

Hampshire Learning Tutor Handbook

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SECTION I

INTRODUCTION

Welcome and Introduction

We are very pleased that you will be delivering adult and family learning for Hampshire County Council this year and hope that you will find it an enjoyable and rewarding experience.

This Tutor Handbook has been designed as a reference source for all Hampshire Learning tutors. We hope that you will find it useful. Your comments as to how we can improve it in future would be most welcome.

Delivering high quality learning opportunities for adults in Hampshire is a key priority for Hampshire Learning and your contribution is vital.

Please do not hesitate to contact your Centre Manager if you would like to discuss any aspect of your course or your role in delivering Hampshire County Council's learning provision.

How to use this Handbook

Trying to read the whole handbook straight through may seriously damage your health!

Your Centre Manager will cover many key points during your Induction. In addition, training for tutors on many aspects covered in the handbook is available through Hampshire Learning's Staff Development Programme.

This Handbook is supplied as a reference tool, which we hope you will use to access specific information in more detail or when you are unsure of your responsibilities. Please give particular attention to your duties in respect of the Learner Entitlement and Health and Safety and Equalities statements.

Most importantly, this Handbook should help you to know where to look for information and who to contact if you need support in carrying out your work. In particular, the Quality Support Pack contains all pro-formas that are referred to.

Please refer to the centres Quality Support Pack for all pro-formas; alternatively follow the link to [Quality Support Pack](#).

Tutor's Job Description

Responsibilities

- ❑ Provide course information and supplementary publicity
- ❑ Provide information and advice to prospective learners ensuring equality of opportunity
- ❑ Establish good relationships with learners which promote the achievement of learning
- ❑ Devise coherent schemes of work and session plans that meet the needs of learners and have clearly identified aims and objectives which are shared and negotiated with the learners
- ❑ Carry out individual initial assessments of learners including learning styles, standard of literacy and numeracy and learning support needs. Inform the Centre Manager if additional resources are required to support disabilities and/or learning difficulties, taking account of Disability Discrimination Act and Equal Opportunities legislation
- ❑ Choose a variety of teaching and learning methods which are appropriate for the subject being studied and individual learners following the programme. Ensure learning materials are free from stereo-typing and promote positive images in terms of gender, race and disability
- ❑ Devise assessments which are at an appropriate standard, and assess the learners against the aims and objectives of the programme and, where necessary, meet awarding body requirements
- ❑ Include a regular schedule of setting, marking and returning work to learners within agreed deadlines as appropriate
- ❑ Record progress and achievement, using Individual Learning Plans where appropriate, and identify future targets with learners
- ❑ Ensure all necessary administration connected with the course is completed including course registers and classroom risk assessments (included physical activity checklists when appropriate)
- ❑ Undertake Health and Safety training, using the CD-Rom resource or by following the link to <http://www.hants.gov.uk/education/adult-learning-cd/introduction-screen.htm>. Implement the Centre's Health and Safety policy, observing regulations and paying particular regard to the health and safety of all learners
- ❑ Tutors will be expected to engage in, and provide evidence of continuing professional development (CPD)
- ❑ CPD opportunities will be provided through the County Council's staff development training programme and will include activities to further increase the standards of teaching and learning across the County. All tutors will be expected to attend at least one mandatory CPD event during the academic year

Statement of Particulars of Terms of Employment (for Tutors employed in Hampshire County Council Community Schools)

1. **Employer:** Hampshire County Council
2. **Employee:** EMPLOYEE NAME
3. **Post:** Adult Education Tutor (Fixed-Term)
4. **Location of employment:** SCHOOL NAME
5. **Proportion of full-time service:** PROPORTION OF FULL-TIME SERVICE
6. **Date of commencement of this employment:** START DATE
7. **Date of termination of this employment:** END DATE
8. **Salary Point:** AE TUTOR RATE

9. **Salary**

The pay scale for Adult Education Tutors is based on a fixed rate specified in the current School Teachers' Pay and Conditions document, issued by the Secretary of State for Education and Skills.

Total full-time equivalent salary:	- £FTE SALARY
Part-time fraction (where applicable):	- PART-TIME FRACTION
Actual salary:	- £ACTUAL TOTAL SALARY

Your salary will be paid monthly by credit transfer on or about the last day of each calendar month.

10. **Working Hours and Holidays**

You will be required to work for HOURS per week (one hour is based on 0.0364 of a full-time contract). Your annual hours of work and days of attendance will be as advised by your Centre Manager.

11. **Collective Agreements and Statutory Provisions**

The national and local agreements affecting your employment are contained within the Scheme of Conditions of Service for School Teachers in England and Wales (Burgundy Book), and the Manual of Personnel Practice (where adopted by your governing body). These agreements apply to your employment except insofar as they conflict with the

powers of the governing body, or are superseded by the provisions of local agreements at your establishment. Copies of the above documents are available for reference at your Education Office.

Your employment is also subject to the provisions of the Education Acts, the School Teachers' Pay and Conditions Documents and the regulations made by the Secretary of State for Children, Schools and Families, including the Education (School Teachers' Pay and Conditions) Orders, the regulations made by the Authority and the Articles of Government of the establishment at which you are employed.

12. Continuous Employment

Your period of continuous employment for statutory entitlements under employment legislation will be calculated from the date of commencement of your continuous employment with this Authority. Your total period of continuous local government employment takes into account any continuous service you may have had, immediately prior to this employment, with other employers named in the Redundancy Payments (Continuity of Employment in Local Government etc) (Modification) Order 1999 as amended. Your total period of continuous local government employment will count for calculation of maternity rights and redundancy payment.

13. Tutor's Duties

Your duties and responsibilities are as set out in the job description applicable to the particular post to which you have been appointed. As a tutor you will be accountable to the Centre Manager who may in turn delegate responsibility for particular aspects of your work to other senior members of staff. You are required to undertake any necessary course planning, preparation and marking in addition to your direct teaching contact; your pay arrangements have been developed to reflect this requirement.

