ADULT EDUCATION SERVICE

3-YEAR STRATEGIC DEVELOPMENT PLAN

April 2013 – March 2016

Coventry City Council
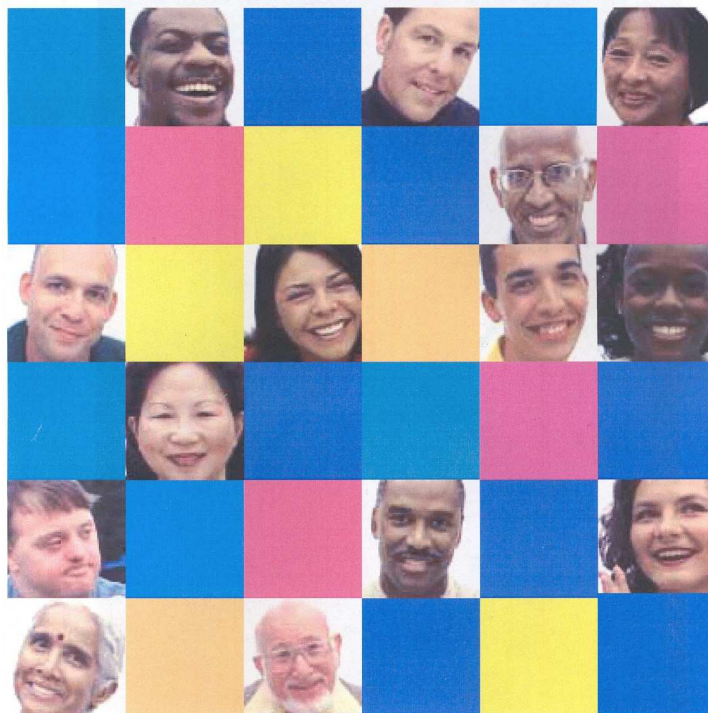
Introduction

This three-year strategic development plan for Coventry's Adult Education Service is based on a range of external and internal influences:

- learners' needs and interests
- government targets and national priorities
- local authority targets and priorities
- local employer needs/gaps
- outcomes of internal self-assessment processes
- analysis of own workforce strengths and needs
- the deployment of resources
- Ofsted priorities/requirements.

Mission

The Service's mission is to provide high quality adult learning opportunities in Coventry prioritising those learners from priority neighbourhoods and communities of interest to meet their needs and interests.

Core values informing the Service's work include:

- the promotion and celebration of learning as a key factor to secure personal growth, social change and economic development;
- equality of opportunity, and respect for the diversity of learners and those working on their behalf;
- the safety and well-being of all learners;
- quality and leadership.

Broader Context

The need for adult education provision is determined at three key levels:

- **Nationally**, by government policy, including Skills for Sustainable Growth (the national skills strategy), the Skills Funding Agency (SFA) Statement of Priorities 2012-15 (*New Challenges, New Chances*).

- **Locally**, by the City Council's corporate objectives, the Community Services directorate plan, the Sustainable Community Strategy for Coventry and local needs analysis.

- **Community level**, through learner feedback, area-based working and BIS policy for Community Learning as specified in *New Challenges, New Chances.*

Consultation is embedded into the practice and partnership work of the Service. Coherence with other provision is achieved through partnership working at strategic and operational levels. The Service's policies are aligned closely with broader agendas, particularly social inclusion, worklessness, neighbourhood working and support for families, linking closely with local priorities. It also links to corporate strategy, meeting Council corporate goals and addressing disadvantage to contribute to regeneration policy.

Organisational Context

The Adult Education Service is located in the Community Services Directorate of Coventry City Council. It provides programmes for adults in community based venues across the city. Courses take place during the daytime and in the evening mainly during school terms.

The Adult Education Service continues to be an essential provider of learning and skills programmes for adults in Coventry. A wide range of individuals representing the diverse and changing nature of the city's population are enrolled on AES programmes. At the same time there is a significant focus on those least likely to have benefited from their previous experience of formal education and those adults least likely to have the confidence or opportunity to access education and training. A strong local community presence combined with an effective penetration of disadvantaged communities puts the Service in the unique position of promoting a culture of lifelong learning, especially amongst (though not restricted to) so-called hard to reach learners. The Service plays a very significant role in the city in respect of Essential Skills provision as well as placing a strong emphasis on community capacity building and well being.

