



Adult Learning Kirklees Tutor Handbook 2023-2024

Building knowledge, skills and confidence for life and work across communities.

Staff Handbook

2023-2024

Adult Learning Kirklees is part of Kirklees Council and as such follows all KMBC policies, procedures and guidance. All handbooks and policies will be reviewed annually by the ALK Advisory Board unless there are in year changes required according to legislation or policy change.

Kirklees Council values and supports the diversity and range of adult and community-based learning. Our common aim is to deliver a high-quality experience to our learners through their varied learning journeys.

In line with Kirklees Council's Learning & Early Support and Economy & Skills Services remits, we aim for 'rounded, resilient and ready' residents. We work closely with partners through the Kirklees Community Learning Trust and associated networks to enable residents to secure successful outcomes from community learning provision across Kirklees.

Our approach is restorative and aims to work with residents and partners to ensure we meet their needs. Our funding is now devolved through West Yorkshire Combined Authority (WYCA).

Supporting Our Learners

The learner journey is central to our work with learners and provides a context for the programmes we offer. Below is a summary of the stages in the journey, the evidence and records we keep in relation to each of those stages.

RARPAP - Recognising and Recording Progress, Achievement and Progression

The six stages of Recognising and Recording Progress, Achievement and Progression (RARPAP)

Stage 1	Set aim(s) appropriate to an individual learner or groups of learners.
Stage 2	Carry out initial assessment to establish the learner's starting point.
Stage 3	Identify appropriately challenging learning objectives (initial, negotiated and revised).
Stage 4	Recognise and record progress and achievement during programme (formative assessment), including tutor feedback to learners, learner reflection, progress reviews.
Stage 5	Carry out end-of programme learner self-assessment, tutor summative assessment, review of overall progress and achievement in relation to appropriately challenging learning objectives, identified at the beginning of or during the programme.
Stage 6	Plan for progression. Staff support learner progression to further learning, volunteering and/or employment relevant to their personal circumstances.



Source: Learning and Work institute, March 2017

Stage	Tutor Activity	Evidence
Pre- recruitment	<ul style="list-style-type: none"> ✓ Safeguarding and Prevent training. ✓ Policy review ✓ Enhanced DBS ✓ Schemes of work ✓ Lesson plans ✓ ILPs, ✓ 3 Is planning proforma 	<ul style="list-style-type: none"> ✓ Safeguarding and Prevent training. ✓ Enhanced DBS and personnel records ✓ Course evidence files, ✓ Schemes of work ✓ Lesson plans ✓ ILPs, ✓ 3 Is planning proforma
Recruitment	<ul style="list-style-type: none"> ✓ Venue risk assessment ✓ Marketing materials ✓ Eligibility of learners ✓ Suitability to course ✓ Equality, diversity and inclusion policy ✓ Pre-course information ✓ Enrolment paperwork 	<ul style="list-style-type: none"> ✓ Outreach locations and advertising ✓ Application process ✓ Marketing and networking ✓ Recruitment ✓ Monitoring using KPI data. ✓ Application of eligibility criteria ✓ Marketing strategy ✓ Links with employers Analysis ✓ IAG + pre course guidance
Induction	<ul style="list-style-type: none"> ✓ Course Content ✓ Safeguarding & Prevent ✓ Induction booklet ✓ Equality, diversity and inclusion details. ✓ Inform learners of appeals process 	<ul style="list-style-type: none"> ✓ Pre-set materials and induction presentations and checklist ✓ Organisational and qualification/programme inductions ✓ Observation of induction as part of quality procedures ✓ Peer/mentor matching ✓ Evaluation and analysis with individual and organisational follow-up
Initial Assessment	<ul style="list-style-type: none"> ✓ Complete initial assessment to determine learners' starting points. ✓ Set learning aims appropriate to the individual. ✓ Identify and arrange additional learning support if applicable. ✓ Introduce learners to ILPs and RARPA (if not done in induction). 	<ul style="list-style-type: none"> ✓ Individual skill scan (qualifications and experience) ✓ Subject specific diagnostic testing ✓ Literacy, language and numeracy, different types available, should be fit for purpose. ✓ Individual learning plans Learning needs questions ✓ Learning preferences questionnaires (use with caution) ✓ Online testing ✓ IT skills testing ✓ Identification of barriers to learning

