COUNCIL CABINET
18 MAY 2004

DERBY CITY COUNCIL

Report of the Director of Education

Inspection of the Adult Learning Service

RECOMMENDATIONS

1.1 To recommend to full Council the adoption of the Adult Learning Service's (ALS) post-inspection action plan (see appendix 2).

1.2 To authorise the Director of Education to make amendments before that adoption in the light of comment from the Learning and Skills Council.

REASON FOR RECOMMENDATIONS

2. The Adult Learning Service (ALS) was inspected by the Adult Learning Inspectorate (ALI) in the week beginning 12 January 2004. Following publication of the ALS report, the authority has until 30 April 2004 to complete a post-inspection action plan and submit it to the Derbyshire Learning and Skills Council (DLSC). This has been submitted but is subject to approval by full Council.

SUPPORTING INFORMATION

3.1 At its meeting on 16 March 2004, Council Cabinet received a report on the outcomes of the Adult Learning Inspectorate's inspection of the Adult Learning Service. That report was accompanied by a first draft of the post-inspection action plan, and it was resolved that Council Cabinet would receive the final action plan prior to its submission to full Council.

3.2 The following process has been followed to arrive at an action plan:

- Development of proposed action by officers in consultation with ALS staff at all levels, partner organisations and officers from other services as necessary
- Discussion with advisers from the Learning and Skills Development Agency
- Presentation of a draft action plan to Council Cabinet on 16 March and to Education Commission on 5 April who endorsed the plan
- Presentation of a draft action plan for preliminary comment to Derbyshire Learning and Skills Council on 22 April

- Consultation with learners through a learners' forum
- Reporting of the action plan to full Council on 30 June.

3.3 The post inspection action plan must demonstrate how the following key challenges highlighted by ALI will be met:

- Improve curriculum management across the provision
- Consolidate quality assurance arrangements
- Use data to monitor and improve performance
- Ensure all accommodation is at least satisfactory
- Improve initial assessment
- Promote equality of opportunity
- Implement the Literacy and Numeracy strategy.

3.4 The post inspection action plan cross references these challenges to the curriculum areas which were inspected:

- ICT
- Hospitality, Sport and Leisure
- Visual and Performing Arts
- Languages
- Foundation
- Family Learning.

3.5 As well as addressing weaknesses, the plan must show how strengths will be maintained. Each action is identified, prioritised and costed with milestones, success criteria and timescales with lead officers allocated to each action.

3.6 The implementation process will be monitored by a steering group consisting of Education Service and DLSC representatives.

3.7 ALI will allocate a lead inspector to begin working with the ALS from May in preparation for the re-inspection which is an ongoing process and must be complete by Spring 2005.

OTHER OPTIONS CONSIDERED

4. Following an ALI inspection, the Education Service must produce a post-inspection action plan and submit it within the agreed timescales.

For more information contact:	Jenny German / 01332 716957 / jenny.german@derby.gov.uk
Background papers:	None
List of appendices:	Appendix 1 – Implications
	Appendix 2 – Post-Inspection Action Plan

IMPLICATIONS

Financial

1.1   The Adult Learning Service is funded by the Learning & Skills Council (LSC) and any developments have to be contained within the overall allocation.

1.2   The total identified costs in the action plan are £66,130. This does not include potential costs of administrative restructuring. The existing training budget within the Adult Learning Service is £16,188.

1.3   The remaining £49,942 will have to be contained within the overall adult learning budget by reprioritising expenditure. There may be scope for some additional funding from the LSC after it has approved the post inspection action plan.

1.4   The LSC has already allocated £24,858 as a minor works allocation; this is committed to improvements at the Allen Park site. There is also a grant of £84,864 for 2004/05 for special needs and disability adaptations.

Legal

2.   The Learning and Skills Act 2000 gives the Adult Learning Inspectorate the responsibility for the inspection of Adult Community Learning.

Personnel

3.   There are no personnel implications arising directly from this report.

Equalities Impact

4.   The Adult Learning Service Post-Inspection Action Plan (see Appendix 2), addresses the key challenges for the service contained within the inspection report. This includes the promotion of equality of opportunity and the provision of a fully inclusive service.

Corporate Objectives and Priorities for Change

5.1   The proposal comes under the Council's Objectives of **strong and positive neighbourhoods, education** and **protecting and supporting people.**

5.2   The proposal furthers the priority of **enhancing our community leadership role through partnership working and listening to, and communicating with, the public.**

Appendix 2

DERBY CITY COUNCIL ADULT LEARNING SERVICE

DRAFT POST INSPECTION ACTION PLAN

APRIL 2004

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Explanatory Notes:

This Draft Action Plan is based on the 7 key challenges for the Adult Learning Service identified in the Inspection Report of the Adult Learning Inspectorate (ALI).

These are:-
- Improve curriculum management across the provision
- Consolidate Quality Assurance arrangements
- Use data to monitor and improve performance
- Ensure all accommodation is at least satisfactory
- Improve initial assessment
- Promote Equality of Opportunity
- Implement a Literacy and Numeracy Strategy.

Each of these has been addressed in the draft action plan and broken down into the relevant curriculum areas where it is appropriate. Actions are identified to maintain and improve strengths and address weaknesses.

The curriculum areas inspected were:
- Area 6   ICT
- Area 8   Hospitality Sport and Leisure
- Area 11   Visual and Performing Arts
- Area 13   Languages
- Area 14   Foundation
- Area 15   Family Learning.

The implementation of the plan will be monitored by a steering group chaired by the Head of Service, Jenny German, who has overall responsibility for the plan. Membership will consist of the Deputy Head of Service, Cath Harcula, the Quality and Curriculum Manager, Jim Beizsley, the Quality Co-ordinator, Brendan Donovan, who will also represent NATFHE and representatives of the Derbyshire Learning and Skills Council (LSC) including Joanne Woodward, Head of Learning Supply, Ed Donolen, Quality Manager and Mervi Alho, Contract Manager. During the implementation period the service will undergo a review requested by Cabinet members of the City Council. Both the Learning and Skills Development Agency (LSDA) and the National Institute for Adult and Community Education (NIACE) will be invited to tender for this.

During the re-inspection period Derby Adult Learning Service will receive support from LSDA and the LSC Programme Development Unit (PDU).

