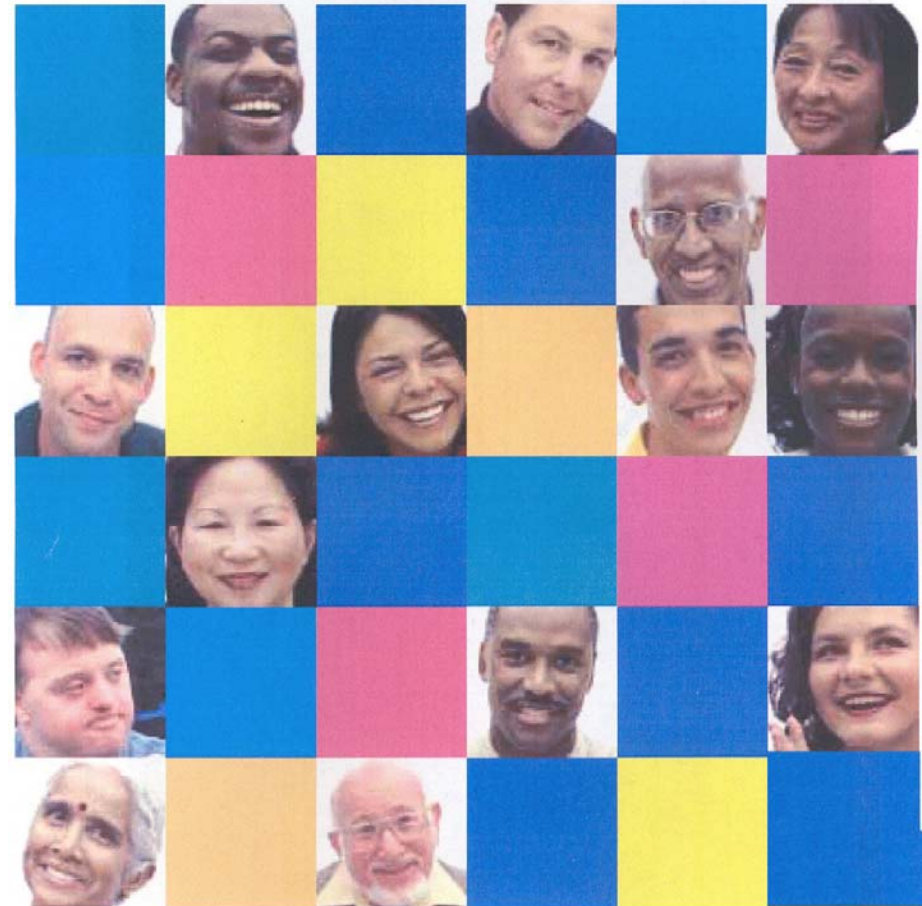# Coventry City Council

Adult Education Service

Quality Development Plan

March 2005

2005 QUALITY DEVELOPMENT PLAN

LEADERSHIP & MANAGEMENT

PRIORITIES FROM SAR

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
1. Continue to address accommodation issues.	Identify outstanding accommodation issues through observation reports, learner satisfaction survey, tutor course evaluations and venue visits.	30 April 2005	District Managers SMT	Ratings in learner satisfaction survey on accommodation and equipment will improve by 2%.
	Identify new accommodation issues that emerge during the current year (as above).	Ongoing		
	Make improvements or relocate programmes.	30 March 2006		
2. Further improve the arrangements for gathering the views of all learners.	Develop effective mechanisms Service wide and in areas of learning for collecting the views of learners, through: - learner satisfaction surveys - end of course evaluations - observations - venue visits - learner conference for adults with learning difficulties - identify and address issues requiring action	Designed Sept 2005, circulated early November 05 End of courses Ongoing Ongoing May 2005 Ongoing	SMT Curriculum Groups Line Managers SMT to organise Inclusive Learning Task Group Curriculum Groups SMT Line Managers Venue Managers	Action will be taken if appropriate.

