



Hampshire Learning
Quality Improvement Plan
January – December 2013

Issued January 2013

Hampshire Learning Quality Improvement Plan (January 2013-December 2013)

Introduction

The key strengths and areas for improvement of Hampshire County Council's adult and community learning provision are outlined in the Hampshire Learning Self-assessment Report 2011-12.

Key strengths

- Outcomes for learners are good
- Teaching and learning are good, providing stimulating activities which enable learners to develop and progress
- The service has a good range of both accredited and non-accredited provision which meets the needs of individuals and communities
- The service is particularly successful in widening participation
- Partnership working is good
- Quality assurance is good and the self-assessment process is accurate and evaluative and gives an accurate view of the key strengths and areas for improvement

Key areas for improvement

- Further improve outcomes by ensuring that all tutors set clear and achievable personal targets that stretch and challenge learners
- Increase participation and narrow achievement gaps for disadvantaged and under-represented groups of learners, in particular males, learners with dyslexia within ASB provision; those with mental health difficulties in Leisure Learning; and Nepalese learners in FEML
- Ensure that tutors accurately assess learners' progress and achievement and provide appropriate feedback to learners
- Continue to develop strategies to improve attendance, punctuality and retention for some groups of learners
- Improve information on learning opportunities and progression routes for learners and the wider community
- Continue to work closely with providers to develop robust systems of observation of teaching and learning and performance management

This Quality Improvement Plan (QulP) sets out the priorities for action required and builds on the previous year's QulP. It demonstrates the County Council's commitment to promoting a culture of best value and continuous improvement throughout the service.

The actions described in the development plan cover three key areas:

- Outcomes for Learners
- Quality of Teaching, Learning and Assessment
- Leadership and Management

Outcomes for Learners

| Area to be addressed | | Action required | Target date for achievement | Milestones in achievement | Person(s) responsible | Success indicators | |
|----------------------|-------|--|--|---------------------------|---|---|---|
| 1 | 1.1 | Continue to improve outcomes for learners | | | | | |
| | 1.1.1 | Improve success rates | Work closely with providers to raise standards of teaching and learning and improve retention and achievement rates for learners Ensure that IAG, initial assessment and learner support are robust and that programme planning meets the needs of learners. | July 2013 | Monitor retention rates and make recommendations where necessary. Link Officers and subject specialists review OTL programme to ensure under-achieving tutors are supported/re-observed where necessary. Link Officers monitor actions from OTLs. | Quality Manager; Link Officers, Subject Specialists Performance and Planning Officer | Programme planning takes account of learners' needs. Effective IAG/initial assessment/ learner support contribute to improved retention of learners and overall success rates. OTLs indicate raised standards of teaching and learning Data indicates improved success rates. |
| | 1.1.2 | Ensure all courses have clearly stated aims and learning outcomes and that learners are clear how to achieve these and their own personal goals. | Work closely with providers to ensure: Learning outcomes are clear and stated in all planning documents; Tutors carry out effective initial assessment, record the outcomes and use these to inform planning for individual learning (Links with 2.1.1) | July 2013 | Identify effective ways to improve the monitoring of learning outcomes and personal goals and planning for individual learning | Quality Manager; Link Officers, Subject Specialists | All courses have clearly stated learning outcomes; tutors undertake effective initial assessment; all learners have learning plans and are clear about their targets and personal goals and how to achieve them. |