14. Sick Leave and Sick Pay

Your entitlement to sick leave and associated allowances is as set out in the regulations.

15. Health, Safety and Welfare

The School has a Health and Safety policy which is available on request. As an employee you have a legal duty to work safely, not to put others at risk and to co-operate with actions taken by your employer to meet duties under relevant regulations.

16. Pensions

You can opt to become a member of the Teachers' Pension Scheme (TPS) subject to its terms and conditions from time to time in force. If you wish to become covered by the Scheme, you should obtain the relevant option form from the Payroll Section of the County Treasurer's Department. A contracting-out certificate is in force for the TPS. The following points will clarify the position:

- a. If you are already a full-time teacher in the TPS you will not contribute under this employment.
- b. If you are already a part-time teacher in the TPS and have elected to pay pension contributions, you will automatically contribute under this employment.
- c. If you are not a member of the TPS already you will contribute to SERPS (and the State 2nd Pension) if you earn above the lower National Insurance threshold under this employment and do not opt to join the TPS.

- d. If you are not a member of the TPS already and you earn less than the lower National Insurance threshold under this employment, you will not contribute to SERPS (and the State 2nd Pension) if you do not opt to join the TPS.

More information about the scheme can be obtained from Teachers' Pensions.

17. Teachers' Associations

It is recognised that good industrial relations are the joint responsibility of management and of employees and trade unions/professional associations representing them. The relationship between teachers' associations and the Authority is in accordance with an agreement reached between the associations and the Authority, details of which are contained in the Manual of Personnel Practice which is available for reference at your place of work.

18. Grievance Procedure

If you have a grievance relating to your employment the matter should be taken up in the first instance with your designated line manager or headteacher and resolved in accordance with the Grievance Procedure. The Grievance Procedure is contained in the Manual of Personnel Practice and is available for reference upon request to your headteacher.

19. Disciplinary Procedure

The teachers' associations, Governing Bodies and the Authority recognise that it is the responsibility of management to maintain discipline and hence it is in the interests of the school and its employees to establish a disciplinary code for the fair treatment of employees.

The disciplinary rules relating to your employment are contained in the Manual of Personnel Practice, which is available for reference upon request to your headteacher.

The Disciplinary Procedure provides for a process of appeal. Appeals against disciplinary warnings should in the first instance be addressed in writing to the headteacher. Appeals against dismissal should be addressed to the Clerk to the Governing Body.

20. Notice

If for some urgent reason it is necessary for your contract to be terminated before its stipulated term, the appointment will be terminable by the giving of one week's notice on either side, subject to the employer giving a minimum of one week's notice for each year of continuous employment up to a maximum of twelve weeks.

SECTION 2

TEACHING AND LEARNING

Good Practice in Teaching and Learning

Preparation

A well prepared session:

- Allows sufficient time for activities
- Has clearly stated objectives that are understood by learners
- Meets the course objectives and requirements of the scheme of work
- Has a session plan which incorporates outcomes from initial and ongoing learner assessment (including health status assessments for sports/exercise & dance classes)
- Has all necessary resources prepared in advance of the session
- Builds on learners' prior knowledge where possible
- Plans for activities that allow for learners' different abilities and learning styles

Delivery

A well delivered session:

- Ensures that all learners meet their maximum potential
- Is taught by an enthusiastic tutor with expertise in the subject
- Ensures that all learners are clear about what they are expected to do
- Involves learners in a variety of activities over a period of time. Avoids long periods of tutor exposition where possible
- Begins with a clear introduction, linking it to previous sessions and to the course, and explaining the session objectives
- Recognises the fact that people learn in different ways and at different speeds and so often provides a range of activities to allow for this
- Is delivered at a suitable pace
- Is stimulating and challenging
- Allows learners to participate or be otherwise actively involved
- Makes use of high quality teaching and learning resources including e-learning where possible
- Encourages learners to work independently at times, both during and after the session
- Demonstrates effective tutor/learner relationships
- Contains frequent checks on understanding by the tutor and the learners themselves
- Ensures that theory and practice are integrated and referred to where possible
- Deviates from the lesson plan if necessary to ensure learner understanding
- Includes effective assessment of all learners' progress
- Has learning materials, which are free from stereotyping and positive images in terms of gender, race and disability
- Concludes with a clear summing up of what has been covered

A well delivered practical session:

- Ensures that health and safety considerations are always observed
- Has industry-standard equipment and facilities
- Checks that learners know how to operate any specialist equipment
- Has activities that reflect industrial or commercial practice

- Ensures that learners have enough theoretical understanding before embarking on practical work
- Has clearly explained practical demonstrations that are clearly visible to all learners
- Allows learners enough time to practise their skills
- Ensures that learners are making progress towards acquiring the standards required by the workplace
- Ensures that teachers manage to give attention to every learner and understand the progress being made by individuals

A well delivered theory lesson in a vocational subject:

- Ensures that links are made between theory and practice wherever possible
- Considers delivering the theory in a practical setting (e.g. in a workshop) and integrating the two elements
- Makes use of learner experience of the workplace through questions and discussions

Managing learners and the learning environment

Good management of learning ensures that:

- Staff are suitably experienced, qualified and trained
- Poor attendance and punctuality are monitored and action taken promptly
- Learners use their time effectively
- There is equality of opportunity in terms of the treatment of learners
- Learners are encouraged to work collaboratively
- Equipment and facilities are suitable for the purpose
- The accommodation is conducive to good learning
- Provides a stimulating learning environment eg displaying learners' work and other materials in the room

Assessment

- Is accurate, valid, learner-centred and undertaken on a timely and regular basis
- Is appropriate for the course and help learners develop the necessary skills, knowledge and understanding
- Conforms to awarding body requirements, where appropriate
- Ensures that assessed work is returned promptly
- Monitors learners' progress and gives clear information about progress being made
- Tell individuals how they could improve both verbally and through written comments on work
- Involves small frequent assessments to check on learning. These may be through written work, through questioning, in class or for homework
- Sets targets for improvement that are challenging but achievable
- Is recorded
- Helps identify additional learning needs

Health and Safety

You have a responsibility for ensuring your own health and safety, as well as the health and safety of your learners and others who may be affected by your actions. You should provide evidence that you have considered health and safety in your teaching/learning environment.

