Wandsworth Lifelong Learning — Worth it.

THE BRIGHTER BOROUGH — Wandsworth

EVALUATING THE QUALITY OF WCLL ACL PROVISION

Handbook for all staff, tutors and sub-contractors (including Policy and Guidelines)

2023 - 2024

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Target Audience	All

Content

Handbook for staff, tutors and sub-contractors

Aiming to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community

Evaluating the quality of Wandsworth Council Lifelong Learning's provision – Employability, professional learning and community learning.

(There is a separate handbook for the evaluation of apprenticeships)

Lifelong Learning Mission Statement

"All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and well-being of residents in the Borough, making Wandsworth a vibrant, prosperous learning community."

This Lifelong Learning Development Plan reflects the work of Wandsworth Council's Lifelong Learning service. It describes its strategy for the future, sets out measurable goals and demonstrates how it will target funding to maximise economic and social inclusion. The Plan encompasses local and national priorities and is directly linked to Wandsworth Council's corporate objectives.

Wandsworth Council Priorities

The Council's Corporate Plan provides key priorities for the period from 2022 through to 2026.

A fairer Wandsworth

To make Wandsworth fairer we will:

- Work towards ensuring all local people have a genuinely affordable place to call home

- Support residents who are impacted by the cost of living crisis and COVID-19

A compassionate Wandsworth

To make Wandsworth more compassionate we will:

- Be a compassionate Council that truly listens and is ambitious for all

- Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported.

A more sustainable Wandsworth

To make Wandsworth more sustainable we will:

- Tackle climate change by working together with our residents, businesses and communities and will be carbon neutral as a council by 2030

Lifelong Learning Priorities, Aims and Objectives

Priorities	Objectives
1. To lead and manage high quality learning	• Develop staff, resources and infrastructure to ensure effective delivery of local and national policy objectives. • Continue to improve quality assurance and standards across Lifelong Learning in line with the Education Inspection Framework. • Continue to develop partnerships, funding, and the procurement of high-quality learning providers/subcontractors to ensure the long-term sustainability of Lifelong Learning services.
2. To increase the number of learners achieving and gaining qualifications	• Provide effective and relevant careers information, advice and guidance to assist learner achievement, accreditation and progression to further education, training and employment. • Where appropriate, expand the potential for accreditation across the curriculum, maximising use of new technologies.
3. To meet the needs of individuals, communities and employers in Wandsworth and to support effective pathways to employment	• Consult and involve learners, employers, providers, and other stakeholders to ensure the development of services which meet individual, corporate and community needs. • Work with employers to increase job outcomes in Wandsworth for young people and adults and close skills gaps. • Promote and provide access to English, mathematics and other essential education and training required for the workplace. • Encourage learners to identify key experiences and skills to make the most of their opportunities to progress.
4. To widen participation in learning	• Provide an inclusive, responsive, innovative and broad offer to encourage and improve learner participation - promoting Lifelong Learning to all age groups. • Encourage learners to remain active, engaged and fitter for longer. • Create learning environments where learners feel safe, respected and listened to regardless of their background or personal attributes.
5. To link adult skills and Community Learning to other key strategies and initiatives	• Align the work of Lifelong Learning to wider local, regional and national strategies including employability, parenting and families and well-being for all ages. • Contribute to the Council's work with care leavers, vulnerable families, migrants and learners with disabilities and learning difficulties. • Participate in area reviews and partnerships, ensuring that appropriate provision is in place for Wandsworth residents.

Delivering the council values

THINK BIGGER
EMBRACE DIFFERENCE
CONNECT BETTER
LEAD BY EXAMPLE
PUT PEOPLE FIRST

We will do this by working with you to:

- identify and share good practice across the provision, and

- provide support and training to develop everyone's teaching skills and the learning resources you use to the same high standards.

We continuously revise and update our approach to how we evaluate the quality of our courses. We have built on our current policy and practices for observing teaching and learning and we have adapted our policy and guidelines so that they are in line with:

- national and regional strategies that inform and influence the curriculum;

- the strategic priorities for London for adult learning and skills;

- the aims and priorities for Wandsworth Council for 2023 and beyond, and

- the objectives and priorities of Wandsworth Council Lifelong Learning

This includes using Ofsted's Education Inspection Framework 2023.