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
3. Further improve the promotion of equality and diversity in the delivery of learning.	Strengthen this element of the observation process by ensuring that all evidence of equality and diversity is recorded in observation reports (eg resources, room, course file, learner support).	Ongoing	Inclusive Learning Task Groups SMT Curriculum Groups	Additional support needs are met.
	Collate examples of good practice from observations and include them in the tutor handbook.			
	Reinforce the disability disclosure and additional support processes with programme managers and tutors.			
	Ensure all tutors have attended equality and diversity training.			
4. Increase opportunities to share good practice within curriculum areas across districts.	Improve the sharing of good practice by peer observation, tutor induction and city wide subject-based tutor meetings at least once a year.	Ongoing	SMT Curriculum Group Staff	

2005 QUALITY DEVELOPMENT PLAN

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
5. Review the strategic direction of provision for adults with learning disabilities in the context of the DDA, the Strategic Area Review and the National Review.	Audit and analyse current provision.	By March 2006 Ongoing	Inclusive Learning Task Group SMT	Consistent and coherent curriculum offer across the city.
	Devise an action plan which enables learners to access the whole curriculum.			
	Ensure that all programmes are taught by specialist tutors.			
6. Further improve the observation process.	Ensure that the text in observation reports relates to the grade.	By March 2006 Ongoing	Inclusive Learning Task Group SMT Curriculum Group	Improvement in the quality of observation reports.
	Develop a system of moderation of grades within curriculum areas and across the districts.			
	Provide training where necessary to improve practice.			

2005 QUALITY DEVELOPMENT PLAN

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
7. Implement robust recording of learner progress and achievement in non-accredited learning.	Deliver staff training based on the agreed model		Staff Development Co-ordinator SMT	Achievement recording in ACL is secure.
	Roll out the model to all non-accredited programmes.	September 2005		
	Audit the reliability and effectiveness of the achievement data			

2005 QUALITY DEVELOPMENT PLAN

AREA OF LEARNING - FAMILY LEARNING

PRIORITIES FROM SAR				
Outcome/Target	**Action**	**Timescale & milestones**	**Person responsible**	**Success Criteria**
1. A maximum of 10% of programmes will run with less than 6 learners	Recruitment plan in place and followed for all new programmes each term	Termly commencing January 2005 - 10% reduction in programmes running with less than 6 learners – Dec 2004 - 20% reduction in programmes running with less than 6 learners – April 2005. 30% reduction in programmes with less than 6 learners – July 05	Programme Managers	Lessons observed and tutor evaluations will demonstrate higher levels of peer support/interaction
	Review recruitment plan, amend if necessary	May 2005		

2005 QUALITY DEVELOPMENT PLAN

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
2. The number of male learners enrolled on Footsteps programmes will increase by 10.	Identify barriers to participation/current good practice	May 05	SFF Project Manager	Number of men enrolled on Footsteps programmes will increase by 10
	Devise strategies to increase participation of men	July 05		
	Pilot strategies	Autumn Term 05		
	Evaluate	December 05		
	Embed	Spring Term 05		
3. Improve the arrangements for gathering learner views and data on progression	Review current system	7th March 2005	Curriculum Group	More robust evidence available on learner views and progression routes enabling action where appropriate
	Agree key data required	7th March 2005		
	Create learner-friendly format	25th April 2005		
	Pilot	July 2005		
	Review and finalise	October 2005		

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
4. All staff will use the assessment framework to assess learners and monitor learner progress	Finalise changes to sections 1 & 2 of initial assessment framework	Finalised sections presented to staff on 21/3/05 for use in Summer Term 05	Curriculum Group All staff	More effective system in place to monitor learner progression
	Finalise changes to sections 2 & 3 of initial assessment framework	Finalised sections presented to staff on 18th July for use in Autumn Term 05	Curriculum Group All staff	Achievement recording is secure

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AREA OF LEARNING 5 – MANAGEMENT AND PROFESSIONAL

PRIORITIES FROM SAR				
Outcome/Target	**Action**	**Timescale & milestones**	**Person responsible**	**Success Criteria**
1. Establish a clearly defined internal moderation/verification process	Devise and implement IV process for: - 730/740 programmes - BS/ESOL (L2/3) programmes	March 2005 (EV visit) July 2005	MS AB	Appropriate IV process and paperwork used on programmes Positive EV feedback