<p>Individual Learning Plans</p>	<ul style="list-style-type: none"> ✓ Plan individual learning with learners. ✓ Set stretching and challenging targets with learners. ✓ Monitor progress effectively towards the targets set. ✓ Record progress in ILPs and plan next steps for learning with learner, along each stage of the learner's journey. ✓ Map ILP against 5 stages of RARPA plus IAG/progression. 	<ul style="list-style-type: none"> ✓ Plan individual learning monitored and reinforced through regular progress reviews; updated throughout programme. ✓ Audit process to monitor ILPs and RARPA ✓ Using results of initial assessment to inform learning goals. ✓ Personalised short-, medium- and long-term goal setting ✓ Records of appraisals, performance reviews, Learning logs/ILPs
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> ✓ Deploy a wide range of strategies to match the needs and interests of learners well. ✓ Enhance learning through use of new technologies, as appropriate. ✓ Use well-judged and imaginative teaching, learning and assessment strategies which challenge and inspire. ✓ Build aspiration, resilience, confidence and independence for all learners. ✓ Deploy volunteers and support workers well. Plan sessions with them. ✓ Listen to learner feedback and be responsive to this. 	<ul style="list-style-type: none"> ✓ Lesson plans and schemes of work ✓ Observation of teaching, learning and assessment ✓ Attendance levels ✓ Retention, Pass and Achievement rates. ✓ Staff qualifications and CPD, tutors should hold teaching qualifications or should be on a teaching pathway. ✓ Analysis and use of learner evaluations. Differentiated activity to meet individual needs. ✓ Use of support staff/volunteers ✓ Physical resources and room/equipment accessibility ✓ Learner feedback and levels of enjoyment ✓ Completed work
<p>Progress Review/ regular feedback</p>	<ul style="list-style-type: none"> ✓ Provide robust feedback, including how to move the learner forward in their learning. ✓ Discuss strengths and areas for development and what the learner needs to do to improve and how they can build on strengths. ✓ Set challenging short-, medium- and long-term goals with the learner. ✓ Hold reviews more frequently for learners who require additional support. ✓ Update ILPs. 	<ul style="list-style-type: none"> ✓ Review documents and observations of process ✓ Reinforcement of equal opportunities Health and safety and safeguarding ✓ Assessment feedback ✓ Challenging targets - not constantly carried forward. Evidence of progress and pace. ✓ Timely progress recorded ILP records - recent training. ✓ Support arrangements ✓ Mapping to RARPA

Assessment	<ul style="list-style-type: none"> ✓ Use a wide range of assessment for learning strategies as part of effective planning to: ✓ promote understanding of learning goals. ✓ help learners know how to improve 'growth mindset'. ✓ develop capacity for self and peer assessment. ✓ focus on how learners learn. ✓ recognise and reward all achievement. ✓ Use summative assessment in line with awarding bodies' requirements (if appropriate) or goals and targets set with learners. ✓ Standardise and moderate your assessment with colleagues 	<ul style="list-style-type: none"> ✓ Support for new tutors/volunteers and CPD ✓ Evidence using ILPs and learners' folders. ✓ Learner feedback – understanding of and fairness of assessment process. ✓ Evidence of formative (assessment for learning) assessment ✓ IV and EV reports ✓ Standardisation meetings ✓ Internal moderation
Achievement	<ul style="list-style-type: none"> ✓ Take responsibility for learners' achievement and success. ✓ Evaluate the course, including retention, pass and achievement rates against KPIs and consider what improvements may be required based on your evaluation. ✓ Create opportunities to celebrate the achievement of learners. ✓ Provide certifications for all learners, including internally produced certificates of achievement. ✓ Evaluate value added or distance travelled measures. ✓ Record RARPA soft skills achievements through use of learner evaluations and course evaluations. 	<ul style="list-style-type: none"> ✓ Certificates and awards, additional qualifications ✓ Overall and timely achievement rates – ✓ Retention and pass figures - timeliness ✓ Quality of work produced. ✓ Added value. ✓ Trend analysis and analysis of sub- group performance ✓ Use of RARPA* systems to record "soft- skill" achievements

