

**learn**

Adult and Community Learning  
**Quality Assurance Framework**  
**2016-17**

## Adult and Community Learning

### Quality Assurance Framework 2016-17

#### Introduction

Continuous quality improvement and aiming for excellence is at the heart of the Dudley Metropolitan Borough Council's mission. The Adult and Community Learning team's Quality Assurance Framework explains how the team quality assures its learning provision. This strategy alongside the features of our quality assurance system formalise our practice and will help us co-ordinate the way we evaluate and improve Adult and Community Learning.

The aim of this document is to provide guidance to everyone in the Adult and Community Learning Team on how we support our goals of excellence and continuous improvement in a practical way. We have a number of management tools that allow us to manage the way we work with our adult learners, to measure and evaluate the quality of our work, and to seek ways of continuously improving the way we do things.

Lynne Reay – Quality Improvement Manager

#### Purpose

The purpose of our Quality Assurance strategy is to continuously improve the effectiveness of Adult and Community Learning and to make sure that we meet the needs of our learners.

We achieve this in the following ways:

1. Utilise a range of feedback opportunities for learners, partners and staff so that we can evaluate the service we provide
2. Recognise and record progress and achievement in the classroom (RARPA)
3. Systematically observe and evaluate the learner journey
4. Through performance management and our management information system that will enable effective data analysis and target setting
5. Work to a learner charter that sets out the minimum standards that our learners are entitled to receive, supported by an easily accessible and responsive complaints procedure
6. Benchmark our performance and standards through comparison with other adult and community learning provision
7. Share our best practice across the area so that all learners benefit from consistently high standards

8. Establish task and finish working groups to evaluate and improve specific aspects of our performance
9. Regular monitoring visits to all our centres and partners, supported by clearly written Service Level Agreements
10. Assess our strengths and weaknesses and produce an annual self-assessment report
11. Write a quality improvement development plan that focuses upon building and maintaining our strengths and addressing our weaknesses
12. Develop written policies and procedures to support all staff and learners
13. Implement staff development to encourage the sharing of good practice
14. Actively promote safeguarding, Prevent, equality, diversity and health & safety