You must cover emergency procedures in the first session. Depending on the subject taught, you may also need to plan and deliver subject specific health and safety information at appropriate points in the course.

Reporting Accidents

- Report any accidents or near miss accidents sustained, using the Accident Report Form available from your Centre Manager. Some accidents should, by law, be reported to the Health and Safety Executive. The Accident Report Form provides guidance on this. Always use the official report form, and ensure that this is passed on promptly to the Centre Manager.
- Report any hazards or risks and take immediate action where practicable to prevent further risks.

First Aid

- You should know and inform your learners of the location of the nearest first aid box, and where a first-aider can be found if one is based on site.

Risk Assessments

- All tutors should carry out a suitable and sufficient risk assessment at the start of each class. Where there is a significant hazard, tutors are responsible for ensuring that specific risk and COSHH assessments are completed. Check with your Centre Manager if in doubt.

Safe Working Practices

- Ensure that you are up to date with health and safety arrangements relevant to your role and subject, communicating sound health and safety practice to learners at all times. Examples of arrangements include the use of personal protective equipment, and food hygiene in cookery courses.
- Electrical equipment – visually check the safety of equipment, including the condition of plugs and cables, operation of switches etc. before plugging in.
- Ensure that all portable equipment has been tested for electrical safety and avoid tripping hazards from trailing flexes.
- Check that the teaching environment is free from hazardous obstructions, including bags and other items.
- Check that learners using PCs adopt the correct posture and provide opportunity for adequate breaks from the screen and workstation. This should be covered at the first course meeting.

- Inform your Centre Manager of any health and safety risks that you identify in your teaching, your room or subject, so that corrective action may be taken.
- Ensure that no one operates a machine or carries out any task for which they have not been adequately trained and certified for use.
- Avoid lifting or carrying heavy items. If this is not reasonably practicable, ensure that a risk assessment for the task is carried out, other systems of working considered, or appropriate training provided.
- You and your learners should be suitably dressed for the course, e.g. use aprons in cookery courses, and suitable footwear for sports and fitness courses.

To ensure you are fully aware of your responsibilities under the Health and Safety at Work Act, an online training has been produced for use by all Hampshire Learning tutors. You can access this resource by following the link to the website <http://www.hants.gov.uk/education/adult-learning-cd/introduction-screen.htm>. Your Centre Manager will ensure you have access to this resource.

The First Session

The first session of any course is one of the most important and you should try to make this a rewarding experience for all learners.

You should aim to include:

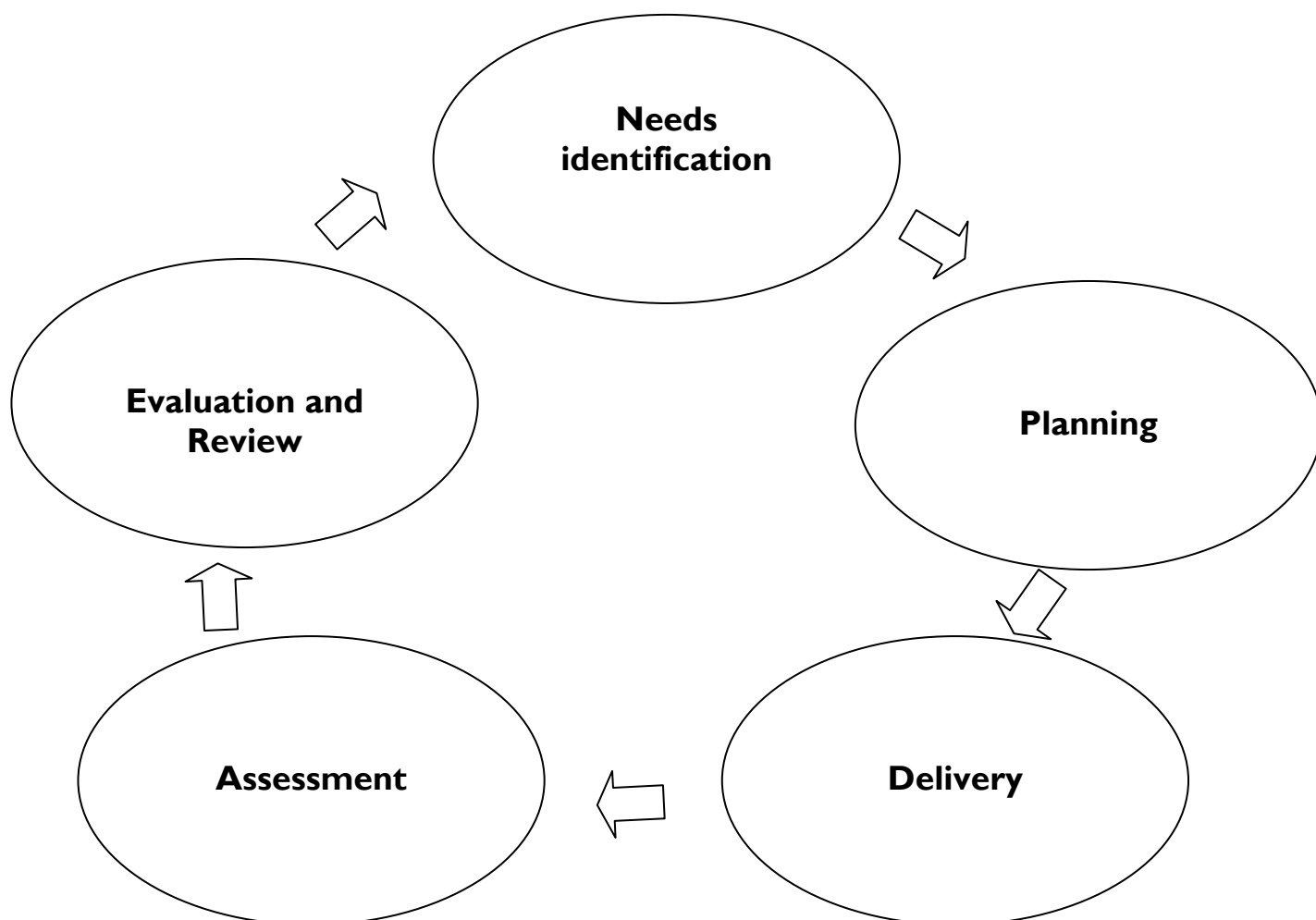
1. An opportunity for learners to get to know one another and begin to gel as a group. This may be combined with an initial assessment of the learners.
2. Information on Health and Safety including emergency evacuation, assembly points, location of telephones and accident reporting. Also include any subject related information necessary at this stage of the course.
3. An explanation of what learners should do if they have to miss a class. Ask them to let you know the week before if possible, or phone in to the Centre. Make sure you know the phone number and pass it on to the learners. Explain that you or the Centre will give them a call to check everything is OK and update them on work etc if they have missed more than 2 weeks without advising the Centre.
4. An outline of the syllabus / scheme of work / teaching and learning strategies.
5. Initial assessment of the starting point of each learner (if applicable at this stage).
6. Assumptions you will make about learners' prior knowledge, existing skills, etc. Be as precise as you can here. A quick chat at the end with anyone who is at a different starting point should enable you both to make a judgement about what might be possible.
7. An indication of approximate workload in learners' own time.
8. A brief outline of how you will assess learners during the course at the start, during, and at the end – all learners want feedback on their progress - and explain what the final assessment involves, if applicable.
9. Some idea of other programmes the course will equip them to progress to.
10. And last but not least – an introductory activity related to the course, so that learners feel that they have actually learned something - and want to come back next week for some more!