Glossary of Terms

CPD	-	Continuous Professional Development
DHoS	-	Deputy Head of Service
IAG	-	Information, Advice and Guidance
ICT	-	Information and Communications Technology
IT	-	Information Technology
ILP	-	Individual Learning Plan
LLN	-	Literacy, Language and Numeracy
OTL	-	Observation of Teaching and Learning
Q and C	-	Quality and Curriculum
LSC	-	Learning and Skills Council
LSDA	-	Learning and Skills Development Agency
NIACE	-	National Institute of Adult and Community Education
PDU	-	Programme Development Unit
ALI	-	Adult Learning Inspectorate

Strengths – Leadership and Management

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Clear focus on the strategic developments of the Adult Learning Service • Good initiatives which attract under-represented learners to learning	Low	• Ensure that the Adult Learning Service's relationships within the Lifelong Learning and Community Group of the Education Service are maintained • Ensure that effective partnerships within and outside the City Council are maintained and new ones are developed • Maintain and develop existing creative, flexible working arrangements with other City Council departments	Staff time	April 04 – March 05	• Regular attendance by Head of Service at Lifelong Learning and Community meetings (held on a monthly basis) • Service is represented at appropriate partnership meetings	• Lifelong Learning and Community Team minutes reflect full participation by the Adult Learning Service • Adult Learning Service engages in a range of partnership activities including Give it a Go Roadshows, Mackworth Link, Liberation Day, Adult Learners Week	Head of Service, Jenny German	
		• Review Mission Statement	• Staff time	Jan 05 – March 05	• Amend Mission Statement as appropriate	• Amended Mission Statement circulated to all staff March 05		
		• Review new management structure	• Staff time	July 04	• Amend structure as appropriate in consultation with staff and unions Nov 04	• Amended structure in place March 05		

		• Restructure administrative support across the service	• Staff time	May 04 – Dec 04	• Consult with staff and unions June 04 – Aug 04 • Advertise posts internally Oct 04 • Carry out necessary interviews Nov – Dec 04	• New administrative support system in place Jan 05		

Leadership and Management – Identified Weaknesses

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Weak curriculum management	Medium	• Embed new management structure for Quality and Curriculum	Staff time	April 04 – March 05	• New structure reviewed July 04 • Consultation with staff and unions on any identified necessary modifications Nov 04	• New structure strengthens curriculum management in all areas	Head of Service, Jenny German	
• Weak curriculum management	High	• Review service to ensure it meets the corporate agenda	Consultancy Fees	May – Oct 04	• Tenders requested from NIACE and LSDA • Consultant appointed • Review conducted • Consultancy report published	• Service reviewed and structure amended to meet the corporate agenda	Assistant Director, Lifelong Learning and Community, Lesley Whitney	
• Insufficient management information to set targets or monitor performance	High	• Strengthen Data Team in terms of size and function	£10K	April 04 – July 04	• Appoint additional 0.5 Data Inputter May/June 04 • Promoted post to take responsibility for data analysis in specified areas July – Nov 04 • Introduce ½ termly monitoring of programme	• Data informs programme planning and enables target setting in curriculum areas and programme centres	As above	April 04

					performance April 04			
• Poor resources in some curriculum areas	High	• Include Resources Organiser post in current administrative restructuring to ensure resources are identified, catalogued and maintained across all curriculum areas • Include ICT Technician in current administrative restructuring to ensure ICT software and hardware is maintained to acceptable standards	Staff time £20K	June 04 – Nov 04 May - June 04	• Create Job Description and Person Spec June 04 • Consultation with union June 04 – Oct 04 • Admin restructuring in place Jan 05	• Resources improved in identified curriculum areas • ICT support improved	Head of Service, Jenny German As above	
• Insufficient involvement of all staff in the self assessment process	High	Ensure tutors are involved in the SAR process	Staff time	April 04 – March 05	• Curriculum groups asked to identify appropriate tutor representation May 04 • Tutors involved in SAR process June 04 – March 05	Tutor involvement in SAR process	As above	

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Leadership and Management – Identified Weaknesses

Key Area 2: Consolidate Quality Assurance Arrangements

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Establish a coherent and consistent Quality Assurance Framework for the service para 33	High	• Develop framework	NIL	April – June 04	• Framework developed – June 04 • Framework circulated to staff – July 04	• Framework operative from September 04	Quality and Curriculum Manager, Jim Beizsley	
• Produce an operational statement for Quality para 33	High	• Working group develops statement	NIL	April – June 04	• Statement complete – June 04 • Statement circulated to all staff – July 04	• Statement posted in all centres from September 04	Quality Co-ordinator, Brendan Donovan	
• Ensure all staff are aware of and adhere to Quality Framework para 33	High	• Training planned on Quality Framework and Quality Statement	Training for 50 tutors (2 hours) £2,500	May – July 04	• Training delivered – July 04	• All staff aware of Quality Framework and Statement	CPD Co-ordinator, Jo Porrino	
• Ensure all staff at all levels are involved in the SAR process para 34	HIgh	• Ensure curriculum groups embed this in their activities	£1,250 (tutor participation costs)	May – Nov 04	• Participation in curriculum groups increased from May 04	• SAR produced which has involved participation of staff at all levels	Curriculum Co-ordinator, Brendan Donovan	

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Leadership and Management – Identified Weaknesses
Key Area 4: Ensure All Accommodation is at Least Satisfactory

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
General Ensure all accommodation is fit for purpose page 11	Medium	Engage Education Service Asset Management team in an audit of free-standing accommodation.	NIL	April 2004	Audit completed by 1st April 2004	Report received that accommodation is fit for purpose or that outlines action needed.	Deputy Head of Service, Cath Hacula	
		Service Asset management plan to include ALS buildings	NIL	Report completed by 31st May 2004	Report completed April – May 04 Report completed May 04	All accommodation is fit for purpose.	Deputy Head of Service, Cath Hacula	
		Use LSC minor works funding to make improvements to buildings as outlined in Asset Management report, disability access reports in conjunction with Commercial Services dept.	Allocation	April 2004 – March 2005				
		All newly acquired accommodation to be subject to Asset Management team survey and Access report by Disability Access Officer.	NIL	As accommodation is acquired				
Decoration of accommodation page 11	Medium	Displays of work and information to be sited in centres and teaching areas as available.	NIL	From April 2004 onwards		Displays and information boards are seen during termly visits to centres. Learner surveys show that learners have noticed displays and notice boards	Deputy Head of Service, Cath Hacula	