Courses cover a wide range of subjects, and focus particularly on Essential Skills, ie English, Maths and English for Speakers of Other Languages (ESOL), ICT, Level 2 and Level 3 vocational qualifications, Family Learning, Community Learning and programmes for Learners with Learning Disabilities and/or Difficulties (LLDD).

The strategic planning of the curriculum is undertaken by the strategic management team, in consultation with staff. Detailed planning is then undertaken by curriculum teams who are also responsible for curriculum development.

The focus of the Adult Education Service is on continuous improvement based on the evidence of internal self-evaluation, and the findings from Ofsted inspections. Self-assessment is an integral part of the Service's quality system and planning process. Individual self assessment reviews are carried out by curriculum teams based on information including observations; tutor evaluations; participation; attendance; achievement and retention rates including Black & Minority Ethnic (BME) learners and LLDD; learner evaluations; performance development reviews (PDRs); and external reports and surveys. These reviews are then summarised in the Service's self assessment report (SAR). The current timescale is to complete the SAR by December and to implement the findings from January of the following year through the key operational plan for the Service, the Quality improvement plan (QIP).

The targets in this plan are monitored throughout the year and the plan is reviewed and updated annually through the SAR process and the strategic management team of the Service. Targets in the QIP and 3 Year Strategic Development Plan are reported on through the political process to the Cabinet Member for Education to ensure effective governance.

Strategic Priorities 2013-16

Underlying all the Service priorities is the aim of being recognised as an 'outstanding' (grade 1) provider through the Ofsted inspection process. In order to achieve this, the Service has identified the following key priority areas for the next three years:

1. Further improve teaching, learning and assessment
2. Increase the strategic involvement of learners
3. Develop the Community Learning strategy to encompass new objectives
4. Develop skills for employability and workplace learning
5. Ensure that accommodation and the ICT infrastructure meets the developing needs of the Service
6. Continue to provide a focused and comprehensive staff development programme
7. Develop the use of data to better analyse and respond to needs of individuals and communities.

1   Teaching, Learning and Assessment

The Ofsted inspection of 2007, graded 52% of observed teaching and learning sessions in the Adult Education Service as being good or above. This was recognised by the Service as being unsatisfactory so a 'Three Year Strategy to Improve Teaching' was put in place to address this with the aim of 75% of all observed teaching and learning sessions being graded good or outstanding by December 2011. The strategy placed a strong emphasis on working towards having a team of fully qualified staff by 2013. Tutors have been fully supported to gain the level 5 teaching qualification with their fees being paid, time being allocated to attend training and study and the allocation of a mentor to support them while on the course.

The Service recognises that regular training for staff on how they can improve their practice is central to raising standards and ensuring that teaching is of the highest quality. With this in mind, all tutors have benefitted from an extensive programme of both external and in-house training events. Sharing good practice sessions have been promoted and have worked particularly well where tutors have taken the lead to share and promote approaches that have been successful for them in the classroom. Those tutors, identified through the observation process as needing assistance to improve their teaching, have been assigned mentors to support them, given opportunities to undertake peer observations and have benefitted from having experienced practitioners teaching alongside them.

In addition the Service has an e-learning strategy which supports this improvement activity (see ILT/E-learning strategy 2012 to December 2015). The development of e-learning is based on the needs and demands of learners, the quality of their learning experience and the need for emerging digital technologies required for the "digital citizen", equipping learners with the right skills for work and life. An overview of e-learning shows a broad range of e-learning technologies in use across curriculum areas for teaching, learning and assessment which continue to develop. Technology used includes the use of Interactive White Boards (IWBs), plasmas boards voice recorders, flip video recorders, camera, Covlearn (the Service's virtual learning environment), assistive technology, internet for research and activities and a broad range of software including specialist and open source applications. Access to resources outside the classroom is via Covlearn. Learners are also signposted to support materials e.g. hand-outs of useful websites, You Tube videos, etc. There is evidence of good progress across e-learning, for example, in December 2011 54 courses were established on Covlearn with learners and in March 2013 this had risen to 161 courses. E-leads meet termly, promote e-learning within curriculum areas, and share good practice and new developments, which is supported by staff development activities and the quality processes in place.