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| 1.2 | Increase participation and narrow achievement gaps for disadvantaged and under-represented groups of learners | | | | | | |
| | 1.2.1 | Improve recruitment and retention rates for male learners | Develop strategies to improve recruitment and retention of males. | July 2013 | Funding allocations and programme planning address need to recruit more male learners. Ongoing monitoring of targets to improve male participation and retention rates. | Quality Manager, Link Officers, Planning and Performance Officer | Providers design learning programmes and develop strategies to engage and retain male learners. Data reports reflect improvements in recruitment and retention of males. Recruitment of male learners increased by 10% and success rates for males improved by 5% in 2012/13. |
| | 1.2.2 | Continue to increase participation of learners from the most disadvantaged areas, particularly Havant. | Develop strategies to identify and recruit learners in the most disadvantaged areas eg increased partnership activity, learning champions, partnership working with local agencies/groups, 'coffee pot' approach, etc | July 2013 | Target learner groups identified. Partnership working with local groups/ relevant agencies identifies local need. Increased learner involvement in curriculum planning. | Link Officers, Family Programmes Manager, Planning and Performance Officer | Data indicates improved engagement of learners in the most disadvantaged areas. Learners participate fully in learning programmes that develop confidence, skills and employability |
| | 1.2.3 | Monitor and review success rates across all equality groups to raise standards for under-achieving groups | Monitor performance of learners across all equality groups to ensure appropriate support is provided at all stages. Work closely to ensure support for identified groups where success rates are lower than overall rates, in particular male learners in ASB/FEML; Nepalese learners; Dyslexic learners in ASB learners with mental health difficulties in Leisure Learning. | July 2013 | Termly review of success rates across equality groups. Monitor learner support processes. | Performance and Planning Officer, Quality Manager, Family Programmes Manager, Link Officers, Subject Specialists | Data indicates that success of learners within equality groups is comparable to overall success rates. Programme planning takes account of learners' needs and improved IAG/initial assessment/learner support contribute to improved retention of learners and overall success rates |

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| 1.3 | Improve learner progression | | | | | | |
| | 1.3.1 | Improve course information to ensure progression routes are identified for all courses and that all learners are advised of progression routes | Check that all course documentation includes information on progression routes in particular Course Information Sheet and marketing and promotional materials. Monitor work with tutors to ensure that learners are made aware of progression opportunities and are supported to progress | April 2013 | Link Officers check course documentation to ensure progression routes are identified. OTLs include a focus on learner progression, including individual learner support and guidance. Link Officers monitor learner evaluations to check whether learners feel they have received adequate information about progression opportunities | Quality Manager, Link Officers, Subject Specialists | Improved information for all learners about progression opportunities. OTLs and learner evaluations indicate that learners receive appropriate information about progression. |
| | 1.3.2 | Ensure that information on progression is available on the HL website and Course Search Facility | Improve information on website and Course Search on progression opportunities for all courses. | April 2013 | Website is regularly checked and updated and information on progression is included. Link Officers check providers' course information on Course Search to ensure progression information is included. Link Officers update Traffic Lights spreadsheet. | Quality Manager, Link Officers, Subject Specialists, Senior Admin Support Officer | Learners and the wider community are able to access full and accurate information about progression opportunities |
| | 1.3.3 | Monitor learners' progression and destinations | Identify ways to improve information about learner destinations eg learner evaluation; tutor course evaluation; case studies and success stories; providers' self-assessment reports. Ensure accurate reporting on | July 2013 | Tutors and Course Managers compile relevant data where available. Link Officers monitor providers' reporting on learners' destinations eg | Quality Manager Link Officers Subject Specialists, Performance and Planning Officer | Improved data on learners' progression and destinations in order to measure improvements in learner progression. |

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| | | | learners' progression where information is available. | | through self-assessment and case studies. | | |
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Quality of provision