Leadership and Management – Identified Weaknesses

Key Area 6: Promote Equality of Opportunity

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Disability statement does not reflect DDA or SENDA requirements para 30	High	• Review, amend and extend existing statement to respond to DDA and SENDA requirements	NIL	April – Sept 04	• Revised and amended statement available to all staff June 04 • Training offered to all management staff July 04 • Training embedded in Tutor induction Sept 04	• All staff made aware of statement and DDA and SENDA requirements July 04 • Statement embedded within service and displayed at all centres Sept 04	Equalities Co-ordinator, Ann-Marie Caseley	
• Lack of an operational statement for Equal Opportunities para 32	High	• Work with LSDA consultant to produce statement	TBC	April – July 04	• Statement available to all staff June 04 • Training offered to all management staff July 04 • Embedded in Tutor induction Sept 04	• All staff made aware of statement July 04 • Statement embedded within service and displayed at all centres Sept 04	Head of Service, Jenny German	
• Weak monitoring of equality of opportunity para 32	High	• Analysis of ½ termly data returns	NIL	April 04 onwards	• Data analysis distributed to all management staff July 04	• All staff aware of data relating to equality Sept 04	Equalities Co-ordinator Ann-Marie Caseley	
• No equality targets set for individual courses para 32	High	• Analysis of ½ termly data returns	NIL	April 04 onwards	• Targets set for all courses and staff notified July 04	• All staff aware of targets Sept 04	Head of Service, Jenny German	

• No coherent or systematic planning to ensure that the service and its programmes promote equality of opportunity para 31	High	• Analysis of ½ termly data returns by SMT	NIL	May 04 Nov 04 Feb 05	Action plan drawn up for 2004-05 academic year July 04	• Targets met in all courses July 05	Head of Service, Jenny German	
• Inconsistent sharing of good practice para 31	Medium	• Review existing good practice	NIL	April 04 – August 04	• Build into City Wide meetings and Manager and Tutor training. Highlight in Focus and Starting Points Sept 04 – March 05	• Staff aware of existing good practice and building this into their own activities from Sept 04	Equalities Co-ordinator, Ann-Marie Caseley	
• Need for greater frequency in training on Equality and Diversity para 31	Medium	Plan training programme for managers, tutors and admin staff	£2,000	April/May 04	Training events organised and dates circulated to staff June 04	Training events held and attended by managers, tutors and admin staff July 04 – March 05	As above	
• Weak promotion of equality of opportunity in staff and learner inductions para 31	Medium	Plan September 04 Induction programme	NIL	June – Sept 04	Set dates and locations for induction	Staff and learners awareness of equality of opportunity raised	Equalities Co-ordinator, Ann-Marie Caseley	

	Priority	Action	Cost	Timescale	Milestones		Success criteria	Responsibility	
• Need for a systematic system for the recording analysing and monitoring of complaints and identification of follow up actions para 32	High	Complaints system developed	NIL	April – Sept 04	• Managers, tutors and admin staff trained on use of system July 04 • Learners made aware at induction Sept 04		• System in place and working effectively Sept 04	Quality Co-ordinator, Brendan Donovan	
• Need to monitor teaching materials to ensure the promotion of equality and diversity para 31	Medium	Curriculum groups to review teaching materials within own curriculum area	NIL	April – July 04	Materials reviewed and analysed April – July 04		Approved materials catalogued Sept 04	Curriculum Co-ordinator, Ragnhild Dahl Cunningham	

Leadership and Management – Identified Weaknesses

Key Area 7: Implement a Literacy and Numeracy strategy

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Overall strategy for supporting learners LLN needs in all areas of learning para 27	High	• Use the allocated Skills for Life Quality Initiative facilitator days to create an overall strategy for the service.	Through LSC SfL Q1	By March 31st 2004		Strategy is devised and written by March 31st	Deputy Head of Service, Cath Harcula	
	High	• An implementation plan for the strategy is created.	Through LSC SfL Q1	By March 31st 2004		Implementation plan is written by March 31st		
	High	• Implementation plan is followed across the service	Staff time	1st April 2004 – March 31st 2005	Strategy is introduced to tutors on May 22nd LLN support is available in all learning areas from Sept 04	LLN support is available and accessed in all learning areas from Sept 04		
		• Appropriate training offered to staff at all levels	200 hrs x staff dev rate Some costs met through other training eg Link Up project C & G Level 3 course at Derby College	1st April 2004 – March 31st 2005				

Strengths – Area 6 ICT

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Good initiatives for widening participation para 38	Low	Extend the use of mobile learning units	Nil	April 04 – March 05	Allocate programme staff to plan MLU programme for 04/05 by June 04	Ensure that courses operate in each of the 7 target wards during 04/05	Programme Manager, Gillian Macpherson	

Identified Weaknesses – Area 6 ICT

Key Area 1: Improve Curriculum Management across the provision

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
Poor Development of Skills Para 37 • Use of appropriate materials to develop skills Books and paper based materials be available to all learners Para 47		Assessment of Tutor skills leading to a programme of negotiated staff development Tutor Network meetings to share skills & resources Audit of relevant up to date material available at centres. Ensuring core resources are available online	All areas Tutor – Staff Dev (200 Tutors ave 10 hrs @ 11.01 per hr = £22k (Costs to be assessed according to proposed Staff Dev Tutor rate Unqual or Assist @ £11.01. Also which sessions to be paid). Additional clerical support time	May – June 04 Completed by July 04	Assessment completed by all tutors by Mid May 2004 Staff Development Programme initiated by June 2004 Open forum 'ELearning' facilitated by ICT Curric Group at Tutor conf Audit of resources including software commence April 04 Resources online demonstrated at Tutor Conference 22 May 04	OTLs in 04/05 report that the tutors are providing development of skills using appropriate materials Tutors sharing good practice Inventory of materials available on Portal July 04 Appropriate resources available online	Curriculum Leader Jim Beizsley	Template designed and to be used by Curriculum Leaders with groups Some sessions taken place Audit commenced. Booking form being developed

Management of Scheduling Classes Para 45								
• Sufficient notice given for rescheduling		Develop guidelines for rescheduling courses and handover information for tutors		May – July 04	Guidelines completed by June 2004	Termly Learner Survey shows that learning is not disrupted by rescheduling	Programme Manager Gillian Macpherson	
• Tutors to be given hand over information when taking over a class								

Identified Weaknesses – Area 6 ICT

Key Area 2: Consolidate Quality Assurance Arrangements

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
OTL Action Plans to be adequately implemented Para 46 Schemes of work to be adequately monitored Para 47		Consistent records of OTL and Action Plans collated centrally 03/04 Action Plans used to inform 04/05 CPD Schemes of work are checked by Programme Team before courses start		April – June 2004 From Sept 2004	Template designed to collect and collate information from Curriculum Groups. Audit of Action Plans complete by June 2004 Results published on Portal by July 04	All Tutor Action Plans are monitored Schemes of work are adequately monitored	Quality & Curriculum Manager, Jim Beizsley Programme Manager, Gillian Macpherson	