Progression	<ul style="list-style-type: none"> ✓ Provide information, advice and guidance and promote progression opportunities. ✓ Arrange for a career's adviser from C+K Careers Ltd. To visit sessions. ✓ Complete learner voice evaluations through exit interviews and evaluation reports. ✓ Complete intended progression information at the end of the course, and actual progression information 6-8 weeks after the end of the course. 	<ul style="list-style-type: none"> ✓ Exit reviews and interviews, IAG – all learners. ✓ Increased confidence ✓ Gaining employment, volunteering ✓ Further training ✓ Awards events – celebrating success Data/case studies. ✓ Work closely with IAG advisors to provide support and track progression at 6-8 weeks, then further at 6 and 12 months where required by the learner. ✓ Attend progression days at Kirklees College each month to support and encourage learners on their next steps.
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1. Induction

An induction is an essential feature at the start of a course. You are introducing the venue and course to your learners and providing them with all the information they will need to undertake the course. Tutors are expected to use the **learner information booklet** at induction to ensure all learners are aware of what they should expect. It is required that you will establish ground rules, linked to British values, during induction.

2. Initial Assessment

Initial assessment is a crucial part of the learning journey. It provides the information needed to decide a learner's starting point. It is the benchmark from which learners' progress and achievement can be measured.

Initial assessment may start during enrolment to establish learners' interests, experience and motivation or it may be part of a "getting to know you" activity in induction. It needs to be flexible and should reflect the nature of the group. It should be adapted to suit the needs, both of the individuals within the group and of the group itself.

Initial assessment needs to be done with learners rather than to them. It should be of benefit to learners and help them feel positive about themselves and their potential to learn.

An initial assessment should explore barriers to learning and should include:

- English, maths and ICT
- transport
- childcare
- financial support needs
- health and disability
- Actions you will take to provide support or signpost elsewhere.
- What the learner wants from the course
- The learner's previous learning/work/life experiences
- Specific questions about the course and level – to gauge ability- and to ensure the learner has the necessary skills needed to cope with the course.

How do you carry out initial assessment?

Using a range of assessment methods will enable you to capture a learner's starting point.

- tutor observations
- self-assessment exercises
- group discussion
- one-to-one with tutor
- games and practical activities
- quizzes and questionnaires

How do you record initial assessment?

When assessment takes place, it is important to record it. The record of assessment could be as simple as a dated tick sheet or could be a written report after a 1:1 session. Choose a way of recording assessment that suits both you and your learners.

3. Individual Learning Plans (ILP)

An ILP is:

- a personalised, flexible route map to guide each learner's journey.
- a dynamic working document, owned and used by the learner, supported by the tutor.
- a record of learning goals and progression routes, initial and diagnostic assessment information, learning targets, progress and achievements
- a communication aid between the learner and others who support the learning process in various contexts.
- a way of making and reinforcing links and connections between topics, subject and functional skills in English, maths and IT, British values and spiritual, moral, social and cultural development

A learner should use the ILP to:

- record what they want to achieve on their learning journey, their goals and progression options.
- negotiate and plan exactly what they are going to do, how and when. The ILP will include:
- learning targets and outcomes and timescales, and details of how success will be determined (success criteria)
- details of the resources, support and guidance the learner will use.
- details of where and how the learning will take place.
- view every assessment as a learning opportunity and plan for the next steps in learning.
- reflect on:
 - what and how they learned
 - what went well and why?
 - what went less well and why?
 - where they could use the skills and approaches again

The benefits of ILPs

- take ownership of their own learning
- recognise the value of prior experiences.
- make sense of new experiences and understand how they learn.
- plan to practise skills and gain confidence by applying them in a range of different contexts such as the workplace, at home or in the community.
- identify and understand the barriers to learning, and where they can find support to remove them.