2005 QUALITY DEVELOPMENT PLAN

	Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
2.	Introduce learning technologies into all courses across the area of learning	Ensure appropriate equipment is available in all venues where programmes are delivered	Feb 2005		Increased use of ICT in T/L sessions by both tutors and learners which enhance the quality of learning
		Arrange targeted ICT training for all tutors	Dec 2004 – ICT lead person identified for AOL	CB	
		Incorporate use of ICT in teaching and learning into all lesson plans	- Jan – Mar 2005 – explicit ICT input in 7407-st 2 programme - Feb/March 2005-3 curriculum group members to attend e-guides training, (and BS Ac. Man. To attend BS e-learning training) and subsequently – - April/May 2005- cascade training to colleagues - June/July 2005 tutors and learners use a range of new ICT skills/equipment in classes - Autumn term 2005 – explicit use of ICT to support T&L is a feature of all aol programme plans	CB (with JE/MS) CB,JE,MS AB CB,JE,MS,AB CB,JE,MS,AB	

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
3. Establish appropriately stocked resource bases accessible to tutors and learners	Undertake audit of all resources currently available within the AES for i) tutors and ii) learners;	By April 2005	CB,JE,AB	One or more well-stocked resource bases in venues accessible to and used by all tutors and student in this area of learning
	Establish minimum requirements in terms of key texts etc			
	Consult learners re most appropriate form of access (eg venue, book box)			
	Establish budget constraints			
	Set up appropriate systems for storage, access and booking	May – July 2005		
	Procure additional resources			
	Launch new resources system for all courses in aol	Sept 2005	CG	

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
4. Undertake more co-tutoring on all programmes within the area of learning	Establish patterns of co-tutoring as follows: - 730/740 tutor team co-tutor on a regular basis - level 2/level 3 BS and ESOL tutors co-tutor on a regular basis - specialist input by BS team on 730/740 programmes - specialist input by 730/740 team on level 2/level 3 BS and ESOL	Dec 2005	MS,AB	Evidence of co-tutoring happening across all programmes

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
5. Provide opportunities to share good practice across area of learning	Establishment of a schedule of regular team meetings and cross course visits to enable all team members to share ideas and undertake informal peer observations	Mar 2005	MS/AB	All colleagues delivering in the aol have met each other in forums which enable them to share ideas and good practice
	One visit per tutor to another class	July 2005	MS/AB	
	One whole AOL meeting			
	One 730/740 team meeting		MS	
	One BS/ESOL team meeting			
	Further schedule of meetings planned	Autumn Term 2005	MS/AB	
6. Continue to develop programmes to meet service and national priorities	Investigate feasibility of developing programmes which incorporate BS and ESOL Level 4 subject specs with generic L4 7407 programmes	Apr/May 2005	MS/AB	Clear rationale as to whether or not to proceed with development of programmes incorporating subject specs

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AREA OF LEARNING 6 - ICT

PRIORITIES FROM SAR				
Outcome/Target	**Action**	**Timescale & milestones**	**Person responsible**	**Success Criteria**
1. Close provision in unsuitable accommodation or where equipment or technical support is inadequate.	Identify inadequate accommodation, equipment and technical support, (including venues that are dependent on laptops).	End of March 2005	Curriculum Group	District Manager and SMT.
	Investigate alternative venues in order to assist progression of current learners.	May 2005		
	Inform venues affected.	May 2005		
2. Ensure consistent approach to initial assessment and ILPs and recording of progress.	Devise generic ILP/Initial assessment and documentation for use throughout the curriculum area.	April 2005 – Small scale pilot summer term 2005 with full implementation September 2005	ICT programme managers to devise in consultation with curriculum group	Results of pilot reported to curriculum group and SMT.
	Provide staff development to tutors to ensure consistent use of the documentation.	Summer term 2005	ICT programme managers to devise in consultation with curriculum group	

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Action	Outcome/Target	Timescale & milestones	Person responsible	Success Criteria
3. Begin to establish a virtual learning environment which will: - incorporate learning resources developed by tutors - assist in the communication between tutors - make accessible a wider range of resources to learners	Investigate the various VLE platforms available and decide which is the most suitable.	End of summer term 2005	Curriculum group	CG to make recommendations to SMT.
	Identify suitable high quality resources to upload onto the system.	Autumn term 2005		
	Staff development of ICT tutors in accessing and maximising the potential of the platform.			
	Pilot the rollout of the VLE platform to specified courses.	Spring 2006		