As a result of the measures put in place, the standard of observed teaching and learning sessions being graded as good or above has gradually risen from 52% at the time of inspection to 85% in 2012.

The Service continues to strive towards improving teaching and learning by providing opportunities for all staff to continue to develop their skills. In the coming three years, the focus will remain on improving teaching, learning and assessment with current practices being re-examined and developed to ensure we are providing the best possible training opportunities and support for staff. Strong, supportive teams who encourage and inspire one another to share their expertise are gradually being built across the Service.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
To improve the standard of teaching and learning by reducing the number of observations graded inadequate and at the same time increasing the number of observations graded outstanding service wide.	Reduce the number of inadequate observations from 4 to 3.

Increase the number of observations graded outstanding from 28 to 30 | Reduce the number of inadequate observations from 3 to 2.

Increase the number of observations graded outstanding from 30 to 32 | Reduce the number of inadequate observations from 2 to 0.

Increase the number of observations graded outstanding from 32 to 34 | Changes in personnel may impact on targets. |
Update:				
Develop the strategy for supporting teaching in classes where tutors are on improvement plans	Implement additional measures and evaluate.	On-going.	On-going.	Cost and time to deliver support.
Update:				
Ensure the Staff Development Plan covers the diverse range of training needs of all staff with a strong focus on teaching and learning.	Involve all staff in identifying what is outstanding teaching and learning and in identifying what training they need to achieve it.	Consider the responses and draw up a plan to respond to the requests .This to be a mixture of external, in-house and individual training.	Continue to deliver the plan.

Evaluate the impact of the training. | Needs will change so plan will need to be flexible to respond. |
| Update: | | | | |
| Examine current processes to ensure they effectively monitor quality and support classroom delivery. | All staff to be observed annually and to have 2 class visits in the course of a year.

Implement cross service paired observations and moderation of observation reports.

Evaluate the cross-Service process to ensure it is working effectively.

Ensure the process for | Implement agreed moderation process to ensure quality and consistency across the Service.

Evaluate the cross-Service process to ensure it is working effectively. | Implement any changes that are required to streamline the process to make it more effective. | Monitor to ensure process is not time consuming and unwieldy. |

	tackling underperformance is clear to all staff and that it is rigorously adhered to.			
Update:				
Scrutinise the tutor's working week to ensure that time is being used effectively in terms of planning, teaching and training.	Begin to appraise the paperwork and record keeping that tutors are required to complete to ensure it remains fit for purpose.	Where possible, and while maintaining quality, streamline paperwork to create more time for staff to keep up to date with developments in their subject areas.	Continue to monitor and evaluate how time is being used to ensure tutors have the time required to keep up with developments in their subject area.	There is insufficient time to fulfil all tasks
Update:				
Promote the sharing of good practice (SGP) across all Areas of Learning (AOLs)	Define the Service's approach to SGP for all staff.\n\nExpand and capture the range of approaches to SGP.\n\nIdentify lead for SGP.	Monitor effectiveness and develop and change the approaches as required to suit the needs of staff.	Continue to provide regular SGP opportunities and evaluate their effectiveness.	Some staff may not have the time/ willingness to attend the sessions in addition to teaching and other duties.
Update:				
Continue development of e-learning technologies to enhance teaching, learning and assessment.	E-learning embedded in 80% of classroom based sessions 50% other\n\nImplement discrete courses in the use of tablets. Trial use of tablets and e-readers.\n\nPilot use of learner personal mobile devices in 5 sessions.\n\nThe use of e-portfolios will be increased to offer	E-learning embedded in 90% of classroom based sessions 60% other\n\nReview use of tablets and e-readers, extend use to 5% of sessions.\n\nReview and extend use of personal devices to 15 sessions as appropriate.\n\nE-portfolios will be an option for learners on all	E-learning embedded in 100% of classroom based sessions 75% other\n\nReview use of tablets and extend use to 10% of sessions and e-readers.\n\nReview and extend use of personal devices to 20 sessions as appropriate.\n\nE-portfolio will be an option for learners on	Ensuring learners take ownership of learning through technology and are well informed in keeping safe on-line.