Identified Weaknesses – Area 6 ICT

Key Area 3: Use Data to Monitor and Improve Performance

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Use information and data to support learners' progress and achievement para 44		Analyse appropriate information and data required to support learners progress and achievement		June 2004	Audit of current good practice by June 2004	All Tutors following established best practice for use of data	Programme Manager, Gillian Macpherson	
• Tutors to be aware of retention and achievement rates para 44		Retention and achievement rates of courses in the curriculum area to be circulated to all tutors		From June 2004	Tables of rates are produced termly	Tutors are able to compare their own course retention and achievement with others in the service	Quality and Curriculum Manager, Jim Biezsley	

Identified Weaknesses – Area 6 ICT

Key Area 5: Improve Initial Assessment

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
Poor Initial Assessment • Initial assessment to be used for planning learning. Learners physical requirements need to be routinely assessed para 42		Develop an initial assessment pack to enable all learners to identify their own baseline (starting point) within the first three hours of the course Ensure learners self assessment is integrated into tutors lesson planning for subsequent sessions. Establish a working party of Tutors to develop initial assessment pack		From June 2004 Working party established June 2004	Initial assessment workshops available at Tutor Conference May 04 Self assessment check lists available from July 04 Documentation available from July 04	Assessment of all learners takes place within the first three hours of their course using the assessment pack. Tutors will integrate outcome into their sessional planning	Curriculum Organiser, Jo Porrino	
Poor Assessment of Learners Progress on Non Accredited Courses para 43		Develop guidelines for tutors to ensure ongoing assessment Ensure learners self assessment is integrated into tutors' lesson planning for subsequent sessions.		From Sept 2004		All learners on non accredited courses receive ongoing assessment from Sept 2004	Curriculum Organiser, Jo Porrino	
Language Literacy & Numeracy needs to be identified para 41		See key area 7						

Identified Weaknesses – Area 8 Hospitality Sport and Leisure
Key Area 1: Improve Curriculum Management across the provision

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Not enough opportunities for learners to continue at more advanced levels para 53		• Identify progression routes including those provided by Sports Development • Analyse needs	Co-ordinator hours cover to support programme development 10 weeks – 50 hours	May – July 04	Guide to progression provided for all learners, tutors and frontline staff July 04	• Opportunities for advanced levels identified and learners informed to assist their progression Sept 04	Curriculum Leader, Gillian Macpherson	
Particularly weak curriculum management para 54	High	• Curriculum Group and Leader review all provision • Establish rationale for provision, eg targeted learners	Link to 1 6 weeks – 20 hours to include development of appropriate pre-course information. Clerical hours to support research 25 clerical hours	May – Dec 04	• Review of all provision – June 04 • Rationale established and shared – July 04 • Publicity produced – Aug 04	• More carefully planned, focussed and targeted programmes lead to improved quality of provision Oct 04	Curriculum Leader, Gillian Macpherson	
• Course and session planning vary considerably para 50	High	• Review all tutors course files. Action areas for improvement. Survey existing resources and equipment.	40 tutor hours for attending meeting on June 04	May 04	• Minimum standards for course and session July 04 • planning set and regular reviews made Oct 04	More consistent planning by all tutors contributes to raising teaching standards and overall grade to adequate (3) Nov 04	Curriculum Leader, Gillian Macpherson	

• Poor resources para 50	High	• Consult tutors about adequate resourcing of provision	New recourses £2,500	May – July 04	• Costed – June 04 • Identify budget – Aug 04 • Purchase resources	• Resources improved – Oct 04	Curriculum Leader, Gillian Macpherson	
• Narrow range of courses. Lack of systematic market research para 53	High	• Undertake complete review of provision • Develop links with Sports Development section to explore co-ordination	Link to 1 for May to July Sept 04 – March 05 50 hrs /term * 2 = 100 hrs (Link to access from Family Learning etc)	May – July 04 Sept – Dec 04	• Review of provision and rationale established – July 04 • Meetings with Sports Development – Oct 04	• Cohesive programme of provision adequately resourced and targeted leads to improved grade – Oct 04	Curriculum Leader, Gillian Macpherson	

Identified Weaknesses – Area 8 Hospitality Sport and Leisure

Key Area 2: Consolidate Quality Assurance Arrangements – Area 8 Hospitality, Sport and Leisure

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Some learners skills and knowledge not developed sufficiently para 48	High	Tutors set individual plans with all learners. Tutors regularly review progress and skills acquisition with learners	May tutor meeting (see key area 1) 24th June meeting **40 tutors hours July**	April – July 04	All tutors keep records of skills development for every learner July 04 Programmes of learning designed to challenge and develop learners skills Sept 04	All learners receive regular feedback and supported to develop their skills. Evidence in OTLs and end of course reviews July 04	Curriculum Leader, Gillian Macpherson	
• Teaching is very poor. 64% of classes observed less than adequate • Most tutors make little or no adaptation to meet individual needs and abilities para 50	High	• Review OTL grades with all tutors. Agree learning area norms and inform all tutors • Provide appropriate training to ensure tutors take account of individual needs	May turor meeting (see key area 1) See tutor meeting June 24th	April – June 04 April – June 04	All tutors aware of minimum standards required July 04 Tutors actively involved in improving their practice. Review underperforming tutors July 04	Increase % of tutors achieving grade 4 in OTL Nov 04 Improve overall grade for learning area to 4 – Nov 04	Curriculum Leader, Gillian Macpherson	
• Lack of effective feedback to learners on their progress para 52	High	• Provide appropriate training for tutors	May tutor meeting (see key are 1) See tutor meeting June 24th	May – July 04	• Tutors develop skills in giving learners effective feedback July 04	• 20% progression rates increase – Oct 04	Curriculum Leader, Gillian Macpherson	

	High		See tutor meetings Tutor conference costing	May – July 04 Sept – Nov 04		Evidence shows tutors more informed about QA Oct 04 Tutors more committed to continuous improvement Nov 04	Quality Manager, Jim Beizsley	
• Tutors not aware of QA procedures and not involved in Self Assessment para 55	High	• Establish Quality Framework. Increase tutors awareness of QA and SAR process	See tutor meetings Tutor conference costing	May – July 04 Sept – Nov 04	• All tutors informed of QA framework and processes. All sent re-inspection plan July 04 • Consultation meetings arranged – Oct 04	Evidence shows tutors more informed about QA Oct 04 Tutors more committed to continuous improvement Nov 04	Quality Manager, Jim Beizsley	
• Action plans have no target dates for completion or review para 55	High	• All action plans to include dates and review • Progress monitored		April – July 04	• Action plans fully used and progress monitored July 04	Improved use of action plans leads to more effective actions by tutors to improve teaching Oct 04	Curriculum Leader, Gillian Macpherson	
• Some tutors not sufficiently qualified. No monitoring para 55	High	• Complete review of all tutors CVs • Minimum standards set and made known to tutors • Tutors to identify further training required	10 clerical hours	April – July 04	• Complete overview of qualifications and experience of all tutors – July 04 • Minimum standards published Sept 04 • Monitoring system designed – Sept 04	• Regular monitoring and review ensures all tutors are adequately qualified and experienced Nov 04 • Opportunities for CPD or qualification enhancement identified Nov 04	Quality Manager Jim Beizsley	