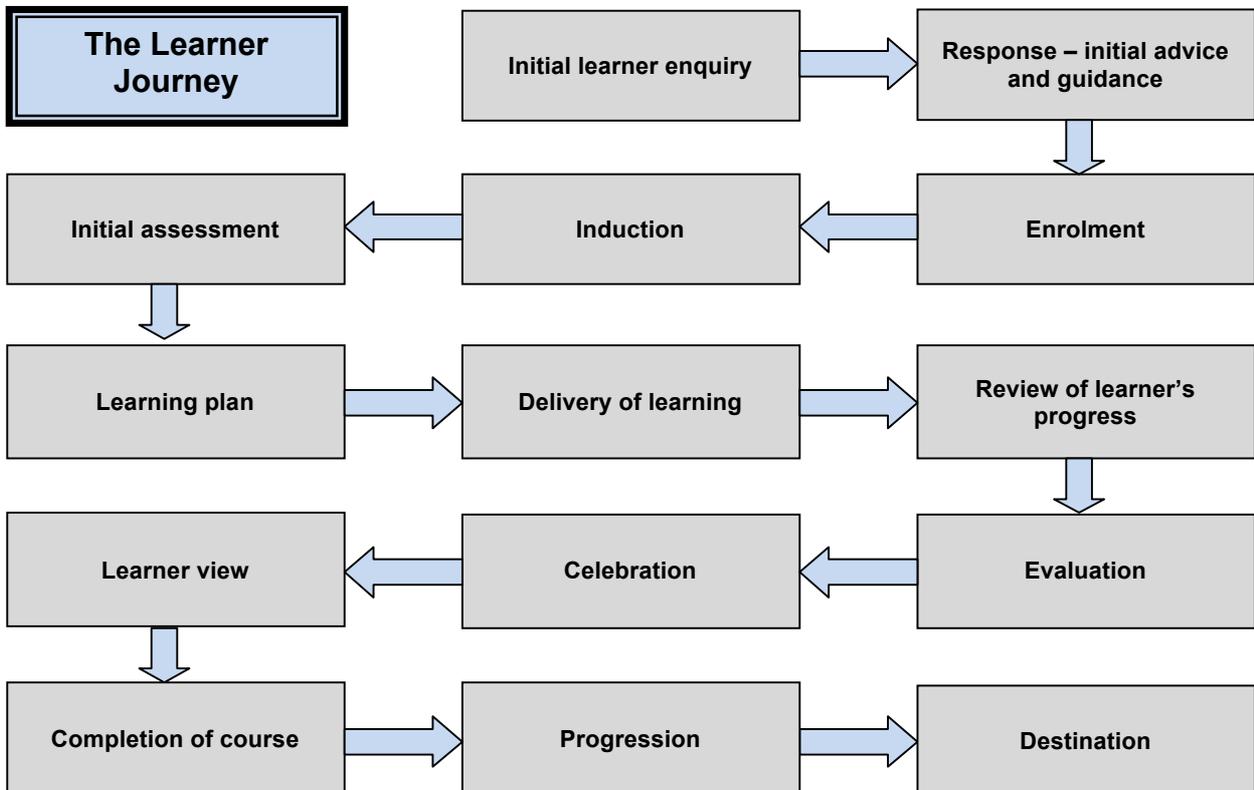
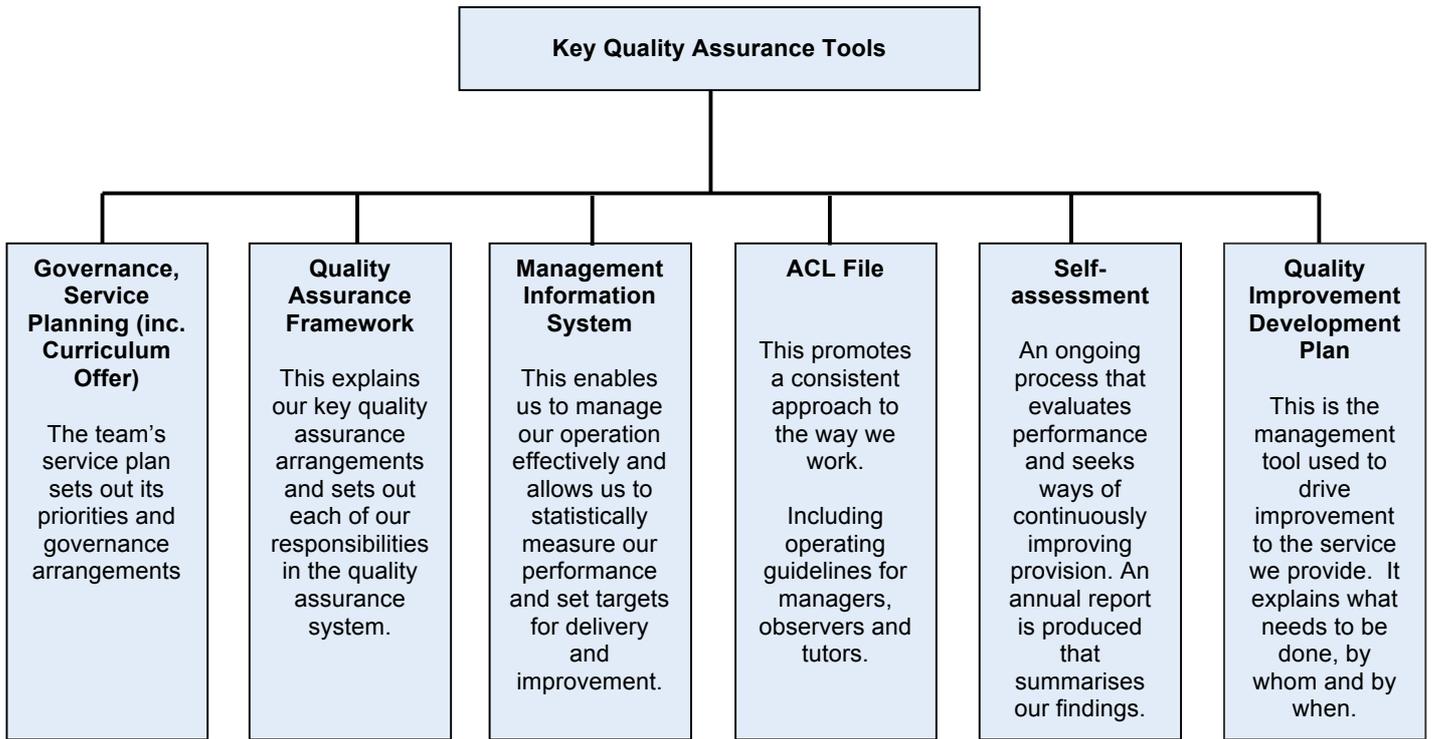
### **Key quality assurance partners**

Adult and community learning team's key role is the development of learning opportunities for adult aged 19+ within local communities. Provision is delivered to local communities through direct delivery and through a structure of organisations who work cooperatively and collaboratively with each other. The adult and community learning team manage this provision.