- measure their own success.

Tutors can use ILPs to:

- listen to learner voices, review performance and respond to learner needs.
- integrate processes around the learner: initial and diagnostic assessment, action planning, learner contracts, additional support needs, learner performance, progression options and exit information.
- match teaching, learning and assessment strategies to learners' strengths and needs, and ensure that learners are on the right programme/s and achieving according to expectations.
- plan opportunities for learners to extend their learning into contexts such as the workplace, community or leisure activities.
- plan opportunities for progression to further learning, volunteering and employment.

Managers can use ILPs to:

- make efficient use of core processes and procedures.
- evaluate learners' responses to new teaching, learning and assessment approaches.
- support consistent standards and sustainable improvement.
- record the RARPAP process.
- monitor the quality of provision and provide data for impact measures. Further information can be found in **Appendix F**

From September 2023, a sample of 3 ILPs will be expected as part of each course evidence file submitted, however, all ILPs should be kept and available to view if needed.

4. Quality of Education - Teaching, Learning and Assessment

ALK use the OFSTED Education Inspection Framework to inform teaching, learning and assessment.

When planning teaching, learning and assessment consider the extent to which:

- Teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, enabling them to enjoy learning and develop their knowledge, skills and understanding.
- Learners are supported to achieve their learning goals, both in and between learning sessions.
- Staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities.
- Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can.
- Staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps.
- Staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable.
- Learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential.
- Teaching, learning and assessment promote equality, raise awareness of diversity and

tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.

- Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities.
- Teaching promotes learners' spiritual, moral, social and cultural development. Teaching, learning and assessment support learners to develop their skills in English, maths and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

When planning with your teams consider how the course will support learners to:

- be healthy.
- stay safer.
- enjoy and achieve.
- make a positive contribution to the local community.
- achieve economic well-being.
- improve English and communication skills.
- improve mathematical skills.
- improve spiritual, moral, social and cultural skills.
- develop an understanding and appreciation of British values.
- develop ICT skills.
- develop confidence in ability to learn (learning to learn)
- access information, advice and guidance to support progression.

5. The Promotion of British values

Providers are required to promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (Prevent strategy 2011).

www.gov.uk/government/publications/prevent-strategy-2011

In addition, providers are judged on the extent to which they prepare learners to be active citizens and:

- how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults.
- how well learners know how to keep themselves fit and healthy, both physically and emotionally.
- the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately.
- learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, and as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and

productive working relationships with their peers, employees and employers.

- the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain.
- whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

As a result of promoting British values learners should:

- understand how citizens can influence decision-making through the democratic process.
- appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- understand that there is a separation of power between the executive and judiciary, and that while some public **bodies** (such as the police and army) can be held to account through Parliament, others such as the courts maintain independence.
- understand that the freedom to choose and hold other faiths and beliefs is protected in law.
- accept that other people with different faiths or beliefs to oneself (or have none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour and understand the importance of identifying and combatting discrimination.

6. Spiritual, Moral, Social and Cultural Aspects of the Curriculum

Providers should consider SMSC development including:

The **spiritual development** of learners is demonstrated by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interests in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The **moral development** of learners is demonstrated by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

The **social development** of learners is demonstrated by their:

- use of a range of social skills in different contexts, including working and socialising with others from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts

effectively.

- acceptance and engagement with the modern British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the learners develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural development** of learners is demonstrated by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within the learning setting and further afield as an essential element of life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global economies.

7. Planning Documents

In order to help you plan your session you might find the following documents useful:

- scheme of work
- session plan
- 3 Is planning proforma.

