors and Providers should contribute to the performance and quality monitoring, and reviews.

Chart: Quality Assurance Cycle for the service



4. Teaching, Learning & Assessment

The diagram overleaf demonstrates the quality activities which take place to monitor and improve the quality of teaching, learning and assessment, for direct delivery. Please see the OTLA Policy for the subcontractor quality assurance arrangements. Findings from these activities are then shared with individual tutors and recorded on their Mentoring Log; findings also generate service wide CPD activities. This represents a fully holistic approach to the improvement of teaching, Learning and Assessment. These contribute to the annual SAR and QIP.



Lesson observations help to assure and improve the standard of teaching, learning and assessment across all provision in the two boroughs. 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 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.

Quality Standard	
4.	Managers and providers should make arrangements for the observation of tutors in line with the Service’s OTLA policy.

Further information: See Moodle for the Service’s OTLA policy.

For those tutors who only deliver courses which are non ILR will have an informal approach to monitor their quality of delivery. They will be included in management walk throughs however will not have formal observations conducted.

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5. Course planning and induction

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

1. Consider local needs to plan a course with clearly defined for the target audience.
2. Establish key information about the venue including building and activity assessment to ensure health and safety standards are met.
3. Produce a course information sheet.
4. Allocate an appropriately trained and qualified tutor.
5. Enrol learners including initial assessment so that they have a starting point. The assessment should also identify any additional learning support needs, basic English and maths needs and development of soft skills.
6. Preparation of documentation (course file): initial assessment, register, scheme of work, lesson plan, individual learning plan (including a sample of learner work) and end of course review.
7. Deliver a full induction to learners about the service; venue and the programme.
8. Active promotion of good race relations, gender equality, fairness with disability, health and wellbeing through inclusive learning, cultural diversity ('bringing the world into the classroom') and differentiation.

Quality Standard
2. Managers and 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: induction plan is stored on the Service's Moodle website

6. Recognising and Recording Achievement (RARPA)

The [Education Inspection Framework 2019](#) 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. In the absence of awarding body standards, RARPA is used to evidence and validate learning that takes place and is designed to support teaching and learning practices. *See Appendix Three: Five stages of RARPA.*

Quality Standard

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

Further information: RARPA Policy, Individual Learning Plan on the Moodle website

7. Tutors Causing Serious Concern

There may be times when despite additional support being given to a tutor the standard of their teaching, learning and assessment is not sufficiently high enough to meet the Service standards. Tutors would have been informed of any on going concerns, this would have been included in any feedback given to tutors and been clearly indicated by the frequency of observations being undertaken.

When a tutor has been observed as inadequate, the service will review the tutors teaching commitment by the observation report moderated by the Quality team. This may result in either the allocation of teaching being removed or in exceptional circumstances the tutor may be given further support followed by an immediate reobservation. The service will also review the allocation of future teaching duties until there is evidence that the quality of teaching, learning and assessment has improved to an acceptable standard. The tutor throughout this period will be classed as Tutor Causing Serious Concern and will access the mentoring process for tutors currently not teaching with the service.

When a tutor has been observed three consecutive times, (1st, 2nd, 3rd developmental observations) within a two term period and judged as a Requires Improvement or below; and there has been no or limited improvement in the standard of teaching, learning and assessment, despite additional support and mentoring being given, the tutor will be classified as a "Tutor Causing Concern."

In both of the above scenarios the Skills & Employment Manager will write formally to the tutor, stating that the service has serious concerns regarding the ability of the tutor to deliver a sufficiently high quality standard of teaching to learners.

The letter will include:

- Details of observations and walkthroughs undertaken (dates, time etc.)
- Details of the support offered to improve the quality of teaching, learning and assessment
- Key areas of development that have not improved through the support process
- An opportunity to appeal to the Community Learning, Skills & Employment Manager
- The letter will state that the tutor may not be asked to teach the following term and this may affect the tutor's contract, in the near future

The issuing of the formal letter of improvement is equivalent to the Council's formal capability stage one.

The tutor will be monitored using the development plan to review any progress against actions.