| Area to be addressed | | Action required | Target date for achievement | Milestones in achievement | Person(s) Responsible | Success indicators | |
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| 2 | 2.1 | Continue to improve standards of teaching, learning and assessment and improve outcomes for learners | | | | | |
| | 2.1.1 | Tutors' practice in setting clear learning outcomes for all courses and realistic and challenging personal goals for all learners | July 2013 | Deliver support and training for tutors in goal setting, assessment practice and feedback for learners | Link Officers check that all courses have clear learning goals outlined in key documents eg Course Information; scheme of work; session plan. Planning for individual learning is monitored through OTLs and planning documents. | Quality Manager, Link Officers, Subject Specialists | All learners are aware of course goals and their own personal targets and are suitably challenged. |
| | 2.1.2 | Tutors' assessment practice; monitoring of learners' progress and feedback to learners | July 2013 | Deliver support and training for tutors in RARPA. Ensure all tutors are aware of the need for initial, formative and summative assessment and the importance of maintaining accurate records. Support tutors in providing effective feedback to learners to ensure learners are aware of what they need to do to achieve their goals | Training and support in assessment practice and feedback to learners is incorporated in all tutor training events and through OTLs. | Quality Manager, Link Officers, Subject Specialists | Learner feedback indicates that learners understand how well they are progressing and what they need to do to achieve their learning goals. Data indicates that learners achieve course goals and their own personal learning objectives. |
| | 2.1.3 | Attendance, punctuality and retention on some courses. | July 2013 | Identify courses and groups of learners where attendance, punctuality and retention is poor. Develop strategies to seek improvement for some groups of learners Support tutors to implement good practice | Monitoring of data indicates areas for improvements 'Task group' identified and established to work on improvements Training and support for tutors delivered through OTLs, tutor events and specialist intervention. | Quality Manager, Link Officers, Subject Specialists, 'Task Group' | Data indicates overall improvements in learners' attendance, punctuality and retention Quality Manager Link Officers Subject Specialists |
| | 2.1.4 | Success rates on FEML provision | March 2013 | Review learning aims for learners on longer FEML courses in 2013/14 to ensure realistic and achievable | Learning aims for learners on FEML courses agreed and published in SCP for 2013/14. | Planning and Performance Officer, Family | Overall success rates for learners on FEML courses is improved from 61.2% to 70% for non-accredited provision and to 65% for |

| Area to be addressed | | | Action required | Target date for achievement | Milestones in achievement | Person(s) Responsible | Success indicators |
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| | | | targets are set. Support providers and tutors to improve retention and achievement rates where courses are not meeting targets. | | Scrutiny of data to identify providers/ courses that require improvements in achievement and retention rates. | Programmes Manager, FEML Specialist | qualification courses. |
| | 2.1.5 | Safeguarding | Continue to promote a safe and secure learning environment for all learners. Ensure that H&S policy and procedures are adhered to and risks are minimised. (Links with 2.3.2 and 3.4) | April 2013 | Safeguarding Policy updated and promoted to providers and learners. Online training course updated and promoted to all tutors. OTLs identify good practice and areas for improvement and appropriate support offered to providers and tutors. | Family Programmes Manager (Safeguarding Officer) Link Officers Subject Specialists | OTLs evidence that learning environments are safe and secure; that risk assessments are fully completed for all venues and activities, and that learners report feeling safe and secure in the learning environment. Tutor and learner evaluations/ feedback support the above |
| | 2.1.6 | E Learning and development of virtual learning environment (VLE) | Continue to monitor and develop tutors' practice in using E learning and new technologies in the classroom. Further promote the use of the VLE for tutors to extend its use so that a wider variety of learning resources are available. (Links with 3.6) | September 2013 | OTLs identify good practice and areas for improvement in the use of E learning and ILT to support learning. Support provided to develop tutors' skills and confidence in using E learning and ILT. Extend use of the Moodle. | Quality Manager QCDO (SM) Link Officers Subject Specialist | All tutors are confident in using E learning and exploring new technologies. OTLs evidence widespread use of E learning/ILT in learning sessions. Tutors use the VLE to share learning resources across the provider network. |
| | 2.2 | Teaching and learning develop English, maths and functional skills | | | | | |
| | 2.2.1 | Teaching and learning support learners to develop the English, mathematics and functional skills they need to achieve their main learning goals and career aims | Identify gaps in tutors' skill and knowledge. Provide training and support for tutors to ensure they have appropriate skills to develop learners' skills to the necessary level. | July 2013 | Skills analysis in key subject areas eg WFL; FEML; Priority PCDL. | Quality Manager, Family Programmes Manager, Subject Specialists | Tutors have the necessary skills to support learners to achieve their goals |

