ADULT TRAINING NETWORK

QUALITY MANUAL – 2018/19

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Introduction

This handbook outlines the systems and processes used by the Adult Training Network to promote continuous improvement and high standards in the delivery of programmes. It brings together documents and systems, which have been operating over the last few years, and updates them where appropriate.

The handbook is intended to be used by managers, advisers, employer engagement officers and support staff working within employability/curriculum areas of the Adult Training Network, and includes guidance and examples to complement staff development activities which enable staff to participate in quality processes in a well-informed manner. It is also available to inform interested stakeholders, such as Welfare to Work Prime Contractors the SFA, inspectors and awarding body quality verifiers, of the quality assurance arrangements of the Adult Training Network.

The loose-leaf format enables regular updating and addition to the handbook. Any suggestions for improvements or additions are welcome, and should be made to the Director.

Equality and Diversity: ATN is committed to providing an environment in which the rights and dignity of all are respected, that is free from discrimination, prejudice, intimidation and all forms of harassment including bullying. ATN in pursuit of providing a stimulating, diverse and participative learning environment is committed to ensure that in the recruitment, selection, education and assessment of learners, the only consideration must be that the individual meets, or is likely to meet the requirements of the course. Similarly, in the recruitment, selection, training, appraisal, development and promotion of staff the only consideration must be that the individual meets, or is likely to meet the requirements of the post.

Safeguarding and Prevent: ATN is committed to providing an environment where learners feel safe and are able to raise issues of concern in confidence. This includes a responsibility for ensuring all learners are fully prepared for life and work in Britain and are supported to understand views of tolerance and respect for all.

ANNUAL PLANNER

August	September	October
- Self-Assessment Report template and early draft - Review MIS functionality and data accuracy/integrity processes/policy - Review and amend learner and project forms and templates - Review Teaching, Learning and Assessment forms, - Policies and processes reviews: ✓ Quality Manual ✓ Lesson Observation form/process ✓ Course files ✓ Risk assessment processes and procedures ✓ Enrolment process/forms ✓ Initial assessment ✓ Assessment and IV forms ✓ IAG and careers advice ✓ ILP and Induction ✓ Terms and Conditions of Learning including absenteeism, withdrawals, break in learning and early leavers policy/process Learner Reviews ✓ Work Placements / employer engagement ✓ Completion and achievement ✓ Learner voice	- ATN staff meeting & training: Setting SMART targets for learners, Meeting organizational aims and objectives - Meeting partners and understanding targets	- Submission of Self-Assessment Report and Quality Improvement Plan - Staff appraisals and performance reviews - Lesson observations - Course Reviews - FS English/Maths Assessments - Review and assess previous years retention, achievement, progression and destination data against set targets - Course reviews

	✓ Course review arrangements ✓ Progression		

November	December	January
• Learning walks • Audits • Standardisation of Marking Training • Course Reviews • Appraisals • Tracking progression • Matrix Assessment	• Ofsted training • Staff meeting and training – Understanding various documentation & ILPs • Learner recruitment	• Standardisation of Marking • ESOL/FS English/Maths / ICT EV visit • Awarding body reports - FS English/Maths / ICT feedback to staff • G4S quarterly review meeting • Course Reviews • Tracking learner progression • Course reviews

February	March	April
• Learning walks • Audits • Staff training at RUTC: Behaviour & relationships in the classroom • Tracking learner progression	• Lesson observations • Course Reviews • Safeguarding training RUTC • Staff training at RUTC: Using Learning Objectives, Pace & participation: active learning ideas, Differentiation/ Managing different rates of	• Review Success/retention Rates • RUTC workshop: Questioning, Target setting, Managing group work, Differentiation, Developing independence, Reviewing & evaluating learning, Stretch & challenge, Using screencasts for learning,

	learning, 10 ideas that have worked for us • Tracking learner progression	What are apps? What are clouds? • Review of SAR QIP
May	**June**	**July**
• Meeting with RUTC- Funding review for 2016/17 • Tracking learner progression • Course reviews • Data Analysis (HAFL)	• Quality Assurance Meeting with RUTC –SAR & QIP • BDC SAR preparation • Data Analysis (RUTC/BDC/HAFL)	• Tracking learner progression • Reviewing self assessment /QIP • Course reviews •

Managing Staff Performance : Having an effective staff performance management framework is the most effective mechanism for retaining and improving the ability of current staff to continue to meet the changing needs of ATN. This helps to give opportunities for all staff to be clear about their remit, role, responsibilities and their contribution to the organisation and ensure there is clear accountability for actions and performance and ensure staff are involved in assessing their effectiveness. Staff performance reviews provide staff with recognition for their achievements and help them identify and review their development needs that support the realisation of their full potential.