Please complete the Learner Induction Checklist to confirm that you have covered all necessary items.

Please refer to the centres Quality Support pack for all pro-formas, alternatively follow the link to [Quality Support Pack](#).

The Teaching/Learning Cycle

Whatever type of course you are running, all the parts that make up the teaching/learning cycle need to be in place.



Needs Identification

What are your learners' aims, objectives, needs etc? In an ideal situation identifying learners' needs takes place before the course starts. This can be done in a pre-course meeting, through tutorials, a telephone conversation or a questionnaire sent to potential participants. In some cases, these discussions will happen during the first session, sometimes as a group exercise and sometimes on a one-to-one basis. Once needs have been identified, you should make sure these are recorded and referred to during the course.

Planning

Aims and Objectives/Goals

For every programme that you run you will need to write aims and objectives. Programme aims are broad statements that give an overall picture of the course and an indication of the content. You should also write the programme's objectives or 'goals' (also described as 'outcomes') so that learners know what they should be able to do by the end of the course.

Learning goals are "intended gains in skills, knowledge or understanding" (Ofsted formerly Adult Learning Inspectorate). You should express learning goals by using the phrase: **By the end of this course you should be able to**

Example

Learning Goals for Introduction to Word Processing
(By the end of this course you should be able to:)

- 1 Demonstrate familiarity with the computer keyboard layout
- 2 Produce a word-processed document
- 3 Format and edit a word-processed document
- 4 Print the document

Programme Information Leaflet

Complete a Programme Information Leaflet for each programme you teach and ensure that all details are up-to-date. This will be a starting point for potential learners to decide whether they want to find out more about the programme and hopefully enrol on your course. You will need to include your Course Aims and Goals, as well as details of any necessary previous knowledge/experience and any materials that the learner will need to supply. You should also be able to detail progression routes for learners who have completed the programme.

Scheme of Work

Before you start your course you need to design/draft a scheme of work. A scheme of work is evidence of planning and will show your intended teaching and learning activities/strategies, skills for life input, assessment methods, resources required and review/evaluations notes. The scheme of work is a working document and should be amended to show changes that have been made to meet the individual needs of your learners. This is excellent evidence that the learner is the main focus of your teaching. You may find that the original scheme of work isn't sufficient as two or more groups have developed within the class or you may need to plan for individual needs.

Delivery

Sessions Plans

The Session Plan outlines the aims of the session; group and any individual goals; tutor and learner activity and differentiation (including skills for life); methods of assessment; and resources. A session plan must be written prior to each session and should always be available during the session for your Centre Manager's or other authorised observer's use. Copies of session plans should be kept on your Course File.

You should evaluate each session, particularly considering the key question: **How well did learners achieve?**

Induction

It is very important that you plan an induction programme for your learners to ensure they have all the information they need at the start of the course. They also need to feel confident that they will be able to cope with the demands of the course and be able to raise any issues they may have. Use the Induction Checklist to ensure you have covered everything and that all the necessary paperwork has been completed.

All learners should know how to access a copy of the Learner Handbook, which contains the Learner Entitlement Statement and information about Adult Learning funded by Hampshire County Council.

You should make sure that all learners in your class have enrolled and note learners on the register who do not appear in the class so that Centre staff can follow up non-attendances.

Learning Plans

You should prepare an Individual or Group Learning Plan to meet the needs of your learners and your course so that you are able to record each of the stages in planning and recording progress and achievement. The stages in the process are:

- Identifying the Group and/or Individual Learning Goals
- Carrying out the Initial Assessment
- Learners reflecting on their progress and reviewing original goals
- Learners reflecting on the course and their own learning
- Recording progression information

What Enables Effective Learning to Take Place?