The tutor's teaching allocation will be kept under constant review during this period of time, and may include a reduction of classes allocated.

If, following a time period where additional support has been given there is no substantial improvement the quality of teaching, learning and assessment, then the Skills and Employment Manager will write to the tutor covering the points above and invite the tutor to a formal meeting, equivalent to Stage 2 of the council's capability policy.

The tutor can appeal to the Community Learning, Skills & Employment Manager, if they feel the observation process has not been fair or in line with the Services policy guidelines. Appeals should be made within seven working days of the tutor receiving the letter.

If following a period of time there is no improvement then Stage 3 of the council's capability procedure will be followed. This could result in the tutor's employment being terminated.

The tutor can appeal to the Service Lead for Communities & Leisure.

Information on the Council's Capability process can be found on [SBC Insite](#).

8. Continuous Professional Development

The Service is committed to developing a motivated and skilled team of tutors supported through continuing professional development policies and opportunities, by developing a culture of “*self, curriculum and service review.*” Through development tutors will be able to:

- Meet the needs of learners
- Commit to work within an equalities framework
- Deliver quality learning programmes that meet the [Education Inspection Framework 2019](#).
- Respond creatively to the changing demands and new initiatives supporting learning.
- Self review and contribute to whole service development.

Self, curriculum and service review will be delivered through the following routes:

1. Service meetings
2. Induction and probation
3. Key information documents e.g. Quality Assurance Framework
4. Observation of teaching and learning
5. Training and staff development
6. Monitoring.

Training opportunities to develop specialisms should be discussed through mentoring.

Core areas of training for all staff are:

1. Induction to the service
2. Health and safety including risk assessments
3. Adult safeguarding (level one) and radicalisation
4. Child protection (level one) for staff working in Family Learning
5. Equality and diversity.

Further information: policy on Continuous Professional Development and discuss with your line manager.

9. Progression

When planning a course you need to consider where those learners 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. Tutors should therefore offer advice on the progression routes from the 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. In RBWM, GROW offers an equivalent service to our learners.

Actual destination and intended destination of those learners who you have worked with should be collected; 100% of learners intended destination should be recorded (on the register) and an external organisation will collect the actual destination for 70% of total number of learners across the service, on a termly basis, three months after learners have completed the course/activity.

Quality Standard

5. Managers and providers should include advice on progression within their programme delivery.

Quality Standard

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

10. 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
- Through OTLA and walk throughs

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' personal, social and economic prospects.

Quality Standard

7. Managers and 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. Managers and providers should capture the impact of the learning on learners' lives to assess the aims of the provision.

11. 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 Education & 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 *Contract Management* guidance. 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, Learning & Assessment

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. Managers and providers should use learner feedback to identify and implement improvement to the quality of their service.

Documentation: Self Assessment Report, Quality Improvement Plan, Contract Management on the Moodle website

Appendix One New Challenges, New Chances (Summary) for Community Learning

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 Two 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 Three Quality Standards

1	Tutors and Providers should contribute to the performance and quality monitoring, and reviews.
2	Managers and 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	Tutors and providers should follow the five stages of RARPA and use an individual learning plan that meets the standard of the Service version.
4	Managers and providers should make arrangements for the observation of tutors in line with the Service's OTLA policy.
5	Managers and providers should include advice on progression within their programme delivery. .
6	Managers and providers should collect destination data about a sample of their learners for every course or activity.
7	Managers and 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	Managers and providers should capture the impact of the learning on learners' lives to assess the aims of the provision.
9	Managers and providers should use learner feedback to identify and implement improvement to the quality of their service.

Appendix Four 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 regularly updated.

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. Staff handbook
15. Observation of Teaching and Learning (OTLA) policy
16. Recognising and Rewarding Achievement (RARPA) policy
17. Activity Risk Assessment

ii. Related policies for providers

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

1. Contract management
2. Commissioning strategy
3. Fees and Charges policy
4. Accreditation Quality Framework

Community Learning *and* Skills Service

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www.eastberksclass.org.uk (moodle)

www.facebook.com/eastberksclass



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