In addition to directly delivered provision the adult and community learning team commissions work with external organisations. The team has service level agreements with partners within the local authority such as schools, libraries and children's centres. In turn, these partners often work collaboratively with each other, sharing venues and facilities. Each delivery point has a manager who has responsibility for implementing our quality assurance arrangements. The Adult and Community Learning team monitor these arrangements using its Quality Assurance Framework.

The team work with three colleges of further education through a partnership agreement. Support that the Adult and Community Learning team provide includes venue, outreach / recruitment, information, advice and guidance, managerial and administration. The colleges provide the tutors and the learning programmes.

# Quality Assurance Tools



## **1. Consultation and feedback**

We utilise a range of feedback opportunities for learners, partners and staff so that we can evaluate the service we provide. One of the most effective ways to judge the quality of what we do is by listening to our learners and colleagues. We do this in a number of different ways:

Learner feedback is gained primarily through:

- ❖ Development work in the local communities
- ❖ Community consultation with non learners
- ❖ Staff contact with learners
- ❖ Formal learner programme evaluation forms
- ❖ Learner forums
- ❖ Comments, compliments and complaints procedure
- ❖ Teaching, learning and assessment observations

Staff feedback is gained through:

- ❖ Annual staff appraisal process
- ❖ Supervision
- ❖ Networking and development events
- ❖ Internal meetings of staff at all levels of the organisation
- ❖ Teaching, learning and assessment observations
- ❖ Discussion forums on the team's virtual learning environment
- ❖ Tutor evaluation and self assessment
- ❖ Staff surveys feedback to make improvements to the service we provide

## **2. Recognise and record progress and achievement**

The RARPA five staged process helps us to identify areas for improvement. It enables us to make sound judgements, as to the effectiveness of our quality assurance arrangements and maintain consistency with the Common Inspection Framework. It contributes to the raising of standards and an enhanced experience for both non-accredited and accredited learners.

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

### **3. Observation and evaluation**

Observation of teaching, learning and assessment is an integral part of the service's Quality Assurance Framework. Evidence from observations is used to inform the team's annual self assessment report and the tutor's individual performance review and development. Managers receive observation training and there is a moderation process in place. The criteria against which observations are assessed against are based on Ofsted's Common Inspection Framework. The team is subject to external Ofsted inspection mapped against the Common Inspection Framework.

The purpose of the observation process is to:

- ❖ Assure the quality of teaching, learning and assessment
- ❖ Identify and support professional development needs of staff
- ❖ Identify good practice across the service which can be shared and transferred
- ❖ Inform the self-assessment of our service
- ❖ Support the continuous improvement of the service

### **4. Performance management and management information system**

The Adult & Community Learning team set annual key performance indicators measures. The team manage its measures through a systematic monitoring approach. Some measures are used for internal performance monitoring whilst others feed into various strategic council plans.

Data is analysed regularly by the internal team. Performance reports are presented to the senior leaders. Performance data is then cascaded through teams to inform planning and drive continuous improvements. Summary performance data is reported at directorate level.

To secure external funds we are required to return data about our provision. To assist this we use our in-house developed management information system, KID, knowledge information database.

KID supports the way we administer and manage our provision. For example, course details, enrolments, attendance registers etc. are managed within the system. It also allows the public to view and access details about the courses we offer and enables potential learners the opportunity to register online.

### **5. Learner charter**

Adult and Community Learning is committed to treating everyone fairly and with respect.

Learners are entitled to:

- ❖ Enjoy learning
- ❖ Speak out
- ❖ Have a say
- ❖ Be treated with respect
- ❖ Have their needs met
- ❖ A safe learning environment
- ❖ Support to succeed
- ❖ High quality teaching
- ❖ Be free from discrimination
- ❖ Clear information

Learners should:

- ❖ Enjoy learning and celebrate success
- ❖ Attend as agreed
- ❖ Be punctual
- ❖ Complete work to deadlines
- ❖ Keep tutors informed of issues or changes
- ❖ Be considerate to others
- ❖ Respect the rules of the centre and class
- ❖ Pay course or exam fees on time
- ❖ Complete learner reviews
- ❖ Not attend classes under the influence of alcohol or drugs

### **Comments, compliments and complaints**

All learners have access to our comments, compliments and complaints procedure. Managers deal with most issues at a local level. If this is not possible, the complaint is managed through the team's complaints process.