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AREA OF LEARNING 8/9 - HOSPITALITY, SPORTS, LEISURE AND TRAVEL, HAIRDRESSING AND BEAUTY THERAPY

PRIORITIES FROM SAR

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
1. Improve access to provision for under represented groups	Subjects to be promoted will be identified. Existing and new partnerships with appropriate agencies (eg Extend, New Ways, ESOL) will be used to promote existing programmes and create new programmes to meet the needs of under-represented groups.	December 2005	Curriculum Group	Increased participation of under-represented groups. - 2 Extend groups - 3 New Ways learners across the city
	The curriculum group will work with programme managers and tutors to address issues associated with equality of access.			
2. Improve monitoring and recording of progress in non-accredited programmes.	Implementation of RARPA.	Milestone: implement in September 2005	Curriculum Group	100% of all tutors observed will be using RARPA
	The curriculum group will ensure that there is a coherent system in use supported by line managers.	Target: all tutors observed are using it by January 2006		There will be secure achievement data for learners recorded by July 2006

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
3. Continue to improve accommodation and resources.	PMs will be offered guidance on providing appropriate resources and adequate accommodation.	On-going	Curriculum Group	Where accommodation and resources are presently unsatisfactory, the Learner Satisfaction Survey will indicate that they have improved from the previous year
4. Provide opportunities for the sharing of good practice.	The curriculum group will identify ways of working more closely with managers to raise awareness of good practice and methods of sharing. Good practice will be shared with tutors through a variety of methods eg 'The Newsletter', line management and training.	External: approximately 4 years	Curriculum Group	Next inspection (internal and external) reports will reflect an increase in the sharing of good practice, as well as teaching observation reports
5. Ensure pre-course guidance is given to all stall giving information at enrolment. Health & Safety issues are considered.	Curriculum group to ensure PMs and tutors are aware of Health & Safety issues through producing guidelines. Continue to improve CIFs.	September 2005	Curriculum Group Tutors	Learner Satisfaction Survey Tutor feedback

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AREA OF LEARNING 10 - WORK WITH CHILDREN AND CARE

PRIORITIES FROM SAR				
Outcome/Target	**Action**	**Timescale & milestones**	**Person responsible**	**Success Criteria**
1. Tutors will be able to embed ICT in the curriculum by: - using technology to enhance delivery - accessing learners to using PCs particularly the Internet, as much as possible - using a range of learning packages	Write an embedding ICT strategy: - PMs participate in E-Guide training - Use expertise of ICT champion - Provide training for tutors	2004-2005	Curriculum Group E-Guide ICT Champion	Tutor observations show that tutors are using ICT to prepare and present lessons and are accessing learners to ICT
2. The quality of the learning environment will be improved at identified venues	Identify and remedy specific issues at the following venues: Coundon Family Centre, Ernesford Grange, Henley Green, Barrs Hill, Holbrooks Community Centre. Withdraw the provision if necessary.	July 2005	Curriculum Group Venue Managers	Learner Satisfaction Survey 2005 reflects higher level of satisfaction. Tutor observations/ evaluations and learner evaluations do not identify any issues.
3. There will be a coherent programme offer providing a range of provision across the city in quality learning environments with a choice of days and times	Complete the mapping of provision and detail days, times, level, etc, to identify gaps and plan the 2005-2006 programme to achieve a geographical spread and equitable access to the curriculum offer.	May 2005	Curriculum Group	Enrolments September 2005 reflect successful strategy

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
4. Care NVQ Level 2 will be set up at one venue	Assess systems already in place for Care NVQ and modify by looking at good practice in EYs and TAs. - Make contact with care agencies and providers to encourage interest in tutor/assessor opportunities - Advertise and recruit tutor/assessors - Support tutor/assessors in undertaking A awards - PM to undertake V award - Deliver short taster courses - Promote and deliver Care NVQ Level 2	September 2005	Programme Manager Curriculum Group	Enrolments September 2005 reflect successful strategy Tutor observations reflect quality of programme
5. Good practice will be shared, ensuring consistency in information and advice given to tutors, in their practice, and in the quality of the provision. The staff teams will be motivated and informed.	Plan common agenda items for district tutor/assessor meetings.	Spring 2005	PMs Curriculum Group	Self assessment process 2006 reflects good practice in these areas
	Share practice in the delivery of TA programmes and identify and disseminate best practice.	Summer 2005	Curriculum Group	
	Sustain the staff development programme in EYs, Playwork and TAs.	Ongoing		
	Share best practice with Care PM and tutor/assessors.			