When developing and running a session it is important to consider:

Who

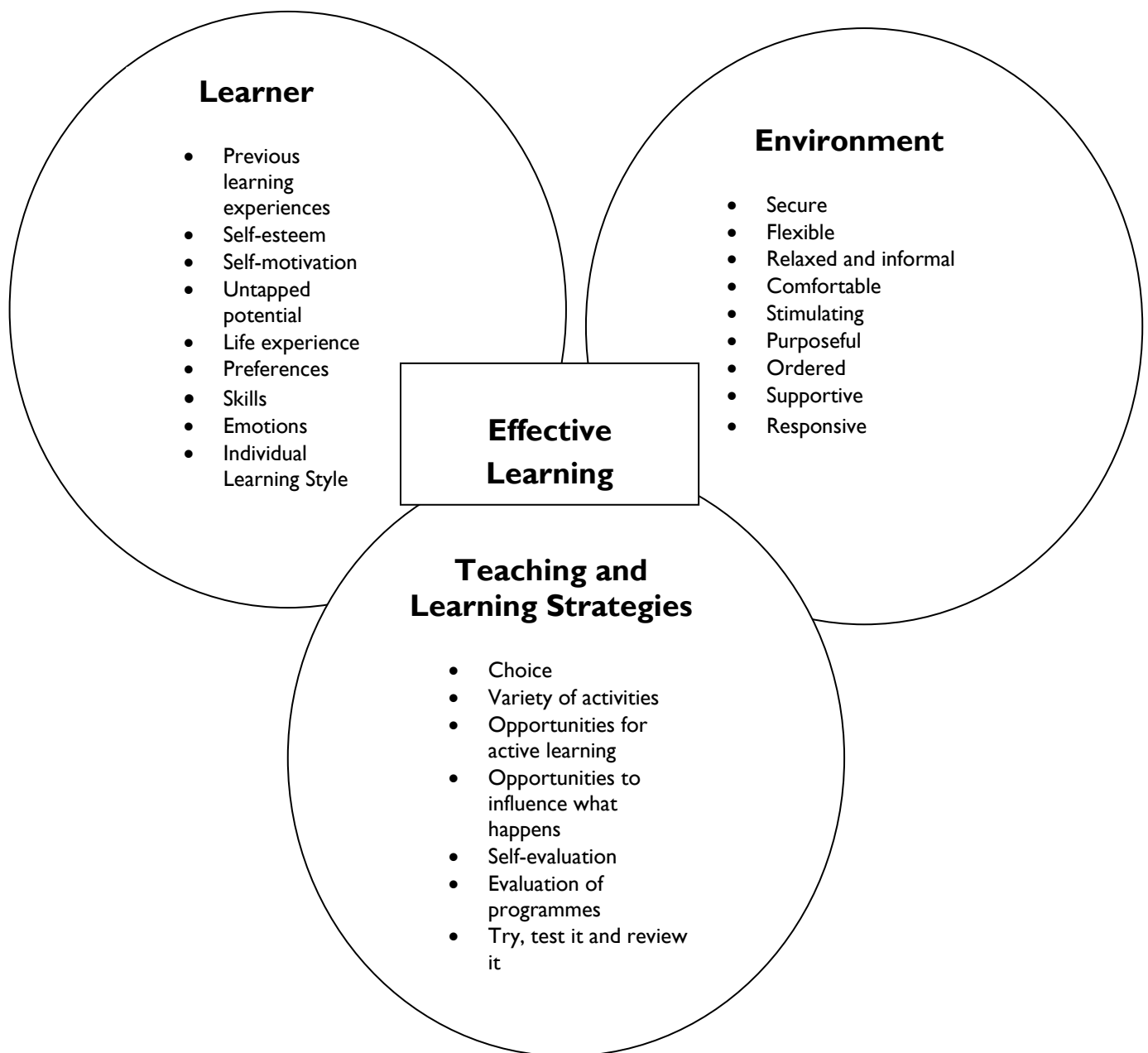
Who - the learner

Where

Where - the environment

How

How - the teaching and learning strategies you and the learner use



Learning Styles – How do People Learn?

It is widely recognised that learners have different and preferred learning styles. This has been used particularly in relation to adult learning. Reflecting on learning styles can really help you to look at learners in a different way, encouraging you to think about how best to present the learning experience and what teaching strategies will have the most impact.

Some basic theory on learning styles is included in this section of the Tutor Handbook. You may wish to explore your own learning style and to reflect on how this influences your delivery. The Honey and Mumford Learning Style Questionnaire is a well known resource which will help you to determine your own preferred learning style. Two examples of Learning Styles questionnaires are included in the following pages. You may wish to consider using these, or similar questionnaires, with your learners.