	learners the opportunity to access E-portfolios on 75% of vocational programmes.	vocational programmes.	Essential Skills programmes.	
Update:				
Improve access to resources outside the classroom	All schemes of work to include signposting to resources to support learning outside the classroom. Target 150 courses accessed by learners. Implement more consistent quality monitoring across Covlearn courses.	Courses available on Covlearn accessed by learners all meet minimum standards. (Bronze)	All Covlearn courses meet minimum standards, 40% meet Silver standard.	ILT skills of some learners to benefit from digital resources outside the classroom.
Update:				

2   Learner Voice

The Service has a comprehensive learner involvement strategy offering learners multiple opportunities to feed back on their experiences and engage with Service improvement, including: learner end of course evaluations, an annual survey of learners receiving financial support through the Learner Support Fund (LSF) and Passport to Leisure and Learning (PTLL), feedback questionnaires for learners disclosing disabilities, annual progression surveys for learners who have completed accredited programmes, verbal feedback in lesson observations, and well promoted opportunities to feed back through email/written correspondence. These measures are effective in monitoring and promptly addressing the concerns raised by a small number of learners, and supporting quality improvement and development of provision. In 2012, face to face 'have your say' interviews were conducted with 800 learners at 23 venues and the responses were circulated to curriculum teams to address any issues and to use in self assessment and future programme planning.

Surveys show that the Service has sustained high levels of learner satisfaction with all aspects of their learning and the support offered by the Service. 96.1% of learners completing end of course surveys in the autumn term, 97.5% in the spring term and 97.1% in the summer term felt they had made as much progress as, or more progress than, expected; and in the 2012 survey of learners receiving financial support to attend their courses, 96% of LSF learners and 95.1% of PTLL learners were satisfied or very satisfied with the service they received.

Learners engage actively in assessing their own progress, using portfolios, logs, diaries and other appropriately recorded evidence and examples of work. Learners are well informed about their rights and responsibilities, equality and diversity, safety and safeguarding, and who to talk to if they need to discuss any individual concerns.

Whilst the Service's learner involvement strategy provides good evidence of consistently high levels of learner satisfaction, and of prompt and effective responses to the small number of concerns raised by learners, feedback to learners on this evidence is not yet sufficiently well

developed, and there remain further opportunities to enable learners to engage in feedback to the Service about their experiences.

Key Priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Improve feedback to learners on impact of their feedback on their learning experience.	Circulate termly publicity to learners via venue notice boards and on Covlearn summarising Service responses to learner views.	As 2013.	As 2013.	
Update:				
Further develop opportunities for learner feedback	Publicise Ofsted learner view website to learners. Install suggestion boxes at all venues linked to "you said, we did" feedback on responses to learner feedback. Establish a learner forum to elicit views over a period of time on learners' experience of provision.	Review suggestion box and venue feedback strategy and implement any necessary changes. Continue to meet with learner forum, review its effectiveness and implement any necessary changes.	Continue to meet with learner forum, review its effectiveness and implement any necessary changes.	Learners do not wish to engage in feedback. Learners use feedback opportunities inappropriately
Update:				

3 Community Learning

Following publication of *New Challenges, New Chances Further Education and Skills System Reform Plan: building a world class skills system*, BIS introduced new objectives in 2012 for Community Learning, requiring providers to: focus public funding on helping disadvantaged people to get into learning and progress; involve local people and organisations involved in decision-making; maximise value for money, increase income generation and use fees to support people unable to pay for their learning.