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AREA OF LEARNING 10 - PERSONAL DEVELOPMENT AND ENTERPRISE

PRIORITIES FROM SAR

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
1. Good practice will be shared in relation to giving pre course information, making learning resources accessible and diverse, and providing progression guidance	Produce a termly newsletter and run training for tutors which over the year will focus on: - Producing pre-course information - Making learning resources accessible to AWLD - Embedding Equality & Diversity within learning resources - Providing progression guidance	Termly	PDECG	Observations (formal and informal) will show learners are working more independently. Consistent pre-course information will enable learners to select appropriate learning programmes. Observations (formal and informal) will show a diverse range of learning resources and learners from minority ethnic groups and groups with physical/sensory disabilities participating fully in sessions. There will be a record of learners having received information and advice on progression from the tutor.

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
2. There will be an agreed definition of 'enterprise', a strategy for the overall management of enterprises by adults with learning difficulties, a framework to support tutors and a process for ensuring progression is available	Agree and disseminate a definition of 'enterprise' for the Service.	Spring term 2005	PDECG	Tutors and learners using the definition.
	Agree a strategy for the city wide management of enterprises by adults with learning difficulties, put in place management boards of adults with learning difficulties, and provide training to them.	End of summer term 2005	PMs and named tutors	Management board has met, a record kept and further meetings scheduled.
	Produce a framework for tutor support.	Summer term 2005	PMs	Observations (formal and informal) show tutors are facilitating enterprises in a positive way.
	Identify progression opportunities – internal and external to AES. Write a summary of internal opportunities and a contact list for external opportunities.	Summer term 2005	PMs and tutors AMs	Learner feedback. Learners have progressed.

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
3. Strategies to provide Personal Development opportunities to unpaid carers of adults in the community will be identified and developed	Consider the Learning for Living programme (City & Guilds) and make a decision about the usefulness of the programme (or the need for an alternative.	Spring term 2005	PDECG	Enrolment of 10 learners on the new programme, Autumn 2005
	Consult with external agencies and unpaid carers.	Spring term 2005	Sub group of PDECG	
	Prepare to deliver C&G programme, modify it or design an alternative.	Summer term 2005	Sub group	
	Promote the learning programme.	Choice/summer term 2005	PDECG	
	Deliver the learning programme.	Autumn 2005	Tutor	

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
4. The Family History programme will be extended to widen participation particularly by people from Black and minority ethnic communities and people with disabilities. Promote Black History and other history programmes.	Identify suitable locations for an extended programme (to include ICT facilities).	Spring term 2005	PDECG (Sub group)	Enrolments in 3 new programmes by people from Black and minority ethnic communities and people with disabilities.
	Advertise for and appoint tutors for family history, local history etc.			
	Advertise and promote the new programme.	Summer term 2005		
	Write a family history programme for adults with learning difficulties and offer it to learners.	September 2005		
5. The OCN Counselling Units will be reconsidered and guidelines produced for tutors on collecting evidence of learning to ensure a constant approach	Look at the evidence currently expected of learners and in consultation with tutors decide what evidence is appropriate.	Summer term 2005	PM and tutor	All Counselling tutors will use the same approach to learners recording evidence.

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AREA OF LEARNING 11 - VISUAL AND PERFORMING ARTS

PRIORITIES FROM SAR

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
1. Increase progression opportunities by offering more advanced accreditation and by identifying appropriate locations for higher level courses.	Research, prioritise and pilot the NOCN qualifications in Creative Skills.	Spring/Summer2005	Susie Hutton Curriculum Group	40 learners participate and achieve on NOCN qualifications in creative skills.
	Train identified tutors in the NOCN requirements.	Summer 2005		
	Advertise and deliver NOCN programmes.	September 2005		
	Research the C&G National Certificate in Floristry and consider the feasibility of offering it.	Spring Term 2005	Diane Hammond Curriculum Group	C & G National Certificate in Floristry offered (if appropriate).
	Investigate venue for improver level music courses and publicise them.	Autumn 2005	Ian Neal Curriculum Group	30 learners participate and achieve on improver level music programmes.