| Area to be addressed | | Action required | Target date for achievement | Milestones in achievement | Person(s) Responsible | Success indicators |
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| | 2.2.2 | Learners' progress in English, mathematics, language and functional skills is monitored and reviewed, and their work is marked carefully | July 2013 | Training and support in assessment practice and feedback to learners is incorporated in all tutor training events and through OTLs. | Quality Manager, Family Programmes Manager, Subject Specialists | Learners' work evidences improvements in English, maths and functional skills. Tutors are confident to support the development of learners' English, maths and functional skills |
| | 2.2.3 | Learners appreciate the importance of improving their English, mathematics and functional skills as appropriate, in the context of their learning goals and life ambitions. | July 2013 | Training and support in supporting learners to improve English, maths and functional skills is incorporated in all tutor training events and through OTLs. | Quality Manager, Family Programmes Manager, Subject Specialists | Learners' individual learning goals include the development of English, maths and functional skills appropriate to their personal goals and ambitions. |
| | 2.3 | Continue to develop learners' knowledge and understanding of equality and diversity, and preparation for living and working in a multiracial society | | | | |
| | 2.3.1 | Tutors promote equality and support diversity through teaching, learning and assessment; extend learners' understanding of cultural diversity; and integrate relevant E&D topics in lessons | July 2013 | Support and training on E&D topics included in termly tutor event and other tutor training. Review and update on line resources and move to Moodle where appropriate. | Quality Manager, Subject Specialists, Link Officers | Tutors access training and online resources and include relevant topics in planning documentation and classroom practice. OTLs and tutor feedback indicate that tutors feel confident about embedding E&D topics in their teaching and in developing learners' cultural awareness. Teaching and learning is inclusive and differentiated to meet the needs of all learners. Learners additional needs are identified, recorded and supported well. |

| Area to be addressed | | Action required | Target date for achievement | Milestones in achievement | Person(s) Responsible | Success indicators | |
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| | 2.3.2 | Teaching, learning and assessment tackle discrimination, victimisation, harassment, stereotyping or bullying | Review and update policies to ensure discrimination, victimisation, harassment, stereotyping and bullying are clearly defined, Ensure that tutors are fully aware of their responsibilities and provide support and guidance as necessary. (Links with L&M 3.4, 3.5 and 3.6) | July 2013 | Policies and tutor guidance updated and relevant information available for all tutors. Support and training for tutors on their responsibilities for E&D in the classroom is available. | Quality Manager Subject Specialists, Link Officers | Tutors are aware and confident in dealing with E&D issues and demonstrate good practice in the classroom. Learner feedback indicates that learners enjoy a safe and secure learning environment. |
| | 2.3.4 | Staff use learning and teaching materials that foster good relations and are sensitive to, and promote, equality of opportunity | Work with providers and tutors to ensure learning materials are fully accessible to all learners and promote equality. | April 2013 | Review of learning and teaching materials to identify areas for improvement. | Quality Manager, Link Officers, Subject Specialists | Learning and teaching materials are accessible, readable and available in a variety of formats to meet the requirements of learners with a range of additional learning needs and avoid stereotypical representations of people from minority or other groups who may face discrimination. |
| | 2.3.5 | Tutors are aware of, and plan for, individual needs in teaching sessions. | Ensure that tutors use a range of strategies and teaching styles that are sensitive to individual needs and that teaching is differentiated to ensure that all learners participate fully in learning. | July 2013 | Monitor tutors' planning documentation and classroom practice through OTLs and monitoring visits. | Quality Manager, Subject Specialists, Link Officers | Planning for individual learning needs is evidenced through tutors' planning documentation, including individual learning plans (ILPs). For LDD learners, ILPs are linked to personal care plans or additional support plans, where appropriate. |