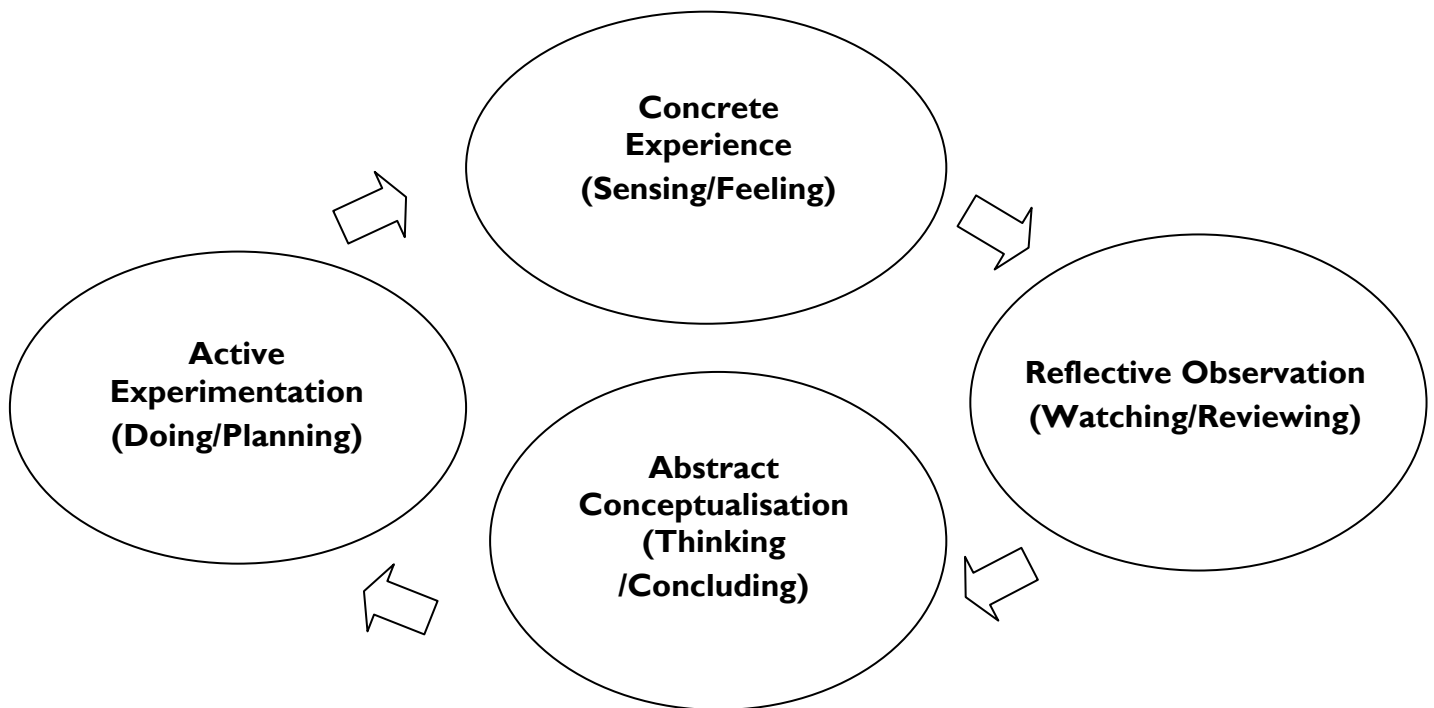
Common Learning Styles

Here are some ideas to bear in mind when planning sessions to ensure you take account of different learning styles within your group and plan a range of activities to meet learners' needs.

Learning Style	Characteristics	Suggested Approaches
Visual Learners	<ul style="list-style-type: none"> ❑ Relate most effectively to information which is written ❑ Uncomfortable with a teaching delivery where they are unable to take notes ❑ Most effective when using written communication 	<ul style="list-style-type: none"> ❑ Give handouts using diagrams, pictures etc ❑ Use videos ❑ Allow students to make notes ❑ Highlight key words on worksheets and text books
Auditory Learners	<ul style="list-style-type: none"> ❑ Relate most effectively to the spoken word ❑ Learn language skills by, listening, imitation and practice 	<ul style="list-style-type: none"> ❑ Give verbal instructions ❑ Let the learner use audio tapes to take notes, record lessons, texts etc ❑ Use discussion for learning
Kinaesthetic Learners	<ul style="list-style-type: none"> ❑ Learn effectively through movement, getting involved and 'hands on' activities ❑ Learn skills by imitation and practice ❑ May find that they are impatient if they have to sit and listen for lengthy periods 	<ul style="list-style-type: none"> ❑ Ensure learners are actively involved ❑ Use 'hands on' activities ❑ Make use of IT activities eg inter-active CD-Roms

Experiential Learning

Kolb is one of the leading researchers in learning strategies and learning processes. Some of his work is based on the Lewin Cycle of Learning.



There are four stages that follow on from each other to complete the cycle of learning:

- The first stage is the concrete experience where a student has active experience of learning something first hand
- This is then followed by reflective observation on that personal experience
- The next phase of the cycle, abstract conceptualisation, focuses on how the experience is applied to known theory
- In the next stage this theory is modified for future active experimentation.

Kolb goes on to describe four personal learning styles. When planning your sessions it is worth keeping in mind these different ways participants may learn:

Activists – prefer doing and experiencing

Activists will like the immediacy of problem solving and ‘being given help when I need it’. They are much less likely to welcome being asked to collect information, reach their own conclusions and plan further learning activities for themselves. They prefer ‘directive’ coaching: ‘Give me an answer.’ They are unlikely to prepare for the learning experience or review their learning afterwards.

Reflectors – observe and reflect

Reflectors are likely to respond well to planned teaching sessions that deal with problems identified in advance, but are less keen on being rushed into a teaching experience that deals with an immediate problem. They are most likely to want to ‘take that idea away and think about it’ and will be interested in well-presented, balanced feedback. They are more likely to prefer non-directive teaching that enables them to proceed at their own pace.

Theorists – want to understand underlying principles

Theorists are likely to respond happily where the tutor is operating from the same values, models, beliefs and concepts as they are. If this is not so, they are likely to debate and argue rather than adapt and use. They will judge the tutor on the relevance and quality of the experiences.

Pragmatists – like to have a go to see if it works

Pragmatists are likely to see teaching as being particularly useful if it is centred on immediate relevant work issues. They may possibly leap too quickly to adopt an apparently valid technique or skill, without fully testing it through the reflecting and concluding stage of the learning cycle. They could accept either ‘directive’ or ‘non-directive’ teaching depending on the situation.

Tutors should remember that we can learn from all four experiences but one of the four is our favourite, or preferred, learning style. The ideal teaching session would include each of the four processes with flexibility so that each learner can spend additional time on his, or her, preferred approach.

Examples of Learning Styles Questionnaires

Questionnaire I

This Questionnaire is designed to identify whether you are a visual (prefer to look), auditory (prefer to hear) or kinaesthetic (prefer to touch/feel) learner. Tick the box that best describes the way you learn.