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
2. Identify issues of Equality and Diversity relating to the content of programmes and lessons so that tutors are confident in embedding Equality and Diversity in their programmes and lessons.	Ensure that tutors attend the service wide Equality & Diversity training.	E & D Training in Summer 2005	Curriculum Group	Positive evaluation of training. Observations (formal and informal) and tutor files show that Equality and Diversity is embedded consistently (50% of formal observations).
	Identify one or more practitioners/trainers and run a staff development session on embedding Equality and Diversity.	Training by practitioners Autumn 2005		
3. Increase the level of participation by people from Black and minority ethnic backgrounds.	Identify locations and appropriate programmes, and promote and publicise these in a targeted way.	Summer/Autumn Term 2005	Curriculum Group PMs	Participation by Black and minority ethnic learners increased from 10.9% to 12%.

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
4. Address outstanding accommodation issues in relation to the quality of the learning environment ie clean, tidy, safe and suitable learning environments at named venues.	Investigate identified issues at the following venues and address as necessary: Allesley Park, Cardinal Newman, Cheylesmore, Coundon Court, Ernesford Grange, Finham, Foxford, Gilbert Richards, Sidney Stringer, St Annes, Watcombe, Wyken. Relocate if issues remain.	Spring-Summer 2005	Curriculum Group (district reps) Venue managers District managers	Learner Satisfaction Survey, observations and tutor evaluations do not identify these issues.
	Identify specialist woodwork facilities for day time programmes and negotiate access (WEETC, Gilbert Richards).	Autumn 2005	Curriculum Group (district reps	Tutor observations, tutor evaluation and Learner Satisfaction Survey assess venues as suitable.
5. Investigate the potential for developing specialist visual arts facilities to provide diverse programmes in quality facility.	Develop and promote a space at the Indian Community Centre as a dedicated Art and Craft facility.	Summer-Autumn Term 2005	Programme Managers (arts/venue manager)	Participation statistics, observations, tutor evaluations and Learner Satisfaction Survey identify this as a successful initiative

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
6. Ensure that all tutors use appropriate systems for recording learners' progress.	Disseminate guidance from RARPA through: - Training for line managers - Training for tutors	Summer Term 2005	RARPA group Staff development co-ordinator	Observations (formal and informal) show effective monitoring and recording of learners' progress.
	Monitor that all tutors are recording learners' progress.	Ongoing	Line Managers Curriculum Group	
	Monitor use of RARPA materials.	From September 2005	Line Managers Curriculum Group	
7. Undertake a quality assurance process in relation to Art, Craft and Design programmes, in particular Textiles and Photography, and implement the recommendations of the OCN external moderator.	Look at AQUA data relating to identified Textiles and Photography OCN programmes.	Spring 2005	Curriculum Group (Ros Bell) Line Manager	Achievement consistent on Textile and Photography programmes in 2004/05.
	Distribute a checklist of items identified by the external moderator in Summer 2004.	Spring/Summer 2005	Curriculum Group Line Managers Internal moderators	A positive external moderation report for Summer 2005.
	Follow up particular programmes to monitor that the recommendations have been put in place.			

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8. Identify a strategy for consolidating enrolments in order to ensure maximum participation on programmes.	When planning the overall programme at district and city level identify how and where programmes which may be undersubscribed will merge. Make this plan available to venue managers, tutors, admin staff and learners.	Summer-Autumn 2005	Curriculum Group Venue Managers Admin Staff	All potential learners are offered a place on a course, as near as possible to their home. No undersubscribed courses run.
9. Further disseminate examples of good practice on a regular basis.	Log examples of good practice, identified during lesson observations and share with Curriculum Group members/Visual Arts line managers. Disseminate to tutors via the termly Newsletter and line management meetings.	Spring/Summer 2005	Curriculum Group Visual Arts Line Managers	Tutor feedback is positive.