The Service's inclusion strategies are very successful, with above average participation amongst people living in priority neighbourhoods and people unable to pay for their learning; good levels of participation amongst people with disabilities and from BME backgrounds; effective embedding of equality, diversity and inclusion by tutors within the classroom; and no discernible gaps in retention rates or levels of satisfaction between different groups of learners. Whilst the Service works

effectively with a number of partners to widen participation and develop targeted programmes, it needs to respond to the BIS Community Learning objectives by developing a more strategic partnership approach to the planning of provision to meet the particular needs of disadvantaged groups of learners and developing more robust evidence of intended and actual progression and outcomes for Community Learning learners.

The Service's fee policy is very effective in enabling participation amongst people on low incomes with Passport to Leisure and Learning users accounting for 32% (4,344) of enrolments on Community Learning programmes in 2011-12, and provision for those who pay enrolment fees has remained at affordable rates. The Service benefits from offering programmes in community based venues across the city at a cost below market rates, using a programme funding formula to cover the costs of energy, cleaning, admin and technical support. In order to achieve the BIS objectives for Community Learning, the Service now needs to identify effective strategies to maximise cost-effectiveness through achieving savings and/or income, either actual or in kind, from partner organisations and through a sustainable increase in enrolment fee income to support its focus on supporting those learners who cannot afford to pay.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Develop and implement a more strategic partnership approach to underpin planning of courses to meet the particular needs of people in priority neighbourhoods, under-represented groups and those facing barriers to learning.	Meet with internal and external partners to agree collaborative approaches to consultation, marketing and development of programmes. Implement agreed strategies.	Evaluate impact of partnership approach to consultation, marketing and curriculum development. Identify new partners. Identify and implement any amended or additional strategies.	Evaluate impact of partnership approach to consultation, marketing and curriculum development. Identify and implement any amended or additional strategies.	Partners do not have the capacity or wish to engage in a collaborative approach.
Update:				
Further develop strategies to: • improve curriculum offer within priority neighbourhoods; • meet targeted needs of under-represented groups and those facing barriers to learning	Establish and implement principles and processes based on existing good practice to enable: - venue managers to identify unmet local needs and inform curriculum planning - curriculum teams to identify targeted needs and apply within curriculum planning	Extend targeted provision to meet needs of under-represented groups and those facing barriers to learning.		Venue managers or curriculum teams do not have the capacity to increase existing measures to identify and meet targeted needs. Targeted groups do not participate in programmes.

Update:				
Maximise income and cost-effectiveness in Community Learning	Amend fee policy to increase fees for those who can afford to pay.

Seek contributions in kind to the cost of provision from existing and new partners. | Review impact of fee policy and amend if necessary.

Continue to seek contributions in kind to the cost of provision from existing and new partners.

Seek savings in marketing strategies and collaborate with partners to improve effectiveness of marketing strategies. | Review impact of fee policy and amend if necessary.

Continue to seek contributions in kind to the cost of provision from existing and new partners.

Continue to seek savings in marketing strategies and collaborate with partners to improve effectiveness of marketing strategies. | Increased fees are a deterrent to fee payers.

Partners do not have financial capacity or wish to offer contributions in kind.

Savings in marketing costs reduce effectiveness of marketing strategies.

Partners do not have capacity or wish to engage in collaborative marketing strategies.

Collaborative marketing strategies are not effective in recruiting CL learners. |
| Update: | | | | |
| More robust evidence of intended and actual progression of Community Learning learners and of outcomes related to improved digital and financial literacy, communication skills, improved health/social wellbeing and other 'soft' outcomes for learners | Amend learner end of course evaluations, Passport to Leisure and Learning survey to capture progression and outcomes.

Introduce a new post-course progression survey for Community Learning learners capturing outcomes. | Amend survey of learners with additional support needs to capture progression and outcomes.

Use data from amended surveys and new survey to inform future planning. | Use data from amended surveys and new survey to inform future planning. | Community Learning learners do not wish to respond to more detailed questions on intended and actual progression. |
| Update: | | | | |

4   Skills for Employment & Workplace Learning

The Service has an established programme of delivering both accredited and non-accredited vocational programmes, to those wishing to enter employment as well as those already in employment. The success rates for these programmes have been high and above the national average for this type of provision, with one of the two vocational areas of learning awarded an outstanding grade at the Service's last Ofsted inspection in 2007. Traditionally vocational provision has been delivered via a classroom based model, particularly for those learners not in employment, but in some subject areas has expanded to more flexible modes of delivery to support learner needs.