Managing Project Performance: Effective project performance is essential to ensuring the success and continued funding of ATN. This ensures that project is able to perform effectively in line with its contractual agreements and expectations

External Audits and Inspection: ATN subject a range of external audits such as Ofsted Inspection as part of inspection of various primes, funders' audits, Awarding Body external verification and course approval visits, etc.

The audits are conducted to ensure ATN is providing an efficient and effective service to learners and adhering to relevant policies, processes, procedures and statutory responsibilities.

The Learner Journey: ATN's awareness of the learner journey is central to the success of the individual undertaking that journey, the quality and performance of our provision along the journey has to be continuously monitored and improved. ATN aims at providing high quality learning and training to a wide range of learners. This involves a responsibility for all parts of the "journey" that the learner takes; from before enrolment to their exit at the end of a programme of learning.

Learner Journey – Learner recruitment/IAG & Initial assessment Learners wishing to access provision not available within ATN and/or where provision available is not suitable to their needs/requirements will be referred to appropriate external provision. Learners not eligible to access are informed and given options regarding payment arrangements where suitable and eligible learners will be invited to an Information Session and Interview/IAG session.

- ATN is Matrix accredited and IAG provided by qualified and experienced advisors.
- During IAG the benefits of learning is discussed and advisors ensure the learner is aware of the level and limitations of the qualification they are undertaking
- Learner goals, needs, interests and employability skills analysed
- Advice on any issues or concerns, for example, course expectations, study skills, barriers to learning provided
- The course, the qualifications it can lead to and progress routes are discussed. Advisors identify whether this meets the learner's requirements and expectation. If not, the solutions are discussed /offered. For example, sign post to other courses and organizations if the learner needs and goals vary and relevant courses are not offered by ATN
- Learner is informed of the next steps and advise them of the on-going support available
- BKSB initial assessment tools used for English & Maths to identify right levels
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Learner Journey – Induction/diagnostic and employability skills assessments

- **Induction:** All Learners receive a comprehensive one to one/group Induction, which covers all the policies of ATN such as Health & Safety, safeguarding, Prevent, equal opportunities, equality and diversity, complaints procedure, data protection, computer use policy, etc. In addition, learner behaviour and conduct, timetable, attendance and punctuality are discussed.
- **Assessment plan:** Assessment plans and schedule are also discussed with the learners
- **Diagnostic assessments:** This enables tutors to identify learner's strengths and weaknesses and support the learner throughout their learning journey. Learners are identified as Emerging, consolidating and established
- **Employability skills assessments:** This self assessment tool is used to identify the employability skills the learner possesses and any skills gaps in achieving learners' career goals and aspirations. The Employability Skills Analysis lists the key skills that are valuable assets to have or to acquire in order to boost learners' employment prospects. Skills are rated as low, average and high
- IAG, Initial and Diagnostic assessments and employability skills assessments would inform the tutors while preparing the learners' Individual Learning Plans

Learner Journey – programme delivery & Course content

- Although the awarding body (C&G) recommends 45 GLH for Functional Skills in English and Maths, 75 & 60 GLHs are offered for these qualifications.
- Rationale for additional GLHs is to provide additional support for learners to achieve their qualification aims
- GLH for ESOL varies according to the skills and levels. For example, the GLH for an Entry level 2 (S&L) programme is 85 as recommended by City and Guilds whereas an Entry level 2 full award qualification is 237 GLHs.
- The actual contact time with the learners will mirror the recommended GLH as this amount of time is sufficient to ensure learners succeed in their learning aims.
- Learners attend a minimum of 15 hrs of classroom based learning every week.