• Insufficient monitoring of course and session plans by subject area specialists	High	• Identify subject specialist/s to support and develop skills of staff involved in curriculum group		May – June 04	• Subject specialist identified June 04 • Curriculum members increase understanding of subject area July 04	• Increased specialist support leads to more rigorous monitoring of session plans Nov 04 • Improved tutor documentation Nov 04	Curriculum Leader, Gillian Macpherson	
• Insufficient staff development para 54	High	• Promotion of CPD in curriculum meetings/tutor network	Payment for attendance at courses allowance – See Quality Manager for detail?	April 03 – March 04 May 04	• Tutor conference May 04	• Increased participation in CPD activities 70% tutors have attended training Nov 04	Curriculum Leader, Gillian Macpherson	

Identified Weaknesses – Area 8 Hospitality Sport and Leisure

Key Area 4: Ensure All Accommodation is at Least Satisfactory

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Some venues too small and restrict activities para 51 • No changing or showering or access to toilets para 51 • Cancellation of school based activities para 51		• Survey existing provision and with tutors set minimum requirements • Negotiate new service level agreements with schools	Tutor survey Clerical time 10 hours	May – July 04	• Audit of existing/potential venues July 04 • Minimum requirements established Aug 04 • Service level agreements in place Sept 04 • Reviews undertaken Oct 04	• Adequate standards established leads to improved learning and learner satisfaction Nov 04 • Provision adequately managed Nov 04	Curriculum Leader, Gillian Macpherson	
• Management of some facilities is ineffective para 54		• Management issues addressed in business and A & D meetings • Meetings with schools	Management training for identified managers Consultant - £300	April – Dec 04	• Minimum standards for adequate management set May 04	• Improved management of facilities evidenced by positive feedback from tutors and learners Nov 04	Programme Manager, Gillian Macpherson	

Identified Weaknesses – Area 8 Hospitality Sport and Leisure

Key Area 5: Improve Initial Assessment

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Assessment of learners performance is ineffective para 52	High	Identify existing good practice and use as basis for training all tutors in assessment	RARPA – roll out of good practice 30 tutor hours	May – July 04	• Standards set for learner assessment and linked to RAPRA project July 04	• Appropriate assessment methods are used which have benefit to learners Nov 04	Quality Co-ordinator, Brendan Donovan	

Strengths - Area 11 Visual and Performing Arts

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• High standard of work in visual arts para 56	Low	• Maintenance of standards of work	Staff time	April 04 – March 05	• OTLs – eview Dec 04 • Course Files – review March 05	• Grade at reinspection improves from 3 to 2	Curriculum Leader, Gillian Macpherson	
• Good use of feedback in lessons para 57	Low	Maintain opportunities to provide tutor feedback in lessons	Staff time	April 04 – March 05	• OTLs – review Dec 04	• As above	Curriculum Leader, Gillian Macpherson	
• Effective personal support for learners with disabilities para 58	Low	Continue to provide additional and volunteer support	Staff time	April 04 – March 05	• Create revised post to include organisation of additional support through learning partners • Job Description written April 04 • Interviews May 04 • Post filled June 04	• Improvements in response times for additional volunteer support	Curriculum Leader, Gillian Macpherson	April 04

Identified Weaknesses – Area 11 Visual and Performing Arts

Key Area 1: Improve Curriculum Management across the provision

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Weak curriculum planning para 63	High	Curriculum Group review existing offer including learners' feedback, needs and data (see 4) cycle. Identify how to improve cohesion, learning opportunities, accreditation and progression	10 hours to create data base of tutor information	April-June 04	Report of existing provision. Publish coherent programme June 04. Recruit tutors+ co-ordinate course planning Aug 04

Establish planning cycle July 04 | Increased evidence of co-ordinated planning to improve quality of provision. Planning cycle established for whole service | Curriculum Leader, Gillian Macpherson | |
| • Tutors have little awareness of service priorities & implications these have in their learning area para 63 | High | Identify implications for learning and promote priorities through regular newsletters, relevant training events and Tutor Conference | Tutor meetings in May and June 04

45 tutor hours / meeting 90 hours | From April 04

April-June 04 May 04 | Regular newsletters & Re-Inspection Action Plan sent to all tutors May 04 Attendance at Tutor conference and training sessions May – June 04 50% tutors | Feedback from tutors indicates increased awareness of priorities and actions necessary for implementation. Evidence in session plans & OTLs | Curriculum Leader, Gillian Macpherson | |

Identified Weaknesses – Area 11 Visual and Performing Arts

Key Area 2: Consolidate Quality Assurance Arrangements

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Poor advice & guidance about progression and no formal mechanisms to support learners para 61	High	Identify progression routes All tutors made aware of progression routes IAG tutor training sessions arranged	Tutor meeting in May and June 04 (See key area 1) IAG training – May – July (see IAG plans)	June 04 July 04 May-July 04	Guide to progression available for tutors, learners + support staff – July 04 Tutors include advice in schemes of work & session plans – Oct 04 60% of tutors attend training sessions – Nov 04	Increased evidence (thro' OTL & course reviews) that learners are aware of progression routes and supported to progress Nov 04	Curriculum Leader, Gillian Macpherson	
• Poor communications between tutors and managers para 63	High	All managers arrange regular contact with tutors they manage. Records kept + monitored. Re-establish tutor network and regular meetings. Tutor Conference planned and all informed	Tutor meetings in May and June 04 (See key area 1) Programmes Co-ordinators meet with tutors 1 / term * .5 / tutor average 1 hour / year 30 tutor hours	April-July 04 May 04	Records of contacts kept, and issues addressed July 04. All tutors receive newsletters + input at Conference May 04 Feedback from tutors analysed Aug 04	Tutor feedback indicates increased contact with their manager and each other. Improved communications and support for tutors Aug 04	Curriculum Leader, Gillian Macpherson	
• Few opportunities for tutors to share professional ideas and good practice para 63	Medium	Maintain support of active tutor network. Provide CPD opportunities to share ideas, good practice and skills development.	Tutor meetings in May and June 04 (See key area 1) Tutor conference Payment for attendance at courses allowance – See Quality	May- July 04 Sept 04	Tutor network re-established. Run 2" Sharing Good Practice" sessions June 04 Involve tutors in designing CPD programme for 04-05 Oct 04	Increased opportunities for professional development through both individual and whole learning area CPD plans – March 05	Curriculum Leader, Gillian Macpherson	