As a result of funding and eligibility rule changes, Workplace provision has decreased within the Service. However, with the increased government focus on supporting adults to gain skills to move into employment and to progress within the workplace, there is a need for the Service to respond effectively in terms of the way it delivers courses, the types of courses on offer and to a return to more delivery in the workplace.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Increase workplace provision within the City Council.	6 learners referred into Essential Skills provision. 2 courses delivered.	8 learners referred into Essential Skills provision. 5 courses delivered.	10 learners referred into Essential Skills provision. 8 courses delivered.	Service needs the capacity to develop this work
Update:				
Develop provision to be more flexible in terms of mode of delivery to meet the needs of learners	Introduce short intensive programmes in 2 curriculum areas. Investigate alternative models of delivery.	Implement models where appropriate.	Review effectiveness of alternative models.	Changes in funding and eligibility rules. Staff being willing to engage with new modes of delivery.
Update:				
Develop apprenticeship offer and deliver programmes	Develop offer and commence delivery of 1 pilot programme. Develop infrastructure to support and manage the programme.	Deliver 2 programmes.	Deliver 4 programmes.	Service needs the capacity to develop this work.
Update:				
Increase Skills for Employability provision	Increase provision with existing partners by 20%. Identify 3 new partners.	Increase provision by 20%	Increase provision by 10%	External influences affecting ability of partners to engage.

Update:				
Increase Workplace provision outside of the City Council	Conduct market research to identify needs of employers. Work with 2 employers.	Work with 4 employers.	Work with 6 employers.	Economic pressures on business may mean they do not have enough funding to invest in training Service needs the capacity to develop this work
Update:				

5 Accommodation and ICT Infrastructure

The Service locates its provision in 25 venues including schools, community centres, libraries, colleges and other community venues. The Service has a programme of continual improvement to ensure accommodation meets the needs of learners including accessibility and supports effective teaching, learning and assessment. Most venues are in high priority areas as the Service allocates resources in priority neighbourhoods as funding reduces, aimed at narrowing the achievement gap and addressing inequality.

The Service also continues to work with the local authority ICT department to maintain and improve ICT services including wireless access to work with emerging technologies and to allow the use of learner personal devices. The Service now utilises 51 classrooms (excluding schools and colleges) and almost all have access to an Interactive White Board (IWB) or plasma board, computers, and the internet. IWBs are also now available in two halls and projectors and screens are available in two tutor work areas. There is a rolling programme of update and improvement to identified minimum standards which are reviewed annually.

Additional targets or changes may be set or made from year to year dependant on new developments which may influence infrastructure or e-learning equipment requirements.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Identify accommodation in both existing and new venues to expand provision to meet delivery targets	Either expand provision in existing venues or commence new partnership in 2 locations.	Either expand provision in existing venues or commence new partnership in a further 2 locations.	Either expand provision in existing venues or commence new partnership in a further 2 locations.	Funding may reduce.
Update:				
A high quality ICT infrastructure to meet the needs of tutors and learning in supporting learning and assessment including emerging	Annual review and refresh of computers to 5 year cycle. All ICT suites and 30% of	Annual review and refresh of computers to 5 year cycle. 70% of classrooms to	Annual review and refresh of computers to 5 year cycle. 100% of classrooms to	Local authority ICT investment in non-corporate venues. Costs in

digital technologies requiring wireless connectivity and a reliable consistent internet speed.	classrooms to have identified minimum standard build - Windows 7, Office 2010 and identified curriculum specific software.

Business plan in place for improvements to connectivity and wireless connectivity.

Wireless access and guest access at 25% of AES venues. | have minimum standard build.

Review future needs.

Phased implementation of plan for improvements to connectivity.

Wireless access and guest access at 60% of AES venues. | have minimum standard build.