### **6. Benchmarking**

The team review published inspection reports and good practice examples of other Adult and Community Learning providers. The Office for Standards in Education (Ofsted) share these on their website. They give us the opportunity to compare our own strengths and areas for improvement with other similar providers. Inspection reports also help us to highlight any best

practice that we may be able to emulate. Any matters of interest are disseminated through the internal meetings and communication structure.

## **7. Sharing best practice**

One of the key objectives of our quality assurance system is to seek better ways in which we can share our best practice so that we can strive towards excellence in the service we provide to our adult learners.

We identify and share best practice in a number of ways:

- ❖ Through curriculum development and internal management meetings
- ❖ Through staff development training and events
- ❖ Through our virtual learning environment
- ❖ Through our programme of observations
- ❖ By evaluating learners and staff feedback
- ❖ By benchmarking our performance against other education providers and inspection reports published on the Ofsted website
- ❖ Through our monitoring and audit visits to each of our centres
- ❖ Through newsletters and newspaper articles
- ❖ Case studies
- ❖ Exhibition / performance of learner work

The Adult and Community Learning team also engage in regional peer review and development activity. The team works in collaboration with other adult and community learning providers. The group offers challenge and quality improvement activity where organisations support each other as critical friends and work together to review each other's service including reviewing self assessment reports and quality improvement plans.

## **8. Task and finish working groups**

From time to time, task and finish working groups will be established to investigate and evaluate areas of work. These will comprise of a member of the Senior Leadership Group and appropriate members of the Adult and Community Learning Team. Each task and finish group will have a specific brief, with continuous improvement as the ultimate aim.

## **9. Monitoring and audit**

Monitoring is an essential part of our quality assurance system. It is important that we ensure high standards are maintained and that partners play an active part in supporting the quality assurance strategy. The team are subject to internal audit by the Council and also external funding bodies.

## **10. Self-assessment**

Self-assessment is a continuous process and the self-assessment report is an evolving record of quality assurance. We produce an annual self assessment report during the autumn term. The formal process for preparing the report commences in June when the team is briefed and appropriate training is given.

In March 2016 Ofsted carried out a short notice inspection. The inspection team concluded that Adult and Community Learning team continues to be a good provider.

## **11. Continuous quality improvement development plan**

Our self-assessment report is the annual catalyst for producing a quality improvement development plan to address the key areas of improvement. This document sets out what needs to be done, by whom and by when. It also helps us to consider the impact of what we are changing and ultimately how we will know that we have been successful in introducing the improvement. We ensure that regular progress updates are monitored and where additional actions are required these are addressed.

## **12. Policies and strategies**

The Adult and Community Learning Team works to a set of written policies, procedures and strategies. All of the written policies, procedures and strategies within the Adult and Community Learning Team are reviewed annually. We evaluate how successful they have been, check that they are up to date with current legislation and best practice, and revise those that need changing.

## **13. Staff development**

Members of the Adult and Community Learning team staff members have regular supervision and annual performance reviews in line with corporate guidance. Teaching staff take part in

the observation of teaching, learning and assessment and receive valuable feedback and support in relation to staff development needs.

The team has a staff development plan which identifies key priorities for the coming year both for teaching and non-teaching staff. A record of all training events and activities undertaken by staff is maintained within the team and by individuals as part of their continuous professional development records. This staff development plan supports the strategic aims of the organisation and also meets the needs of any issues identified in the self assessment report.

## **14. Safeguarding, equality and diversity, and health and safety**

### **Safeguarding**

As part of Safeguarding, all learners need to Be Safe, but also to feel safe within their learning environment. The Adult and Community Learning team work to ensure:

- ❖ A safe, healthy and supportive environment, wherever learning takes place.
- ❖ An induction to health and safety when starting your learning or training and at each new location.
- ❖ Full information on the providers health and safety policy, responsibility and procedures.
- ❖ Information on supervision arrangements.
- ❖ Information on any risks associated with the learning programme.
- ❖ Training on health and safety issues and appropriate use of equipment.
- ❖ Accessible information on E-safety

### **Responsibilities**

- ❖ The Adult and Community Learning team are committed to ensuring safeguarding in all areas of practice.
- ❖ The Adult and Community Learning team must implement the Dudley Safeguarding Board policy and procedures for adults and children at all times.
- ❖ Determination to tackle safeguarding issues. The Adult and Community Learning team will address safeguarding issues promptly.