There is no set format or expected approach to planning and delivery, but each session and each course should be carefully planned to meet learner needs and ensure they make progress from their starting points and then progress to next steps, according to these needs and personal goals.

8. Assessment and feedback

Day-to-day assessment is an essential aspect of effective learning. It involves the tutor focusing on how learning is progressing during the session, determining where improvements can be made and identifying the next steps. During the session, tutors need to be listening to and observing and engaging with the learners they are assessing.

Tutors can use the strategies of:

- Questioning
- Observing and talking with learners
- Peer Assessment
- Self-Assessment
- Marking and Feedback
- Tests

9. Achievement

The key performance indicators (KPIs) for 2023-2024 in relation to attendance, retention, pass and achievement rates are:

Attendance	93%
Retention	93%
Pass	93%
Achievement	95%
Progression	80%

These key performance indicators should be used to monitor the courses you deliver. Your organisation needs to constantly review how your courses are performing against these.

10. Safeguarding, Prevent and Online Safety

Please see the ALK Safeguarding Policy, this document covers your statutory duties and must be read by all partners. It is a separate document covering aspects of safeguarding including contacts, the prevent duty risk assessment form, online/e-safety and will be provided to all tutors.

- Learners registered on adult learning programmes must be aged 19 and over.
- There is an expectation that all staff and volunteers have been trained in safeguarding adults at risk and safeguarding children and Prevent at an appropriate level for their role.
- You need to ensure that you and your learners have a good understanding of your organisation's policies, procedures and processes in relation to safeguarding.
- You and your learners need to know the Designated Safeguarding Officer (DSO) in your organisation, and the deputy DSO and how and when to contact them.

11. Health & Safety

Kirklees Adult Learning believes in the concept of the safe learner and that health, safety and welfare issues are key elements in providing a high-quality learning environment.

- Tutors must take responsibility for their own safety and for the safety of others, by ensuring compliance with their organisation's Health & Safety policy to meet fully their statutory obligations and to ensure that learning takes place in a safe, healthy and supportive environment.
- Tutors must ensure they have received basic health and safety advice including the names of First Aiders and where the fire exits, and first aid kit are to be found.
- Tutors working in community venues are responsible for taking reasonable care of their own health and safety and that of their learners. Tutors are expected to be competent to undertake risk assessments and carry out basic First Aid where no other person in the organisation is able to do so.

Where tutors have any concerns about Health & Safety, they must speak with their line

manager.

12. Information, advice and guidance (IAG)

All our learners are entitled to impartial high-quality advice and guidance delivered by appropriately qualified staff. As part of Kirklees Council's tendering process each provider is contracted to provide:

C+K Careers Ltd. provide adult learners with impartial IAG, to enable them to build on their learning and progress to further learning, volunteering and/or work opportunities. IAG is generally delivered to the group as a whole in the first instance, with individual and follow up interventions organised subsequently.

C+K Careers Ltd. Adult Services Manager is Charlotte Wood, she can be contacted by email or telephone: charlotte.wood@ckcareers.org.uk or 01484 225500. Further information about C+K Careers Ltd can be found on their website <http://www.ckcareers.co.uk/>.

13. Learner Voice and Measuring Impact

Learner voice is about giving learners opportunities to think and talk about aspects of teaching, learning and assessment and how they can have a direct impact on learners' metacognitive development and on their understanding of how they learn, it is about:

- listening to learners' concerns, interests and needs.
- responding to what learners say by involving them as partners, contributors and agents of change in areas which affect them.
- making changes in processes, procedures and protocols with learners and for learners.

Findings from learner voice are then used to inform practice and to make changes which have a demonstrable impact on the learners' learning experience.

Supporting Our Tutors

Mission, Values and Purpose/ Intent:

Kirklees Community Learning Trust

The Kirklees Community Learning Trust (KCLT) is an informal partnership where organisations from across the public, private and voluntary sector work together to support community learning as part of their activity.