Wireless access at 80% AES venues. | maintaining current standard software requires more sustainable development solutions. |
| Update: | | | | |
| Mobile equipment is in place to meet teaching and learning requirements including emerging technologies and learner need for assistive technology. | Mobile equipment reviewed and purchased to meet teaching and learning needs including tablet pcs and e-readers.

Target 6 venues and allocation to 15 tutors for pilot. | Extend availability of tablet pcs to 10 venues.

Target 30 tablets. | Extend availability of tablets to 15 venues.

Target 50 tablets. | Framework for managing growing mobile device estate.

Finance available to be able to support purchase of equipment. |
| Update: | | | | |
| Service level agreement is in place and standards for support and maintenance are met to ensure to timescales. | Agreed minimum standards of Service Level agreement are established and met.
IWBs maintenance agreement in place to ensure they are effectively maintained and supported. | As corporate connections are available, speedier solutions in place for remote monitoring and fault diagnosis/repair. | | Local authority ICT resource to meet SLA. |
| Update: | | | | |

6. Staff Development

The Service has a comprehensive staff development plan and programme with a strong commitment to professional excellence with the aim of ensuring that staff have the professional and subject qualifications to ensure the delivery of high quality adult learning opportunities. The plan is based on national priorities, curriculum and organisational needs, and individual needs as identified through the annual performance development review process. Staff are allocated paid time which enables the Service to address training and development needs.

In accordance with the definition of 'fully qualified' in the 2007 national legislation, 22% of the Service's tutors were recognised as being fully qualified in 2007, although many more had specialist or lower level teaching qualifications. This has now risen to 75% in 2013. There has been a revocation of 2007 regulations with regards to teaching and subject specialist qualifications from 1 September 2012 with largely discretionary advice on appropriate qualifications in Further Education and continuing professional development. The Service therefore has more flexibility in determining the level of qualifications and the aim for a fully qualified workforce has been revised to 85% as it is now acknowledged that with tutors leaving and joining the Service is not achievable. However the Service expectation is that all staff will meet agreed minimum standards of subject and teaching qualifications determined in relation to curriculum areas recognising the many forms of professional status in community and vocational learning.

The impact of staff development and training is monitored, and continued improvements have been demonstrated in the quality of teaching as a result of it. This has included training and staff development in specific areas which has resulted in, for example, more effective use of e-learning and learning technologies, improved assessment of learners' progress, as well as professional teacher training that has supported teaching staff to achieve overall improvements in teaching.

Some staff development priorities change from year to year but key staff development priorities are shown below.

Key priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
All staff benefit from completion of Coventry City Council mandatory training.	Identified Managers to attend recruitment and selection training. All managers to attend Risk Assessment training. All staff to complete 4 mandatory units. 50% of staff to attend data protection training.	100% staff to have undertaken data protection training. Updates as required identified in PDR.	All staff to have completed agreed mandatory units and will refresh in accordance with two year cycle.	
Update:				

All staff have subject specific qualifications above the level at which they teach.	80%	90%	100%	The willingness of staff to obtain qualifications.
Update:				
Increase the number of Essential skills tutors with level 5 subject specialist qualifications.	75%	80%	85%	The willingness of staff to obtain qualifications.
Update:				
96% of staff to have level 2 English and Maths qualifications	85% maths 90% literacy	90% math 94% literacy	95% maths 96 % literacy	Individual issues of some staff.
Update:				
All staff benefit from generic training and also support in accordance with personal development needs in relation to teaching and learning. An effective mentoring and coaching programme will support this process.	90% of tutors to have attended "Outstanding Teaching" development session. The mentor programme will be developed with a target of 8 new mentors. Mentoring and shadowing will be in place for identified tutors.	Mentoring and shadowing will be in place for identified tutors.	Mentoring and shadowing will be in place for for identified tutors.	Reduced funding to support development activities.
Update:				
Training in assessment for learning, recording of progress in relation to starting point.	All identified Community Learning tutors.	New tutors.	Tutors as identified in PDR and new tutors.	
Update:				
Observation and observation report writing training.	All managers to attend updated observation training. Identified managers to attend report writing training.	New managers and those identified in PDR.	New managers and those identified in PDR.	
Update:				
Staff have the necessary skills to meet curriculum requirements to embed ILT into content and delivery of courses.	In accordance with Staff Development plan.	In accordance with Staff Development plan.	In accordance with Staff Development plan.	Ensuring resources are available in non-classroom based sessions to maximise potential of