### **Equality pledge**

Dudley Adult and Community Learning team fully embraces the principles of equality of opportunity, diversity and inclusion for all its staff, learners and borough residents. We ensure

that all individuals are treated with fairness regardless of any differences. We will respect and value differences and strive to be a wholly inclusive service.

### **Health and Safety**

Providers are responsible for Health and Safety within their provision and should ensure compliance with Dudley MBC Health and Safety Policy.

In accordance with the Council's policy it is the responsibility of managers to ensure the Health and Safety of learners as stated in Service Level Agreements. All of these arrangements are checked during quality audit visits to the centres by the quality team.

Learners should be informed of Health and Safety issues within their learner guidance packs, as should tutors during their induction. It is the responsibility of the manager, to ensure this is disseminated.

## **The role of colleagues in managing quality assurance**

All colleagues have a role to play in the continuous improvement of the service we offer to adult learners. It is everyone's responsibility to have a fundamental understanding of the quality assurance system and the way it operates.

The Adult and Community Learning team has put in place a number of formal quality assurance tools that enable us to measure, evaluate and improve our performance.

## **The role of the Deputy Head of Adult and Community Learning in quality assurance**

The Deputy Head of Adult and Community Learning will:

1. Take overall responsibility for managing the Quality Assurance Framework.
2. Report as required on quality issues to the Chief Officer of Place, Planning and Economic Development and other members of the directorate as appropriate.
3. Take overall responsibility for producing and reviewing the service's annual self-assessment report.
4. Provide managerial support to the Quality Improvement Manager in the implementation of their responsibilities.
5. Keep appropriately informed about progress with, and the results of, the quality improvement development monitoring plan.

## **The role of the Quality Improvement Manager in quality assurance**

The Quality Improvement Manager will:

1. Manage and lead the development of the Quality Assurance Framework and, in particular, ensure that the quality improvement development monitoring plan is implemented.
2. Manage quality monitoring and audit visits to learning centres
3. Work closely and productively with adult education managers and staff with quality assurance responsibilities.
4. Make judgements about the quality of teaching and learning and seek ways of improving the learning experience.
5. Use the Common Inspection Framework as a guide to measuring and monitoring our Adult and Community Learning provision.
6. Make an effective contribution to all team meetings and working party discussions.

7. Support the Deputy Head of Adult and Community Learning by managing the self-assessment process and in producing the self-assessment report and quality improvement development plan.

### **The role of the senior leadership group in quality assurance**

Managers will:

1. Support the Quality Improvement Manager in monitoring and auditing centres delivering adult and community learning provision.
2. Make regular reports on quality assurance issues to the Quality Improvement Manager and Deputy Head of Adult and Community Learning.
3. Collate and monitor all lesson observation records.
4. Lead on lesson observation moderation sessions.
5. Monitor and audit adherence of grants, contracts and service level agreements
6. Support managers in implementing the requirements of the Quality Assurance Framework.
7. Make an effective contribution to the ACL annual self-assessment process and report.
8. Produce reports on request by the Head of Adult and Community Learning.

### **The role of area managers in quality assurance**

Managers will:

1. Follow, wherever practicable, the quality assurance arrangements and operating procedures specified in the Adult and Community Learning Team File and Quality Assurance Framework.
2. Manage the quality and operating practice of all externally funded provision and satellite centres within their direct control.
3. Seek assistance from the Quality Improvement Manager and authorised colleagues in the implementation and management of the quality assurance arrangements, wherever necessary.
4. Undertake a termly review of the quality assurance system, in collaboration with the Quality Improvement Manager and authorised colleagues. This will include discussion and access to appropriate evidence. Adult and Community Learning will maintain an up to date summary of each centre's quality assurance arrangements and examples of continuous improvement, which they will share with centre managers.

5. Attend, and contribute to, appropriate management and quality assurance discussions arranged by Adult and Community Learning.
6. Make an effective contribution to the ACL annual self-assessment process and report.

### **The role of curriculum leaders, observers and internal verifiers in quality assurance**

Curriculum Leaders, observers and internal verifiers will:

1. Lead curriculum development within their area of expertise.
2. Support tutors to implement RARPA within their curriculum delivery appropriate to the particular subject and the needs of the learners.
3. Work with the Quality Team to co-ordinate tutors and to undertake teaching and learning observations within the Quality Assurance Framework requirements for the curriculum area.
4. Attend, and contribute to, appropriate management and quality assurance discussions arranged by Adult and Community Learning.
5. Make an effective contribution to the self-assessment process and manage improvement across their curriculum area.