		Often	Sometimes	Seldom
1	I can remember more about a subject through the lecture method, with information, explanations and discussion			
2	I prefer information to be written on the board, with use of visual aids and readings			
3	I like to write things down or to take notes to look at later			
4	I prefer to use posters, models (mock ups), or actual practice or activities in class			
5	I like diagrams, graphs, or visual directions to be explained			
6	I enjoy working with my hands or making things			
7	I am skilful with and enjoy developing and making graphs and charts			
8	I can tell if sounds match when presented with a pair of sounds			
9	I remember best by writing things down several times			
10	I can understand and follow directions on maps			
11	I do better at academic subjects by listening to lectures and tapes			
12	I play with coins or keys in pockets			
13	I learn to spell better by repeating the words out loud than by writing the work on paper			
14	I can understand a news article better by reading about it in the paper than by listening to the radio			
15	I chew gum, smoke or snack during studies			
16	I feel the best way to remember is to picture it in my head			
17	I learn spelling by 'finger spelling' words (tracing the word with my finger)			
18	I would rather listen to a good lecture or speech than read about the same material in a text book			
19	I am good at working at and solving jigsaw puzzles and mazes			
20	I grip objects in my hands during a learning period			
21	I prefer listening to the news on the radio rather than reading about it in the newspaper			
22	I obtain information on an interesting subject by reading relevant materials			
23	I feel very comfortable touching others, hugging, handshakes etc			
24	I follow spoken directions better than written ones			

Scoring Procedure

Give each of your answers the following scores:

Often = 5 points

Sometimes = 3 points

Seldom = 1 point

Record your scores below:

Visual	
Question	Points
2	
3	
7	
10	
14	
16	
19	
22	

Auditory	
Question	Points
1	
5	
8	
11	
13	
18	
21	
24	

Kinaesthetic	
Question	Points
4	
6	
9	
12	
15	
17	
20	
23	

Total Visual Preference Score	
Total Auditory Preference Score	
Total Kinaesthetic Score	

This will help you identify whether your preferred learning style is visual, auditory or kinaesthetic.

Examples of Learning Styles Questionnaires

Questionnaire 2

This questionnaire may be useful as a basis for discussion with a group of learners or for individual learners to complete. There is no scoring system but responses could provide some useful information about your learners.

How do you like to learn?

People learn in different ways. If you fill in the sheet it may help you to find out how you learn.

Do you learn well by:	Yes	No	Don't know
asking and answering questions			
listening to the tutor			
doing or making something			
being shown how to do something			
reading things			
talking to other students			
using the computer			
watching TV or videos			
working on your own			
working with others			
writing things out (making notes, lists)			
using diagrams shapes and colours			
working with music in the background			
being organised			

Talk to your tutor about what you have found out. Perhaps you could try out some of the ways to learn where you have ticked 'don't know'.

Teaching and Learning Activities

You will be aware of a whole range of teaching and learning activities to keep you and your learners interested and motivated. Make sure you use a mixture so that different learning styles are met.

Keep a note of the ones you have tried and add any others you can think of:

Assignments	Practical Work
Buzz Groups	Project
Case Studies	Question and Answer
Demonstrations	Research
Discussion	Role Play
Games	Tapes
Group Work	Talk and Chalk
Interactive CD Roms	Video
Lecture	Visits
Learning Log	Worksheets
Observation	

It is worth noting that we only remember:

**20% of what we read
30% of what we hear
40% of what we see
50% of what we say
60% of what we do**

But 90% of what we hear, see, say and do!

Assessment

Tutors and learners are continuously engaged in the process of assessment, even though it may not be overt, planned or formal.

Tutors:

- Check and note learners' responses
- Observe learner progress
- Adjust what they are doing to meet learners' needs
- Have in their minds the standards that are expected for the group and for individuals
- Have expectations of the group and of individuals

Learners:

- Have expectations of success or failure which change as the programme progresses
- Compare themselves with others both within and outside the group
- Have ideas about what they would like to achieve
- Make judgements about how far they are making progress

Assessment may be **initial, formative or summative**.

Initial Assessment

- Establishes the existing skill and knowledge levels of learners
- May establish how each learner learns
- Introduces learners to some of the skills and knowledge they will need to acquire on the programme
- Provides information to help tutors plan the programme
- Can be a fun way of getting learners used to assessment without it being too intimidating

Well-planned and executed initial assessment is integral to the induction process. This may commence at the enrolment stage with a pre-course questionnaire to establish learners' interests, experience and motivation. It may be part of the "getting to know you" activity in induction.

It is important, however, that there is also

- some form of skill/knowledge assessment which can be validated by the tutor
- discussion with individual learners about what they can do and want to be able to do

Formative (Interim) Assessment

This takes place throughout the course and involves checking that learning is taking place including:

- finding out what knowledge and skills the learners have acquired
- helping to plan the next steps
- enabling the tutor to give feedback
- encouraging motivation
- helping the tutor to modify the course if necessary
- enabling learners to identify what they have learned and what they want to learn next

Summative (Final) Assessment

This is used at the end of a course to:

- enable learners to recognise their achievements
- justify awarding a qualification
- help the tutor plan future courses
- guide learners through their next steps

Assessing Adult Learners

Many learners may feel intimidated by the word “assessment”. Research has identified that some learners associate the term with judgemental, unsympathetic attitudes, possibly because of negative experiences earlier in life. However, adult learners do value feedback. They do want their work to be assessed and want to know how to improve.

The tutor’s skill lies in devising means of assessment, which do not intimidate and in preparing learners effectively for more formal means of assessment. Finding out how learners feel about assessment is an important element of this and can form part of the initial assessment, which takes place during induction.

Methods of Assessment

Here are some ideas of activities that can be used as assessment activities/evidence:

Paper-Based Assessment	Assessing Without Paper	E-Learning
Application form	Tutorial	Photographs
Action Plans	Discussion	Video
Assignments	Exhibition	Audio
Case Study	Games	SMS
Learner Profile	Observation	Weblogs
Learning Journal, Diary	Performance	Interactive quizzes
Quiz/Questionnaire	Practical Activity	Hot Potatoes
Self-Assessment Checklist	Question and Answer	Interactive Voting
Worksheets	Role Play/Simulation	Interactive Word/Excel/PowerPoint

Think about different methods when assessing your learners.

Recording 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 tutorial. Choose a way of recording assessment that suits both you and your learners. For the majority of adult learners it is appropriate to assess as informally as possible and to limit the amount of form filling/paperwork.

Feedback

Learners appreciate feedback, which should always be given after assessment. It is a vital part of the learning process and may be given verbally or in writing.