The activities to evaluate the content and the quality of our ACL courses and the difference they make to the people of Wandsworth are:

Section 1: Reviewing the content and aims of our courses: (Pages 7 to 10)

Section 2: Quality reviews on the following specific themes: (Pages 11)

Quality Review Term 1

Quality Review Term 3

Section 3: Observations of Learning Sessions (Pages 12 to 16)

Each section shows how you as staff, tutors and sub-contractors are involved in the review and evaluation of activities and how you will receive feedback. Learners and stakeholders, such as employers and community organisers, are also involved. .

SECTION 1: Reviewing the content and aims of our courses

Planning and implementing Wandsworth Council Lifelong Learning provision

The planning cycle

1. Mission/Vision/Values

Our mission 'determines decisions about the courses we provide' why we provide them and what difference we want to make.

2. Strategic priorities

The mission statement is the overarching strategy. Key strategic influences include national strategies for adult learning and skills; regional priorities led by the GLA; and, Wandsworth Council's corporate objectives. WCLL interprets the strategies to implement up-to-date and relevant provision at a local community level.

3. Our curriculum offer

We use our strategic priorities and what we intend to achieve to agree the courses and apprenticeships that we offer each academic year. We consider who they are for and what difference they will make to individuals and local communities, including employers. How will they contribute to meeting Wandsworth Council's priorities for social and economic development?

4. Teaching, learning and assessment

In implementing our curriculum offer, we need to make sure that all our staff, tutors and apprenticeship team members have the up-to-date expertise and experience in their specialist subject and in teaching, coaching and supporting learners and apprentices. This is why we subcontract some of our ACL courses to specialist providers.

5. Evaluating the outcomes

Thorough evaluation of the impact of our provision and the difference courses and apprenticeships make to our learners, our communities and local employers, including Wandsworth Council, allows us to assess how well are we achieving our mission to 'improve the quality-of-life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.

What Ofsted says about the content and the aims of provision

The Ofsted 'Further Education and Skills Inspection Handbook' is based on the Education Inspection Framework 2023.

This section is on the evaluation of the Intent of the curriculum:

The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.

- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.

- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous learning and develop the new knowledge and skills they need.

- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context.

- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary.

- The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.

How Wandsworth Council Lifelong Learning Reviews and Evaluates the Intent of its Provision

1. Reviewing our mission/vision/values

Lifelong Learning Development Group (LLDG)

The work of the Lifelong Learning Development Group (LLDG) feeds into the Lifelong Learning Monitoring and Advisory Group (LLMAG). The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers the LLDG has an operational focus and has an essential role in influencing service plans, ensuring that local managers and practitioners have the opportunity to shape local provision..

2. Reviewing our strategic priorities

Wandsworth Council's Corporate Objectives

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Cabinet Member for Children and other members of the group including the Head of Lifelong Learning, members of the business community and voluntary sector, a local employer and an education and skills quality champion. Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure

they deliver the highest standards and quality learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a particular focus on the following statutory governance requirements:

- Ensuring Safeguarding is effective
- Monitoring of Health and Safety arrangements including adherence to the Government's requirements for Covid-19 safety procedures, as necessary.
- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

In addition, group members focus on monitoring performance by reviewing:

- Participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and Mathematics
- Learner profile information
- Progression data on all accredited programmes, including apprenticeships and identified unaccredited community learning courses
- The number of learners who are Wandsworth residents/non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities, including additional support needs.
- Learner satisfaction and feedback
- How well the service has supported local residents to continue their learning since the pandemic, especially those who may have disengaged when a lack of digital skills or technology prevented them from participating in online learning.

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities.

> **Your role in reviewing the strategic priorities**
> WCLL Senior managers are keen to have your views about the needs of local communities and local employment opportunities and skills shortages.

3. Evaluating and reviewing our curriculum offer

The work of Lifelong Learning links to the council's priorities:

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To make Wandsworth fairer we will:

- Work towards ensuring all local people have a genuinely affordable place to call home

- Support residents who are impacted by the cost of living crisis and COVID-19

A compassionate Wandsworth

To make Wandsworth more compassionate we will:

- Be a compassionate Council that truly listens and is ambitious for all

- Create safer neighbourhoods where communities feel confident and protected and victims and survivors are supported.