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AREA OF LEARNING 13 - LANGUAGES

PRIORITIES FROM SAR

Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
1. Improve written records of learners' progress in non-accredited programmes.	Deliver training and implement RARPA.	September 2005	SMT Curriculum Group	Recording of learners' progress on non-accredited programmes is secure.
2. Further improve effective use of target language.	Identify training needs in effective use of target language through observation and SDR.	Ongoing	Curriculum Group	Tutor observations show evidence of effective use of target language.
	Arrange peer observations for individual tutors.	Ongoing		
	Deliver further training for tutors if required.	October 2005		

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Action	Outcome/Target	Timescale & milestones	Person responsible	Success Criteria
3. Further improve retention on non-accredited programmes throughout the year.	Meet with other providers to draw on examples of good practice.	By May 2005	Curriculum Group	Retention on non-accredited programmes is improved throughout the academic year.
	Devise a strategy to further improve retention, to include an increase in the length of non-accredited programmes.	May 2005	Curriculum Group	
	Increase the length of non-accredited programmes.	September 2005	Curriculum Group	
4. Continue to share good practice in teaching methods and resources.	Offer further Service resources and training in effective teaching methods and resources.	October 2005	Curriculum Group	Tutor observations show evidence of good teaching methods and resources.
	Deliver training to BSL tutors to share good practice.	November 2005	Curriculum Group	

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AREA OF LEARNING 14 - FOUNDATION PROGRAMMES

PRIORITIES FROM SAR				
Outcome/Target	**Action**	**Timescale & milestones**	**Person responsible**	**Success Criteria**
1. Increase the effective access to and use of ICT in Language, Literacy and Numeracy.	Make available appropriate ICT equipment for use in venues. Laptops will only be used in venues where there is no alternative available.	Ongoing	SMT	Learners will have access to high quality ICT equipment on programmes and will be using it effectively.
	Targeted ICT training will be arranged for tutors.	Survey of tutors ICT needs – January 2005	Core Skills Curriculum Group	
		Training to be completed by December 2005		
2. Increase learner interaction by using a more learner centred approach in ESOL.	Identification of tutors' training needs through observation and SDR.	March 2005	Core Skill Curriculum Group ESPDRC	Learners will experience a more positive, interactive learning experience in ESOL.
	Targeted training will be arranged for those tutors.	Training to be completed by December 2005		

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
3. Ensure that learners' individual needs are met within mixed ability groups.	Improve tutors' skills in managing the range of abilities in mixed level groups through identified tutors receiving training, peer or manager support and mentoring.	Identification of tutors through observation and SDR – March 2005 Training to be completed by December 2005	Core Skills Curriculum Group ESPDRC	In observed sessions a range of methods and strategies will be used to ensure differentiation in mixed level groups.
4. Improve advice and guidance and initial assessment for GCSE English and Maths courses.	Analyse current practices and standardise city wide.	April 2005	Basic Skill Academic Managers	Improved retention and achievement in 2005/06.
	Implement the initial assessment process.	September 2005		
5. Ensure all learners receive advice and guidance on progression opportunities.	Consult with professionals regarding advice and guidance.	By July 2005	Core Skills Curriculum Group IAG Partnership	Learners receive appropriate and thorough advice and guidance throughout the programme.
	Raise tutor awareness of the need to give ongoing advice and guidance about progression opportunities to all learners.	Ongoing		
	Implement procedures to ensure learners receive appropriate and thorough advice and guidance throughout programme.	Implement September 2005		

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Outcome/Target	Action	Timescale & milestones	Person responsible	Success Criteria
6. Raise standards and ensure consistency through the sharing of good practice across Core Skills.	Continue to arrange training events across Language, Literacy and Numeracy.	City wide training February and May 2005	Cores Skills Curriculum Group	Tutors will use a greater range of resources and methods in their teaching evidenced through observation and tutor course evaluation.
	Provide opportunities with team meetings to share good practice.	Ongoing in team meetings	Academic Managers	Tutors will extend their expertise through the sharing of ideas.
	Facilitate city wide Core Skills event to provide tutors with the opportunity to share good practice.	Even to take place July 2005	Cores Skills Curriculum Group	
7. Address accommodation issues.	Review current accommodation.	Ongoing	Cores Skills Curriculum Group	Learner satisfaction surveys, tutor evaluations and observations express satisfaction with accommodation.
	To make improvements where possible.			
	Where not possible relocate to suitable accommodation.			