Learner Journey – ILP

- ILP – Individual Learning Plans are prepared based on the information gathered through IAG and initial/diagnostic/Employability Skills assessments
- As part of ILP, general support needs and requirements discussed. For example, support required for interview skills, CV writing, cover letter, Job search skills, Financial skills and advice, careers advice, self employment, etc.
- Barriers to learning and completing the course are discussed. This includes childcare arrangements, access to training premise, disability and ill health, learning and attention difficulties, reading/ writing difficulties, personal circumstances, shift patterns if employed, lack of confidence and motivation, previous learning experience and gap in learning, etc.
- **Long & short term goals and SMART targets:** Following on the discussions between learner and their tutor learning goals and SMART targets (minimum of 3 or 4) are set. For example, *by 20/12/2015 the student will be able to construct a CV to apply for a checkout assistant's position at his local supermarket*.
- ILP targets are constantly reviewed by their tutors. Further targets are set upon the achievement of the targets already set for them. If a target has not been achieved, both the learner and the tutor agree on another date to achieve the same target or the targets are amended accordingly. Additional support provided, if required.
- ALS support (one to one) is available through various welfare to work projects undertaken by ATN.

<u>Learner Journey – programme delivery & Course content Programme delivery:</u>
- Learners are constantly supported by the experienced and qualified teaching and non teaching staff. Support includes ongoing formative assessment, homework, mock exams, summative assessment, feedback, access to C&G's SMARTSCREEN and other resources, etc.
- Opportunities created to 'celebrate' development of English, Maths, IT & employability skills. It is mandatory for tutors to integrate English, Maths, ICT and Employability into SOWs.
- Learners are encouraged to improve their employability skills and are facilitated to obtain employment. At ATN it is mandatory for most learners to have Universal Job Match account and use ICT and other resources to apply for jobs. Every learner gets a minimum of 1.5 – 2 hrs per week for jobsearch. During jobsearch learners are supported adequately by their tutors and employment advisors, who work on various other projects.
- During the course all learners are constantly encouraged to use job boards and seek advice from ATN's employability advisors regarding any issues in relation to career development and securing employment

- Teaching staff have excellent understanding of the relevant literacy/numeracy/ESOL core curriculum as well as other subjects and attend various CPD activities for their professional development. This facilitates the learners to be challenged and supported appropriately and to stretch their learning effectively.
- ATN QA team carries out regular lesson observations, learning walks, tutor and learner folder audits for the purpose of helping learners to maximise their learning

Learner Journey – Learner progress

- **Mid course reviews & evaluations:** Learner progress is constantly monitored through reviews and evaluations and these tools are used to provide and gather feedback. Following on the review and evaluation an action plan for further development, agreed by the learner, is set by the tutor. Any issues regarding progress are identified and addressed in a timely manner to ensure that the academic milestones set for the learner are being met as scheduled.
- **Mock exams:** This is used as another tool to assess learner progress. Mock exams are IVed and marks are entered on a tracking sheet to identify learners who need a lot of support. More one to one support (ALS) provided to the learners who find the courses too challenging

Learner Journey – Learner progress & achievement

- **Summative Assessment:** All learners are assessed according to C&G's guidelines for qualification purposes before the end of the programme. Learners receive feedback from the assessors/tutors within 2 days. Following IV verification, certificates are claimed within 2 weeks from the day of assessment. Action plan for non achievers prepared to provide further support and resits arranged.
- ATN's lead IQA regularly liaises with the awarding body and the external verifiers regarding the matters related to relevant qualifications and certificates.
- **End course review and evaluation:** These are carried out to identify the learners' progress and level of achievement. Following on this an action plan for further development is set
- **End course survey:** This is used as a tool to capture learner voice. Learners get opportunities to comment on various aspects of learning
- **Progression routes:** Learners are again encouraged to discuss their future plans and to offer support. Most learners progress to next level within ATN or secure employment. ATN leavers are contacted every 3/4 months to identify whether they require further support.

Self-Assessment: Self-assessment is carried out for ATN's continuous improvement purposes, and to meet the requirements of the various partners ATN work with. The chief purpose of self-assessment is to inform ATN's quality improvement process and to measure progress against its intended targets, mission and goals. The self-assessment is designed to be simple and practical, reduce the bureaucratic burden and so freeing up resource to meet the needs of learners, employers, and to improve quality. Self-assessment is supported by a Quality Improvement Plan that shows how ATN will address areas for improvement and build on strengths. Identified areas for improvement will be linked to staff development, partner improvement plans, course programmes changes and/or systems changes ahead of the new academic year.

Revised on the 21/9/18
Date of next review 1/4/19
Reviewed by S Singh Gill
Designation Managing Director