A more sustainable Wandsworth

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The management team already carries out the following activities to evaluate and review the appropriateness of the courses we offer, according to each delivery strand, and how well they contribute to our strategic priorities:

- Review of data on recruitment of learners, according to learners' gender, ethnicity, age, wards

- Review of data on retention and attendance

- Learner/staff surveys

- Course evaluations

- Sub-Contractor monitoring meetings

SECTION 2: Quality Reviews

Quality Review Term 1

This review focuses on identifying:

1. How do you monitor the quality of the curriculum? What steps are taken to improve it? What impact do actions have?

2. How is the curriculum planned for progression? (Resources, work experience, influence/involvement of employers, reviewing sequencing plans)

3. How is the purpose (intended impact or endpoints) of each course made clear to learners? Do potential (and current) learners know the aims of the course and what their next steps could be? Do they understand how the course will enable them to achieve their personal goals? (General IAG)

4. How do you monitor progress? How do you monitor feedback provided to learners?

5. How does this area develop learner awareness of sustainability?

6. Are wider safeguarding themes, such as healthy relationship/keeping safe, covered in a range of contexts?

7. Do you explore themes such as mental health and positive mental health strategies such as mindfulness, for example?

8. Staffing - Is there a culture of best practice sharing? How are staff supported? How are areas of improvement identified in OTLA's addressed?

Quality Review Term 3

1. What impact has your provision had this year? (achievement, progression to employment, personal objectives met etc.)

2. What have been the biggest challenges for you this year and what have you done to overcome these challenges?

3. With what areas can WCLL offer more support in the future?

4. How have learners been informed of next steps/progression routes?

5. Review of case studies submitted to WCLL.

6. How you have promoted British Values to learners during this academic year and what the impact was.

7. What enrichment activities do you have planned for next year?

8. What key areas of strength have been noted in OTLA's this year? What key areas of development have been noted in OTLAS's? What activities have you undertaken to address the areas of development?

9. Discussion on key curriculum changes planned for 24-25.

Supporting documents for Quality Reviews

A separate pack is available for WCLL managers and sub-contractors with the relevant templates for recording the results and actions from each of the Quality Reviews.

SECTION 3: Observation of Learning and Learning Walks

The Wandsworth Council Lifelong Learning (WCLL) commitment is that all tutors and Skills Coaches will be observed at least once in every academic year.

The aim of session observations is to continuously improve the quality of teaching, learning and assessment for all our learners by way of a professional development process.

The observations of learning sessions will be in addition to the Quality Review visits outlined in Section 2, above. You may or may not be involved in one or more Quality Review visits, depending on whether your courses are selected in the sample for each review.

1. The Purpose of the Observation of Learning Sessions

Observation of learning sessions will:

- Enhance all learners' experience of learning and support their development and progress towards their personal and/or career goals.

- Ensure that the quality of teaching, learning and assessment is continuously improving.

- Promote an open-door culture in which tutors and managers engage in professional discussion on tutors' current practice and development needs.

- Provide each tutor, including those with sub-contractors, with objective written feedback on how well their courses and teaching skills support their learners.

- Identify and share good practice across the service.

- Identify opportunities for training, coaching and support to develop practice further, as required.

- Enable WCLL to be accurate and aspirational in its self-assessment of teaching, learning and assessment and areas for development, alongside evidence from the Quality Reviews.

2. The Focus of the Observation of Learning Sessions

The criteria below will be used for all session observations.

Intent of the session - planning of learning

- Relevance and clarity of learning aims and objectives for all learners.

  - The clarity of learning objectives and how well they link to the overall aims of the course and learners' individual aims and goals.

  - That all learners are clear about their own learning objectives for that session.

- Relevance of planned learning and assessment activities

  - That the learning and assessment activities are appropriate to the achievement of the learning objectives and the course as a whole.

- The use of initial assessment to identify individual learning goals, build on prior learning and meet priorities for new learning.

- Flexibility in the planning according to learners' different rates of progress

- Tutors' use of initial assessments and their understanding of each learner's progress and development needs in order to plan and adapt learning activities to ensure that all learners will make progress towards the objectives for that session.

- Planning of the use of resources

  - The quality and range of learning resources and activities, relevant to the learning objectives for that lesson.