Leadership and Management

| Area to be addressed | | Action required | Target date for achievement | Milestones in Achievement | Person(s) Responsible | Success indicators |
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| 3 | 3.1 | Continue to improve information for learners about learning opportunities and progression routes for learners and the wider community in Hampshire | July 2013 | Link Officers monitor providers' course uploads to Aqua at key dates and record status on Traffic Lights spreadsheet. Action Plan identifies improvements and action needed to improve providers' use of Course Search facility. Ensure 2013/14 funding agreement includes reference to providers' adherence to data requirements re course notifications | QCDO (SM) Link Officers, Planning and Performance Officer, Quality and Accreditation Support Officer | Information about all relevant Hampshire adult and community learning courses, including progression opportunities, is available online. Learners' feedback indicates that progression opportunities are clearly outlined at the start and during their course. |
| | 3.2 | Continue to work closely with providers to develop robust systems for observation of teaching and learning and performance management | July 2013 | Link Officers monitor providers' OTL processes and record on Traffic Lights. Centre Managers involved in standardisation. | Quality Manager, Link Officers, Quality and Accreditation Support Officer | Improvement in providers' OTL reporting recognised through standardisation. Grades awarded reflect HL's standardised grades |
| | 3.4 | Continue to monitor and improve safeguarding practice including training and single central records across all provision | July 2013 | Link Officers monitor safeguarding practice as part of Contract Monitoring Visit, record on Traffic Lights and follow up actions. Tutors access online awareness training and further training opportunities are developed for key staff. | Family Programmes Manager (Safeguarding Officer) Link Officers | Staff access relevant safeguarding training, are confident about safeguarding policy and procedures and feel confident in dealing with safeguarding issues, evidenced through tutor evaluation and performance management records. All providers maintain single central record and staff who work directly with children have appropriate CRB checks and |

| Area to be addressed | | Action required | Target date for achievement | Milestones in Achievement | Person(s) Responsible | Success indicators | |
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| | | | | | | training. | |
| 3.5 | Actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap | | | | | | |
| | 3.5.1 | Continue to actively promote equality and diversity, and tackle bullying and discrimination. | Review and update, where necessary, the Hampshire Learning Equality Framework and share best practice. Promote equalities and safeguarding policies and good practice and address any issues including at a strategic level where necessary. (Links with 2.3.2 and 3.4) | July 2013 | Evidence gathered of providers' practice through contract visits and OTLs. | Quality Manager, Safeguarding Officer, Link Officers | Link Officers report good practice in E&D across the provider network and examples of good practice are identified for inclusion in the Hampshire Learning Equality Framework. |
| | 3.5.2 | Narrow the achievement gap | Continue to monitor success rates across all groups of learners. Assess learners to identify those who need additional support to achieve their learning goals, maintain records and review needs. Work with providers and tutors to raise success rates for under-achieving and/or disadvantaged learners. (Links with 1.2) | July 2013 | Regular monthly monitoring of success rates across equality groups identifies under-achieving groups. Link Officers review processes for assessing and reviewing additional support. | Performance and Planning Officer, Subject Specialists, Link Officers | Differences in success rates for different groups of learners are identified and strategies put in place to reduce the gaps including learning support; and support and guidance for tutors; |