			Manager for detail?					
• Tutors have poor understanding of quality assurance arrangements and are not aware of SA process + development planning para 64	High	Increase tutor awareness about QA arrangements through Handbook newsletters, network+-training sessions. Engage all tutors in QA process	Tutor meetings in May and June (See key area 1) Quality Manager information eg Focus staff training	May –July 04 Sept-Nov 04	All tutors informed of QA framework and processes June 04 Consultation meetings booked for autumn term Sept 04	Evidence shows tutors more informed about QA and Self Assessment, and more actively involved and contributing to improvements and maintaining strengths Nov 04	Curriculum Leader, Gillian Macpherson	
• Few OTLs lead to action plans and those produced are not used para 64	High	All observers ensure action plans produced and used by tutors they observe. Monitoring system set up	Tutor meetings in May and June 04 (See key area 1)	May - July 04 Sept - Dec 04	All observed tutors + managers use the action plans and recognise benefits Aug 04 Monitor and review use of plans, emerging issues & learning area overview Oct 04	Improved evidence that all observed tutors produce & use action plans Embed practice. Review contribution action plans make to improve quality of teaching and curriculum management Nov 04	Curriculum Leader, Gillian Macpherson	

Identified Weaknesses – Area 11 Visual and Performing Arts

Key Area 3: Use Data to Monitor and Improve Performance

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
● Ineffective use made of data to plan provision courses and target groups para 63	High	Analyse existing data and use to inform curriculum planning (See 3)	Nil	April-July 05	Statistical reports, compiled and used for planning Half termly reports March – Oct 04	Evidence of data being used to inform curriculum planning Nov 04	Programme Manager, Gillian Macpherson	

Strengths – Area 13 Languages

	Challenge	Priority		Activities	Cost	Timescale		Milestones		Success Criteria	Lead	Achieved
•	Good attainment para 65	Low	•	Maintenance of Skill Levels in oral, written and signed language	Staff time	April 04 – March 05	•	Regular monitoring of achievement systems in place September 04	•	Grade at reinspection improves from 3 to 2	Curriculum Leader, Jenny German	
			•	Maintenance of high standard of work evidenced in portfolios of work and external verification reports	Staff time		•	As above	•	As above		
			•	Improve achievement rates in accredited courses	Staff time		•	As above	•	As above		
			•	Continue to ensure good progression routes	Staff time		•	Monitor availability of progression routes and identify new opportunities	•	As above		
•	Good enrichment activities for learners para 67	Low	•	Ensure regular cultural input to course content	Staff time	April 04 – March 05	•	OTL process and course review by curriculum team July 04 Dec 04 March 05	•	Grade at reinspection improves from 3 to 2	Curriculum Leader, Jenny German	
			•	Maintain good links with deaf community								
•	Well planned provision in BSL para 68	Low	•	Maintain clear progression routes	Staff time	April 04 – March 05	•	As above	•	As above	Curriculum Leader, Jenny German	
			•	Improve achievement rates			•	Set targets for each course Sept 04	•	Achievement increased by 5%		
			•	Improve retention rates			•	Set targets for each course Sept 04	•	Retention increased by 5%		

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• Good learner involvement in planning course content in modern languages para 69	Low	• Maintain learner involvement	£200	April 04 – March 05	• 2 Learners invited to join Curriculum Group Sept 04 • £10 attendance fee paid	• Grade at reinspection improves from 3 to 2	Curriculum Leader, Jenny German	
• Good support for BSL tutors para 77	Low	• Maintain existing levels of support	Staff time	April 04 – March 05	• Adjust BSL organiser's Job Description to reflect this April 04	• Grade at reinspection improves from 3 to 2	Curriculum Leader, Jenny German	April 04

Identified Weaknesses – Area 13 Languages

Key Area 1: – Improve Curriculum Management across the provision

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• **Insufficient Course Locations para 75**	Medium	• Audit current provision • Identify gaps in provision in terms of location • Agree additional locations	NIL	April–May 04	Programme includes increased no. of locations for ACL and qualifications courses in Modern Foreign Languages and BSL July 04	Language enrolments increased Sept 04 from 751 in Sept 03 to 800 in Sept 04	Curriculum Leader, Jenny German	
• Insufficient Use of Target Language in Modern Foreign Language Courses para 73	HIgh	• Workshop/exemplar of good practice at Tutor Network meeting for all Language tutors • Tutors to monitor their use of target language	NIL NIL	May–Sept 04 May – June 04	Language Tutors become aware of issue and embed good practice into their own sessions. Use of targets language by tutors monitored through OTL process	• Learner achievement raised 04-05. Reflected in 10% increase in achievement and progression rates over 02-03 • OTLs evidence greater use of target language Sept 04 – March 05	Curriculum Leader, Jenny German	April 22 04

Identified Weaknesses – Area 13 Languages

Key Area 2: Consolidate Quality Assurance Arrangements

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Individual Target Setting for Learners	High	• Ensure through Tutor Network all tutors are made aware that individual targets should be set for all learners. Training to be provided	£1,000	June 04	• Training delivered to 20 tutors June 04	• Targets set on an individual basis for all learners from Sept 04	Curriculum Leader, Jenny German	
• Action Plan for Improvement not followed through	Medium	• Ensure curriculum group members engaged in OTL follow up on Action Plans and record they have done so with tutors	NIL	April-July 04	• Record sheet produced to record follow up to be signed by tutor, observer and programme managers April – July 04	• Practice embedded for 04-05 year	Curriculum Leader, Jenny German	

Identified Weaknesses – Area 13 Languages

Key Area 3: Use Data to Monitor and Improve Performance

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Tutors awareness of retention achievement needs to be raised para 19	Medium	• Data for each course to be circulated to tutors concerned	NIL	Aug 04	• Data collected, collated and circulated July 04	• Tutors aware of retention and achievement of the groups they teach July 04	Curriculum Leader, Jenny German	
• Data on gender, age and ethnicity not available para 19	Medium	• Data to be collected and collated	NIL	Half termly	• Data circulated to appropriate staff – July 04	• Data informs course planning	Curriculum Leader, Jenny German	
• Data on progression not available para 19	Medium	• Data to be collected and circulated	NIL	Aug 04	• Data circulated to appropriate staff – July 04	• Data informs progression and planning	Curriculum Leader, Jenny German	