Implementation of the session – teaching, learning and assessment

- Ensuring all learners are engaged.

  - Learners' understanding of the purpose of each activity and their role in it

  - That the activities are adapted as required so that they are at an appropriate level for each learner

  - That all learners can participate and benefit from each activity, including through online or blended learning.

  - That additional support is planned well and provided, as required, including the use of peer support or specialist support tutors.

- Presenting concepts and skills, and checking learning and progress

  - Learning activities are sequenced, so that new knowledge and skills build on learners' existing knowledge and learners can work towards defined end points.

  - Tutors enable learners to understand key concepts, presenting information clearly and promoting discussion.

  - Tutors check learners' understanding effectively and identify and correct misunderstandings.

  - Tutors use assessment to check learners' understanding in order to inform teaching.

  - Tutors ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently within contexts that are relevant to learners' next steps and learning goals.

- The promotion of a positive learning environment

  - The learning session enables all learners to develop behaviour and attitudes, including employability skills, that support their learning and prepares them for their next steps.

- The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding.

  - All learners feel safe and are safe and follow appropriate safe working practices.

  - Learners develop their understanding of Equality & Diversity, British values, Health & Safety, Safeguarding and the Prevent duty within the context of their course, where appropriate.

- Learners' development of English, Maths, ICT & Employability Skills

  - Learners develop the English, Maths, ICT and Employability Skills within the context of their course and to support their progress to their next steps and/or for their daily lives.

Impact of the session – the difference it makes for all learners.

- Learners' progress towards the lesson objectives and their personal goals

- Learners' development of new skills, knowledge and behaviour and their ability to apply them independently and in appropriate contexts.

- Learners' development of their understanding, and the increase in their ability to gain, extend and improve their skills and not simply memorise facts.

3. The Process for the Observation of Learning Sessions

Before the observation

- **Tutors** should ensure that they are familiar with the criteria above, used for the observations and contact their line managers if they have any queries.

- **WCLL managers** will ensure that all observers, including those with sub-contractors, have the appropriate qualifications and experience to carry out observations and have successfully completed the required training.

- **The observer** will give the tutor two days' notice of the observation using the standard form.

During the observation

- **Tutors** are expected to continue teaching the session as originally planned. They should not prepare any documents specifically for the observation.

- **The observer** will let the tutor know in advance if they will be accompanied by another manager or member of a subcontracted provider.

- **The observer/s** introduce themselves to the learners.

- **Tutors** should ensure that the observer has access to the register, a group profile (or similar), notes relevant to the planning of the session and copies of handouts.

- **The observer** will ask learners' permission before looking at their ILPs, record of work, course folders/ books or other documents.

- **The observer** will agree with the tutor and learners the most appropriate opportunity to talk to learners, using the criteria in this handbook (above).

- **The observer** will take notes using these criteria during the visit.

- **Observations** should not normally last longer than an hour.

- **The observer** and the tutor will agree a time for the professional discussion soon after the observation.

Feedback to tutors and line managers

- **Observers** will provide tutors with a summary of the feedback within a week of the observation. This may be over the phone. It will cover the overall evaluation of the session, including the strengths and development areas.

- **All tutors** will receive the completed observation form within three weeks of the observation. This will be after the professional discussion has taken place.

> **Note:** Observers and tutors will use the 'Guidelines on the session observation criteria.' The purpose of the categorisation is to enable managers to gain an overview of the quality of the provision for self-assessment, curriculum planning, supporting the planning of CPD for staff and the sharing of best practice.

- **Every tutor will discuss their action plan** following this discussion. The action plan will identify:

  - Actions that tutors and managers will take **to share the tutors' good practice** across the service – e.g., videos, document sharing etc.

  - Actions that tutors and managers will take **to improve tutors' practice and develop their skills** (e.g., training courses, coaching or mentoring, the adoption of different approaches or practices, peer observations of tutors etc.)

  - Actions that tutors or managers will take **to address any gaps or deficiencies** in organisational processes or resources etc.

  - All action plans will have target dates for review/completion, to be followed up by the line managers.

Follow-up observations

- **Tutors** may request a follow-up observation for feedback on improvements they have made in aspects of their teaching or their course/s. These will be used to update the action plan.

- **Managers** and tutors may arrange for peer observations to share good practice or to pilot new approaches or resources etc.