				staff to embed ILT effectively.
Update:				
Training in the use of e-learning technologies.	(See staff development plan) Specific training in use of ipads to enable cross curriculum pilot. Covlearn, IWB and other training as identified.	(See staff development plan)	(See staff development plan)	Reduced funding to support development activities.
Update:				

7. Data

The Service recognises that data is the key to providing evidence to demonstrate how well an organisation is performing and in identifying areas where improvements need to be implemented in order to drive up standards. The Service is well supported by a team who provide data on for example, learner recruitment, retention, achievement, success rates, learner destinations. Reports are also produced on data such as attendance, learner feedback and learner participation and are reported by appropriate subject areas and groupings.

Historically, senior managers have worked with data and interpreted it but this needs to change so that all staff have some understanding of data and how it is used in order to make improvements across the Service.

Staff should be aware of how data is collected and interpreted and its relevance in informing planning and driving up standards. There needs to be a move towards making data more accessible, clearer and concise for all staff. Data and statistics need to be produced regularly with an expectation that staff will analyse it to effect improvements in the areas they manage. At the same time, the Service needs to develop systems so that internal data is compared with national averages and other providers to ensure standards are constantly raised.

Key Priorities	Target 2013	Target 2014	Target 2015	Risks and issues to be addressed
Managers at L2 and L3 to undertake in-house training on how to interpret and use data effectively.	Training to be arranged for October 2013.	Establish small working groups of managers to work collaboratively to examine data in a number of priority areas. Produce reports on their findings and actions taken as a result of them.	SMT to evaluate if the use of and analysis of data has changed to bring about improvements Provide further training, if necessary.	Staff feel they do not have the time. Staff do not see this as part of their role.
Update:				

Data reports from AQUA to be simplified, produced regularly and used more comprehensively across the Service to inform planning and the quality improvement process	Examine ways in which data can be made more accessible. Inform staff of the range of reports they can have access to. Produce a calendar to show when reports will be made available.	From January 2014 working parties identify and request the reports they want from AQUA.	Monitor and evaluate the process	More staff time may be required to enable this to happen.
Update:				
E-registers to be used in all accredited learning programmes.	Re-introduce e-registers in AOL 14 for recording attendance from September 2013. E-registers to be used to monitor attendance and to identify and address non-attendance. Termly reports on attendance in all accredited programmes to be produced by AQUA.	Monitor to ensure registers are being completed in full, and that non- attendance is being addressed. Ensure AQUA reports are used by managers to address non-attendance and that actions are recorded.	Monitor to ensure registers are being completed in full, and that non- attendance is being addressed. Ensure AQUA reports are used by managers to address non-attendance and that actions are recorded.	Reliability of equipment and systems can result in e-registers not being completed regularly.
Update:				
Process for collecting data on progression on accredited programmes to be implemented.	Work with software developer to provide a formula to enable progression of learners on accredited programmes to be collected effectively.	Implement system January 2014. Monitor and evaluate on ongoing basis and make any changes that may be required.	Monitor and evaluate	Implementation may be delayed depending on how long it takes to develop the formula.
Update:				
Process to be introduced for collecting intended and actual progression data beyond AES for use across the Service.	Explanation of the process and paperwork to be circulated to CLs. Information to be given to all staff in Sept 2013 briefing.	Monitor & evaluate effectiveness of process and modify as appropriate.	Monitor	To be collected via e-registers when software has been developed to do this.

	Response rates to be : Intended – 35% Actual – 15%	Response rates to be : Intended – 45% Actual – 20%	Response rates to be : Intended – 50% Actual – 25%	
Update:				

For further information please contact:

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