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| | 3.5.3 | Ensure appropriate support for tutors to Include relevant E&D in their classes. | Work with providers to ensure that all tutors have accessed relevant E&D training and are aware of ways to develop their curriculum to incorporate E&D and cultural awareness in their teaching. | July 2013 | Link Officers monitor delivery of E&D training to tutors. OTLs focus on E&D practice in the classroom. | Quality Manager Link Officers Subject Specialists | OTLs evidence that all tutors develop learners' knowledge and understanding of E&D and cultural awareness. Tutors feel confident to include relevant E&D issues within their teaching. evidenced through tutor evaluations and performance management records. |
| | 3.6 | Continue to develop the VLE to support online learning and resources for tutors and to extend its use for learners over time. Review and monitor the HL website to ensure information is accurate, up-to-date and promotes a positive image of the service. | Identify new host for Support4Tutors Moodle. Work with IT Services to revitalize the VLE so that it is used more effectively by providers and tutors. Develop a business case to develop and improve the VLE to include access for learners. Review systems for monitoring and improving website. | July 2013 | Review of current system. Consultation with IT Services re hosting of VLE from April 2013. Development Plan agreed with IT Services including new hosting arrangements and extension of use. | Head of Service. QCDO (SM) Subject Specialists | New VLE platform is fully utilized by providers and tutors. VLE contains resources that will engage learners and encourage learners to become more autonomous. HL website is effectively maintained and updated to a high standard. |
| | 3.7 | Use learners' views to inform curriculum planning and target provision. Promote use of Ofsted's 'Learner View' online questionnaires | Work with learning partnerships and providers to establish learner forums or other means of consultation with learners Promote the use of Ofsted's Learner View online questionnaire to ensure learners have opportunities to give their views on programmes and services. | July 2013 | Providers and local learning partnerships identify ways to consult learners. Link Officers promote use of Learner View questionnaire with providers. | Quality Manager Link Officers | Curriculum planning is informed by learners' views and local needs. Funding applications include reference to outcomes of learner consultation. Learners have opportunities to provide feedback on programmes they have used. |

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| 3.8 | Continue to develop processes for allocating funding to meet statutory requirements and HCC Best Practice standards in procurement | Work with CSD Procurement and Legal Services to develop procurement model for 2013/14. | June 2013 | Fully commissioned model developed. Strategic Commissioning Plan issued. Briefings for current and prospective providers delivered | Head of Service, Planning and Performance Officer | Future planning and commissioning arrangements agreed. Funding allocation processes meet statutory and County Council requirements. SFA funding for 2013/14 effectively allocated to a wide range of partners to meet SFA and CIF requirements and needs of Hampshire residents |
| 3.9 | Continue to strengthen and develop local learning partnerships | Continue to develop strong partnership working within district and borough council areas. Focus attention on those areas where partnership working is less strong eg Havant, Winchester, New Forest, Eastleigh. Provide opportunities for local learning partnerships to contribute to future planning of adult learning provision. | July 2013 | Partnership structure and roles developed | Head of Service, Link Officers, Performance and Planning Officer | Partnership structure and role of partnerships in place. All local learning partnerships aware of role in future funding arrangements |
| 3.10 | Continue to maintain the good self-assessment and improvement planning | Continue to support providers to develop robust self-assessment processes Continue to develop robust data to support the self-assessment process and support providers to utilise data to improve the service Continue to monitor the quality improvement plan effectively | October 2013 | Link Officers regularly update Traffic Lights including details of providers' performance against learner number targets and the requirements of the CIF; OTL arrangements; safeguarding arrangements. Link Officers support providers in carrying out self-assessment and planning for quality improvement. | Head of Service, Quality Manager, Performance and Planning Officer, Link Officers, Subject Specialists | Robust self-assessment processes in place which include information from Traffic Lights ratings; providers' ongoing self-assessment; and subject specialist input. Quality Improvement Plan identifies areas for improvement which are regularly monitored, reviewed and acted upon. |

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| | 3.11 | Preparation for Ofsted Inspection | Ensure that service is inspection-ready through Pre-Inspection Action Planning. Data Summary produced and regularly updated. Providers aware of requirements of new CIF and no-notice inspections.. | July 2013 | Inspection Action Plan produced Provider 'Health Check' undertaken Mock inspection planned | Head of Service, Quality Manager, Performance and Planning Officer, HL Team | The Service is fully prepared for inspection. |
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