Monitoring the quality of the session observations

- The WCLL Quality Manager has overall responsibility for the quality of session observations and the role includes:

  - Approving each observer as competent for the role, including those with sub-contractors or as stated in the SLA.

  - Moderating the quality of the observations through sampling the completed forms and action plans and carrying out joint observations with each observer.

  - Attendance to CPD sessions as stated in the SLA.

4. Learning Walks:

Learning walks support WCLL quality improvement plans and will focus on specific areas/themes. Learning walks are most effective when they have a specific focus.

Learning Walk Aims:

- To gain a clear picture of what's happening across the WCLL in terms of quality of provision.

- To drill down into a particular aspect of our provision (for example, Induction, IAG, ILP's and Next Steps information).

- To identify training needs and areas for professional development.

- To help tutors and Skills Coaches become used to having others in the classroom, making formal lesson observations less daunting.

Supporting documents for Session Observations

See Appendix 1 for the 2023-2024 observation form and action plan.

See Appendix 2 for the 2023-2024 Observation Notification form.

APPENDIX 1: Observation form and Action Plan 2023-24

Name of Observer	
Name of Co-observer	
Name of Tutor	
Course Title & Level	
Provider Name & Site Location	
Online session details (Platform/log in details)	
Date and time of session	

Start Time of Observation		**End Time of Observation**	
Session Number / of		**Length of stay on Programme (Apps)**	

No on Register		**No present at start**		**No Withdrawn**	
No Late < 10 mins		**No Late > 10 mins**		**No Late > 20mins**	

Register ☑	Y ☐ N ☐	Evidence of Planning ☑	Y ☐ N ☐	Learner Profiles ☑	Y ☐ N ☐	Course File ☑ *(Does not impact on Teaching & Learning)*	Y ☐ N ☐

Type of Learning Activity ✓

Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning

Context of the Session
(including aims & objectives)

Learning activities observed

List the learning activities during the observation – this is so that the tutor can relate your feedback to the section of the session you observed.

Judgement statements - Strengths

Identify which aspects of the activities worked well for all learners. Consider why they were effective and the impact this had on the learners. This will enable you to identify the strengths.

Use judgement words and a short description or example.

Judgement statements – Areas for Development

Identify which aspects of the activities that did not work well for all learners. Consider why they were not sufficiently effective and the impact this had on the learners. This will enable you to identify any developmental areas. Use judgement words and a short description or example.

Please add examples of good practice

Overall evaluation

Tutor feedback comments:
Reflection statement based on comments and feedback in the professional discussion.

Please add Development areas that were agreed last year. If the tutor is new to WCLL, add N/A

22-23 OTLA Action Points	
Development areas:	Progress Update on previous Development areas:

23-24 Development / Training Plan

23-24 OTLA Action Points				
Development required	Support required	By whom	By when	Progress Update

APPENDIX 2: Observation Notification - 2023-24

As part of the WCLL 2023-2024 Observation policy, please accept this as 2 days' notice for your observation.

The aim of lesson/session observation is to continuously improve teaching, learning and assessment. The ethos of lesson observation is developmental, and lessons are not graded. The process involves an emphasis on self-reflection on professional practice from tutors and assessors and a coaching approach from observers, to elicit productive, analytical discussion that leads to strong, useful development plans.

Feedback should be given by the observer at the end of the observation. If this is not possible, a phone or Teams meeting will be scheduled within 5 days of the observation. The meeting takes the form of a Professional Discussion in which the observer uses coaching techniques to encourage the tutor/assessor to reflect productively on how their practice impacted on learning and progress within the session. The Tutor/Assessor will have a chance to reflect and comment on the process.

Name of Observer	
Observer contact details (email/phone numbers)	
Name of Co-observer	
Name of Tutor	
Tutor contact details (email/phone numbers)	
Course Title & Level	
Provider Name & Site Location	
Date and time of session	
Delivery method	
For online delivery, list the learning platform used and joining instructions here	
Please can you email the observer the following documents prior to your observation. (Session plan/group profile/sequence of work document and any lesson documents)	

Note: If possible, the observer would like to talk to the learners at a convenient time within the observation

Type of Learning Activity to be observed ✓

Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning

I am very much looking forward to meeting you and observing your session.