### **The role of outreach staff in quality assurance**

Outreach staff will:

1. Support the engagement and recruitment of new learners
2. Support adult education managers, by arrangement, in the implementation of the quality assurance framework.
3. Support the Quality Improvement Manager wherever required and wherever practicable.
4. Make an effective contribution to the quality working parties.
5. Make an effective contribution to the self-assessment process.

### **The role of internal ACL managers in quality assurance**

Internal ACL managers will:

1. Follow, wherever practicable, the quality assurance arrangements and operating procedures specified in the Adult and Community Learning Team's Manager's File, Tutor File and Quality Assurance Framework.

2. Manage the quality and operating practice of all satellite centres within their direct control.
3. Seek assistance from the Quality Improvement Manager and authorised colleagues in the implementation and management of the quality assurance arrangements, wherever necessary.
4. Undertake a termly review of the quality assurance system, in collaboration with the Quality Improvement Manager and authorised colleagues. This will include discussion and access to appropriate evidence. The Adult and Community Learning Team will maintain an up to date summary of each centre's quality assurance arrangements and examples of continuous improvement, which they will share with centre managers.
5. Attend, and contribute to, appropriate management and quality assurance discussions arranged by the Adult and Community Learning Team.
6. Make an effective contribution to the Adult and Community Learning Team's annual self-assessment process and report.
7. Adhere to the terms and conditions agreed in the Dudley Metropolitan Borough Council's Directorate of Adult, Community and Housing Service Level Agreement.

### **The role of managers from internal council teams and partners / organisations in quality assurance**

Managers will:

1. Ensure that all managers involved in the delivery of Adult and Community Learning (ACL) provision adhere to their own policies, systems and procedures.
2. Ensure that their internal quality assurance arrangements include all aspects of the ACL provision.
3. Use their internal quality assurance systems to discretely evaluate and improve the effectiveness of the ACL provision.
4. Allow the ACL team to review their internal quality assurance arrangements once per term. This will include discussion and access to appropriate evidence, as agreed with each organisation. ACL will maintain an up to date summary of the organisations internal quality assurance arrangements and examples of continuous improvement, which they will share with external managers.
5. Attend, and contribute to, appropriate management and quality assurance discussions arranged by the ACL team.
6. Make an effective contribution to the ACL self-assessment process and report.
7. Adhere to the terms and conditions agreed in the Dudley Metropolitan Borough Council's Place Directorate agreements.

## Quality Monitoring Plan 2016/17

August 2016	September 2016	October 2016	November 2016	December 2016	January 2017
<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Issue 2016/17 QA Framework and ACL Team File.</li> <li>• 2015/16 tutor SAR data analysis</li> <li>• 2015/16 learner feedback analysis.</li> <li>• 2015/16 classroom observation analysis</li> <li>• Internal audit of summer term evidence files</li> <li>• Service SAR QIP progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Observation programme agreed</li> <li>• 2015/16 final data entry input</li> <li>• Complete a full MIS audit for 2015/16 data</li> <li>• Review of Ofsted published reports</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Peer Review Activity</li> <li>• 2014/15 full data analysis.</li> <li>• Service SAR QIP progress report</li> <li>• Contributory SAR submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Draft SAR</li> <li>• Review of Ofsted published reports</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Service SAR QIP progress report signed off</li> <li>• Completion of SAR and QIDP</li> <li>• Peer Review &amp; Development SAR &amp; QIDP moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Analysis of autumn term learner feedback</li> <li>• Internal audit of autumn term evidence files</li> <li>• Review of Ofsted published reports</li> <li>• Termly review – observation reports</li> </ul>
February 2017	March 2017	April 2017	May 2017	June 2017	July 2017
<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Service SAR QIP progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Evaluate staff development</li> <li>• Review of Ofsted published reports</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Analysis of spring term learner feedback</li> <li>• Internal audit of spring term evidence files</li> <li>• Termly review – observation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Review of all policies and procedures</li> <li>• Evaluation of QA system and review framework</li> <li>• Evaluation and review ACL File</li> <li>• Review of Ofsted published reports</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Working party meetings</li> <li>• Monitoring and audit visits</li> <li>• Lesson observations</li> <li>• Observation moderation</li> <li>• Team briefing / training for self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Finalise ACL File</li> <li>• Analysis of summer term learner feedback</li> <li>• MIS retention and achievement analysis for summer term</li> <li>• Review of Ofsted published reports</li> <li>• Termly review – observation reports</li> </ul>