Identified Weaknesses – Area 13 Languages

Key Area 5: Improve Initial Assessment

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Assessment and Monitoring of Learner Progress	High	• Ensure initial, ongoing and final assessment practice in FE courses is embedded into ACL Modern Foreign Language classes, through workshop delivered at Tutor Network meeting (20 tutors)	NIL	April 22nd 04	• Workshop delivered 22-04-04 • Assessment for ACL Modern Foreign Languages implemented Sept 04	• Assessment in ACL Modern Foreign Languages embedded into provision	Curriculum Leader, Jenny German	
• Continued	High	• Development of systems for monitoring learner progress	NIL	April-June 04	• Identify existing good practice May 04 • Formalise with Curriculum and Quality Co-ordinators June 04	• Monitoring of progress is embedded into ACL courses Sept 04 onwards	Curriculum Leader, Jenny German	
• Continued	High	• Training for tutors on above	£700	June 04	• Deliver training to tutors June 04	As above	Curriculum Leader, Jenny German	

Strengths – Area 14 Foundation

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Good partnerships to reach new learners para 79	Low	• Maintain current partnerships	Nil	April 04 – March 05	Meetings held with all partners by May 04	2004 course logs show range of partnership courses taking place Enrolments increased to 230	Curriculum Leader, Cath Harcula	
		• Extend partnership with National Probation Service	Provided through LSC additional funding	April 04 – March 05	Contract agreed by 30th April 04 additional staff appointed in June 04			
• Good advice and guidance para 80	Low	See Skills for Life Implementation Plan						
• Particularly good courses for learners with profound learning needs para 81	Low	• Maintain Learning Partners Scheme	Core Funding	April 04 – March 05	Learning Partners matched to volunteers for new courses Sept 04	Feedback from learners and volunteers demonstrates the benefits of scheme		
		• Extend the use of 'Two Can Resources ' materials	Use of Additional Support funds	Sept 04 – March 05	Two Can Resources are available at all core skills resource bases from Sept 04	OTLs in Autumn term record a wider use of resources		

Identified Weaknesses – Area 14 Foundation

Key Area 1: Improve Curriculum Management across the provision

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Curriculum content: • ESOL lessons consist of unrelated activities para 82 • Content to be related to learners' employment and career aspirations para 85 • Resources • IT resources are not sufficiently maintained para 86 • Management of resources across the service para 86	Medium	Training for ESOL tutors in planning curriculum content and design. Review of accreditation syllabus to ensure appropriateness for learners	80 hours x staff development rates Staff time	April 04 – Dec 04 April 04 – July 04	1 training event by June 2004 2 training events by Dec 2004 Appropriate Accreditation in place for Sept 2004	All OTLs of ESOL classes in Autumn term will show that lessons activities are related and appropriate to learners' aspirations	Curriculum Leader, Cath Harcula	
		Appointment of ICT technician System established for reporting maintenance and repair issues to technician	£17,000 + on-costs + advertising from core budget	April 04		All IT resources have been checked and programme of maintenance established by June 2004		
		Audit of resources across the service.	Staff time	May – June 2004		OTLs in Autumn term record that all learners have access to a variety of appropriate resources		
		A variety of resources are made available in all outreach centres by redistributing resources from larger centres.	Staff time	By Sept 2004				
		Sessions for tutors to access and become familiar with a wide range of resources	Tutors directed time	From April 2004 and every half term		OTLs in Autumn term record that tutors are using a variety of appropriate resources		

Identified Weaknesses – Area 14 Foundation

Key Area 2: Consolidate quality assurance arrangements

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Involvement by tutors to improve provision para 87 • Involvement of tutors in SAR • Learners feedback is analysed and reported to tutors	Medium	Tutor network meeting to be held twice per term to inform and engage tutors in raising quality standards.	480 hrs x tutor staff dev rate	2 meetings per term		SAR report in Nov 04 will reflect the involvement of tutors. Notes from Tutor Network meetings will show that tutors have been involved in service improvement activities	Curriculum Leader, Cath Harcula	
	Medium	Tutors to be involved in SAR process by giving information to curriculum group through course files, meetings with line managers and at network meetings	Tutors directed time	From May onwards for NOV 04 SAR				
	Medium	2 tutors to join curriculum group to compile the SAR	48 hrs x tutor staff dev rate	Sept 04 – Nov 04				
	Medium	Results of Learner surveys to be reported in FOCUS newsletters.		In the month following a survey	One survey per term			
	Medium	Feedback received from Learners at OTL to be given to tutors	Nil	From April 04-				

Identified Weaknesses – Area 14 Foundation

Key Area 3: Use Data to Monitor and Improve Performance

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Use data to monitor learners' retention progression and achievement para 88 • Establish procedure to moderate achievement of individual learning goals para 88 • Challenging targets for achievement to be set for tutors para 88 • System for comparing performance across the learning area para 88	High Low Medium	Table of retention, progression and achievement rates per course across the learning area to be compiled by Programme Co-ordinators and Organisers and distributed to all tutors. These tables will be used to set targets for tutors for the following term and to make comparisons between courses. The process of moderation of tutor course files to be extended to include moderation of achievement of learning goals that have been awarded in house certificates. Tutor network meetings to Include explanation of the use of tables.	Staff time Staff time Costs as stated in key area 2	Tables completed and distributed to tutors within 4 weeks of the end of term.	First tables to be compiled for Jan – March courses by 30th April 2004 2003/04 Course files to be moderated by end of June 2004.	Tutors will be aware of the performance of learners and be able to make comparisons. Tutors to receive feedback on moderation process. Moderation shows that in house accreditation is standardised.	Curriculum Leader, Cath Harcula	

Identified Weaknesses – Area 14 Foundation

Key area 5: Improve Initial Assessment

Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
- Target setting for learners para 85 - Learning plans to reflect the results of learners' initial assessment - Learning plans to be individual - Learning plans to be reviewed and updated regularly - Progress reviews to include sufficient measurable short term targets - Learners to be kept informed about when assessment or testing will take place para 85	Medium High Medium Medium	- Staff development sessions to be held to ensure that tutors have the necessary skills to create, review and update individual learning plans - Tutors to receive copies of all learners' initial assessment and to ensure that the results are reflected in the ILP - Tutors to provide learners with a course timetable that includes dates of progress reviews and assessment as part of the ILP - ILPs to be monitored by curriculum group as part of the moderation of course files process	150 hrs x staff dev rate Staff time Nil Nil	Staff development sessions to be held termly From April 2004 From April 2004 Termly	First session to be held in June 2004 First monitoring round in June 2004	25 tutors to have attended staff development by July 2004. Moderation of course files of these tutors will reflect the implementation of these skills by the following term. ILPs that are checked during OTL process and moderation of course files will show that ILPs are complete, reflecting initial assessment, reviewed and updated.	Curriculum Leader, Cath Harcula	