The **mission** of Kirklees Community Learning Trust is to develop a culture of lifelong learning in the district. We want Kirklees to be a place where the importance of learning throughout life in securing economic and social wellbeing for individuals, families and communities and businesses is understood and welcomed. Partners will work with residents to develop high quality learning opportunities which meet needs across the different stages and spheres of adult life, which contribute to economic growth, and which promote resilience, health, confidence and increased aspiration.

Partners are committed to the values of:

- Delivering high quality provision
- Putting the needs of learners first
- Securing maximum value for money through effective partnerships and aligning funding
- Ensuring that public funding is targeted effectively at those facing the most barriers to learning and work.

KCLT Aims:

- Children have the best start in life.
- People are as well as possible for as long as possible.
- People live independently and have control over their lives.
- People have aspiration and achieve their ambitions through education, training, employment and lifelong learning.
- Kirklees has sustainable growth and provides good employment for and with communities and businesses.
- People live in cohesive communities, feel safe and are safe and protected from harm.
- People experience a high quality, clean and green environment.
- Kirklees Council works smart and delivers efficiently and effectively.
- positive roles in their families and communities.

Equality, Diversity and Inclusion

ALK see equality and diversity as part of everything we do. It is not a separate activity or the responsibility of designated officers.

Our commitment:

- We believe in treating everyone fairly and see the diversity of our community and workforce as a real strength.
- We want to build strong communities with a sense of togetherness, and we want to tackle disadvantage.
- We want everyone to be able to realise their potential and to benefit from the cultural, social, economic and civic vitality of our district.
- We want to meet people's needs as best we can.
- We realise that treating people fairly does not necessarily mean treating everyone as if they are the same.

This commitment applies to our work as an employer, a service provider, a contractor of services, a funding body, and in our community leadership role. This commitment is shared by all those partners with whom we work.

Quality Improvement and the Quality Cycle

The quality improvement protocols and processes and the quality improvement cycle for ALK are founded on the OFSTED Education Inspection Framework (EIF).

www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework

Observation of teaching and Learning

The principal aims of observations are:

- To improve teaching, learning and assessment
- To improve the learner experience
- To improve outcomes for learners
- To assess intent, implementation and impact of provision in line with the EIF.
- The results of the observations contribute to self-assessment and quality improvement.

Policy

- ALK operates, ungraded no notice observations as part of a planned schedule.
- The purpose of observations is to ensure that there is good teaching, learning and assessment (TLA) practice which has an impact on learners, and this is a developmental process, not a judgmental experience.
- Observers are experienced practitioners, and all have expertise in undertaking observation of teaching, learning and assessment.
- All tutors are visited once in 12 months as a minimum.
- A schedule of observations will be compiled in September and will outline the proposed term and dates of visits according to previous grades and availability of tutors.
- All new tutors and courses are visited within 6 weeks of the start of course delivery for a developmental learning walk and within 3 months for a formal observation.
- The criteria for observations is taken from the EIF with a focus on intent, implementation and impact.
- Lessons are ungraded.
- The manager and tutor and ALK QA team receive a copy of the written observation report within 10 working days. There are spaces on the observation report for the tutor and manager to add their comments. Once comments have been added, the completed forms are to be returned to the monitoring officer.

In all cases the tutor and line manager will be expected to address the areas for development (AFDs) and key questions to address areas identified in the observation report and formulate an action plan. This will be included in the observation report and will outline key actions, time frames and relevant personnel involved. Progress on the action plans will be followed up at the next monitoring visit with managers and will be followed up by the observer at the next observation of teaching, learning and assessment.