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Weaknesses – Area 15 Family Learning

Key Area 1: **Improve Curriculum management across the provision**

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Lack of accreditation opportunities para 89		• Appropriate forms of accreditation are researched and sourced		May - July 2004	• Tutors are trained on accreditation selected • Information on accreditation is embedded in core training	• New accreditation is offered from September 2004-	Janet Lawrence Family and out of Lesson Time Learning Manager	
• Programmes do not always meet learner needs para 93		• Learner needs analysed through initial information, advice session and use of formalized checklist for individuals and groups		May - July 2004	• Programmes are designed to meet identified learner need	• Programmes in place from September 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	

Weaknesses – Area 15 Family Learning

Key Area 2 : Consolidate Quality Assurance Arrangements

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Insufficient monitoring of teaching provision para 96		• Develop and implement a Quality Assurance Programme for family learning to increase the skills knowledge and understanding of OTL process. In consultation with Tricia Bailey LDSA		April-July 2004	• Initial meeting with Tricia Bailey LDSA to draw up training programme 01.04 04 • Agree dates of OTL visits for all tutors in May/June. 2004	• Practice embedded, regular monitoring and recording through OTL's for all FL tutors in place from Sept 2004 • On -going training and development tailored to meet needs identified through OTL's	Janet Lawrence Family and out of Lesson Time Learning Manager	
• Staff are unaware of quality assurance procedures para 96		• Training for tutors developed • Pilot Programme for OTL's put in place	£1,700	April-June 2004	• 29.04.04 ½ day session for 11 tutors and 3 central team members to introduce OTL requirements, process and outcomes as part of a quality assurance. • OTL 's carried out on 11 FL tutors in pilot programme • 17.06.04 ½ day session	• All staff are aware and knowledgeable about quality assurance procedures and are confidently involved in OTL process from Sept 2004 • On -going training and	Janet Lawrence Family and out of Lesson Time Learning Manager	

					for 11 tutors and 3 observers to review practice, identify issues arising and further development. • Agree dates for further observations for summer term and Autumn 2004	development tailored to meet needs identified through OTL's • Issues identified and addressed. Programme of further training drawn up. • System established for dissemination of good practice • Timetable of OTL's drawn up July 2004		
			£1,700					
• Quality assurance documents are not being used or are being used inappropriately para 96		• Training on correct use of documentation designed • Produce Family Learning Tutor handbook on Quality Assurance		May-June 2004	• 05.06.04. Full day training session for 3 family learning central team members • Tutor handbook produced	• All staff knowledgeable and using quality assurance documents appropriately from Sept 2004 • All staff confidently involved in OTL process from Sept 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	

• No Sar for this curriculum area para 96		• Training on SAR process developed		April-Nov 2004	• Training planned and delivered	SAR completed for family learning Nov 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	
• No participation, retention and achievement targets are set para 96		• Current data on participation, retention and achievement collated and analysed		April-July 2004	• Targets set	• Targets monitored from Sept 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	
• Lack of individual learning plans para 89		• Identify format for ILP's in liaison with Area 14 • Develop training		April- July 2004	• ILP templates circulated to family learning tutors • Training developed and delivered	• ILP's introduced and in use from Sept 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	
• Monitoring of learner progress para 93		• Develop monitoring system • Develop training		April - June 2004	• System circulated to family learning tutors • Training developed and delivered	• Monitoring of learner progress embedded into practice from September 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	
• Lack of differentiated learning opportunities para 89		• Offer training for all family learning tutors in differentiated\ learning via DELTA project		June - July 2004	• Training planned and completed	• Differentiated learning opportunities available from Sept 2004	Janet Lawrence Family and out of Lesson Time Learning Manager	

• Poor lesson planning para 94		• Identify existing good practice through OTL's • Deliver further training to tutors on planning			• May 04 existing good practice identified • Portfolio of examples of Family learning session plans collated. • June and July 04Training delivered	• From Sept 04 all tutors using standard planning format and consistent lesson planning in place. • All planning will be informed through initial and on-going assessments • From Sept 04 all planning will be tailored and differentiated to meet the needs of individual learners	Janet Lawrence Family and out of Lesson Time Learning Manager	

				May - July 2004	May 04 Needs identified	Challenging learning objectives set and recorded by tutors for all learners on family learning courses from Sept 04	Janet Lawrence Family and out of Lesson Time Learning Manager	
• Learning objectives are not sufficiently challenging para 89		• Identify needs and good practice through OTL's • Deliver further training and share good practice through existing network meetings to ensure that learning objectives are set and recorded. • Ensure through training and network meetings that all tutors regularly make learners aware of accreditation opportunities			• June/July 04 training delivered to tutors • June/July 04 network meeting	• Individual learning plans completed by tutors for all learners on family learning courses from Sept 04 • Accreditation opportunities made accessible and available to all learners		

Weaknesses – Area 15 Family Learning

Key Area 3: Use data to Monitor and improve performance

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Poor data on achievement to set targets for improvement para 89		• Collate and analyse data to determine target groups and appropriate programmes		July 2004	• Analysis complete and used as a basis for target setting • Range of programmes identified and developed	• Targets set and lead to improvement in achievement	Janet Lawrence family and Out of lesson time Learning Manager	

Weaknesses – Area 15 Family Learning

Key Area 5: **Improve initial assessment**

Key Challenge	Priority	Activities	Cost	Timescale	Milestones	Success Criteria	Lead	Achieved
• Ineffective initial Assessment		• **Needs identified through OTL's** • Deliver training for initial assessment and share good practice through existing network meetings • Develop and implement system for monitoring learner progress		April - July 2004	• May 04 OTL's carried out and existing good practice identified • June 04 Exemplar of Good Practice Workshop at network meeting • June 04 training for tutors on assessment techniques and procedures delivered • Initial assessments carried out on all learners and used to inform planning Sept 04 • Sept 04 system for monitoring learner progress in place	• Initial assessments in family learning consistently carried out and embedded into provision • All learners assessed from Sept 2004 onwards • Monitoring of progress is embedded into family learning courses	Janet Lawrence family and Out of lesson time Learning Manager	