- No visit will last less than 45 minutes and may last up to 2 hours to allow for scrutiny of records and collection of learner voice.
- The observer will have relevant identification and expects this to be checked. They also expect to be asked to sign in on the register.
- During the visit the observer expects to have the opportunity to talk to learners.
- Before or during the visit, the observer expects to talk to the tutor about the intent, implementation and impact of the provision with reference to the 3Is proforma.
- During the visit the observer will be introduced to the learners by the tutor and expects to see:
 - A completed risk assessment for the session
 - The register (marked and completed for the session)
 - A scheme of work and session plan
 - Learner journals and ILPs
 - A course file.
 - Learners' work if applicable including tutor feedback on the work.
 - Learning resources
 - Learner profiles

- Tutors will receive verbal feedback as soon as is practicable. This may be at the end of the visit or at a time which is mutually agreeable to both parties. A copy of the written observation report will be provided to tutors within 10 working days of the visit. The observer should indicate the grade to the tutor before leaving and where possible give feed-back on the day or arrange a definite time to give feed-back in person or by 'phone.
- All these protocols should be followed, with necessary adaptation, whether the visit is online or in person.

Feedback and appeals.

The observation team and quality manager welcome comments and feedback from tutors and managers following observation, as this will help to inform and improve our practice. A space is provided on the observation report for tutors and managers to add their comments. Tutors can appeal against the conduct and processes of the observation. The appeal should provide reasons for the appeal in respect of the observation process (the conduct of the observation, completion of the observation report and/or observation feedback procedures.).

An appeal should be made to the tutor's line manager no later than 5 working days following receipt of verbal and written feedback. If the appeal is upheld the tutor's line manager will arrange with the quality manager for a re-observation of the tutor delivering to a similar class. This will be arranged as soon as is practicable. The re-observation will be conducted by a different member of the observation team. The report from the re-observation will be the one which is added to the central records held by Kirklees Council.

Measuring Impact

Adult learning impacts positively on people's lives in a number of ways which is valuable to the individual.

When measuring impact, we look at:

- health - mental and psychical
- knowledge and skills
- progress made from starting points.
- achieving personal goals
- employability skills
- volunteering
- confidence and
- progression to other courses

The impact is collected by asking our learners to complete a Kirklees Adult Learning Evaluation Form, through learner voice feedback, case studies and progression information. From September 2022, impact will be measured through tracking achievement of personal goals alongside KPIs and progression/ evaluation feedback.

Professional Development and Training

ALK and the Kirklees Community Learning Trust's approach to professional development and training is one of entitlement. Our expectation is that each organisation ensures that each member of staff within the organisation can access their entitlement to training and development relating to their role.

In order to shape the professional development and training offered, staff at Kirklees and managers within each organisation organise training to meet tutor needs, to identify the

knowledge, skills and attitudes which people require to meet their own needs, their organisation's needs and the overall needs of ALK and Kirklees Community Learning Trust. The evidence base used includes:

- observation of teaching, learning and assessment
- scrutiny of SARs and QIPs
- discussions with staff and managers
- learner surveys, forums and focus group meetings
- changing national and local priorities
- Community Learning Trust priorities
- Community networks' priorities
- other stakeholders' priorities and discussions/ WYCA

Where areas for development have been identified for tutors, there is a mandatory requirement that tutors complete training in those areas. This training may take the form of coaching, mentoring, shadowing/ peer visits or attending more formal workshops and sessions. All CPD is linked to developing subject and specific knowledge linked to areas for development and learner needs. All tutors are required to complete a **cpd tracking grid** to compile a summary of the training they have undertaken to evidence subject and wider development.

All Appendices can be found on the following webpage:

[Policies and publications for learning providers | Kirklees Council](#)

Appendix A – Safeguarding, Prevent & Online Safety (Safeguarding is Everyone's Responsibility), this document covers your statutory duties and responsibilities
Appendix B – Health & Safety Guidance
Appendix C - Learner Information Booklet
Appendix D – IAG Tracking Grid
Appendix E – Learner Induction Checklist
Appendix F - How the ILP records & informs RARPAP
Appendix G – Planning Documents
Appendix H – 3 Is course proforma
Appendix I – Assessment & Feedback Checklist
Appendix J – Progression Policy
Appendix K - Progression Pathways Map
Appendix L – Quality Cycle