Feedback should:

- Be constructive
- Be analytical and precise
- Give emphasis to things done well
- Explain what needs to be done differently
- Be clearly expressed
- Show the way forward
- Check that the learner has understood what needs to be done
- Leave the learner feeling positive about his/her learning
- Address the needs of the group and the individual
- Progress learning

Remember the Feedback Sandwich

- Make it fresh
- Keep the filling straightforward
- Aim for a balance of tastes

Something positive
Something which could be different
Something positive

Achievement

It is important to recognise learners' achievements. This can be done in different ways and will depend on the course. It might be helpful to think about achievement in three different areas:

- Knowledge – what information have the learners gained?
- Skills – what are the learners able to do now that they couldn't do before?
- Attitudes – have these changed? How do you know?

All achievement against learning goals should be recorded either on the Individual Learning Plan or on the Tutor Record of Learner Progress. You may find it helpful to keep both of these records so that individuals have a record of their achievements and you have an overall summary of the progress of each of the individuals in the group.

Adult or Family Learning Certificates are available from Hampshire Learning, via your Centre Manager, and may be issued to all learners who have successfully participated in your courses.

Evaluation and Review

Learner Evaluation

Learner evaluation is a key aspect of the learning process – both for learners and tutors. All learners should complete an end of course Evaluation at the end of the course but it is important that you also use other ways of evaluating your programme so that you are sure you are meeting your learners' needs throughout the course.

Listed below are a variety of evaluation methods.

Continuum	A line, either on the wall, flip chart, whiteboard etc, where learners can place themselves at different times throughout the course
Conversation	Chat or talk that takes place anytime during a course
Discussions	Can be used with the whole group or small groups and may include tutor, centre manager or other staff member
Question and Answer	Can be used to find out specific information
Rounds	Each learner gives feedback in turn
Spot Check	Your learners put sticky spots, crosses, etc on a bulls eye to reflect the effectiveness of the session
Words or Phrases	Give learners a list of words or phrases. Learners can select a word that describes their perceptions of the session
Graffiti Wall	Learners write their feedback on a flip chart throughout the session
Post-It Notes	Ask learners to write comments on post-it notes and stick on the wall, flip chart etc
Interactive Quiz / Voting Systems or other E-methods of gaining feedback	Learners give feedback by responding to set questions.

Remember to keep a record of any of the activities used in order to provide evidence of evaluation.

Tutor Evaluation

You should review your programme regularly to reflect on your teaching and its effectiveness in meeting learners' needs. At the end of the course you should complete the Tutor Course Evaluation (which can be found in the [Quality Support Pack](#)) to evaluate the programme and to identify and document any improvements that you would like to make for the future. Your Centre Manager will use your feedback in the annual Self-Assessment Report.

Recognising and Recording Progress and Achievement (RARPA)

Since 2002, the Learning and Skills Council (LSC) has been working to establish an appropriate way of recognising and recording the progress and achievement of 'non-accredited' learning.

The approach that has been developed is called RARPA and consists of a staged process plus quality assurance measures. This staged approach encourages learners to develop and achieve their own aims. There are many reasons why an individual wants to get involved in learning and it is important that tutors understand and cater for them all. The quality assurance process works by using and enhancing existing quality systems, such as self-assessment, to ensure that the staged process is applied consistently and effectively. The aim is to avoid creating extra bureaucracy and, instead, to use existing self-assessment and continuous improvement processes.

The evaluation report of the pilot phase of RARPA published in December 2004 can be downloaded from <http://www.niace.org.uk/projects/RARPA> or by e-mailing RARPA@lsc.gov.uk.

The LSC is encouraging all providers of adult learning to use the RARPA approach for non-accredited learning from September 2005 so that all learning is valued and evaluated.

The guidance and documentation contained in this Tutor Handbook fully supports the RARPA staged process, which is set out below,

Stage 1	Setting learning aims appropriate to an individual learner or groups of learners
Stage 2	Initial assessment to establish the learner's starting point
Stage 3	Identification of appropriately challenging learning objectives
Stage 4	Formative assessment (ie progress during the programme)
Stage 5	Summative assessment – review of overall progress and achievement. This may include recognition of learning outcomes not specified during the programme and discussion about 'next steps' for the learner

Taken from Learning and Skills Development Agency Briefing - May 2005

SECTION 3

TUTOR DOCUMENTATION

The Learner's Journey

The following table identifies the stages of the Learner's Journey; the key factors that should be taken into account to ensure that individual learners' needs are being met; and methods used to support each stage.

Stage	Activity	Key Factors	Method
<u>PRE-ENTRY</u>	Recruitment	<ul style="list-style-type: none"> ▪ How do you promote/publicise your programmes to enable access to a wide range of learners? ▪ Consider: target group, accessibility of materials, language used, programme content, equality of opportunity 	<ul style="list-style-type: none"> ▪ Information, Advice and Guidance ▪ Programme Information Leaflets ▪ Flyers ▪ Brochures ▪ Website
<u>AT ENTRY</u>	Induction Initial Assessment	<ul style="list-style-type: none"> ▪ How do you ensure learners are well prepared for their course? ▪ How do you identify and record individual learning needs at entry? ▪ How do you assess learners' starting points? ▪ How do you record outcomes of initial assessments? 	<ul style="list-style-type: none"> ▪ Induction Programmes ▪ Initial Assessments ▪ Tutor Record of Individual Learner Needs ▪ Individual Learning Plans
<u>ON PROGRAMME</u>	Learning Plans Teaching and Learning Progress Reviews Assessment Achievement	<ul style="list-style-type: none"> ▪ How have the outcomes of initial assessment informed your course planning? ▪ How do your curriculum design, delivery methods, teaching styles and assessment procedures enable you to meet individual learning needs? ▪ How do you monitor and evaluate that individual learners' needs are being met in your class? ▪ How do you measure and record learner achievement? 	<ul style="list-style-type: none"> ▪ Scheme of Work ▪ Session Plan ▪ Individual/Group Learning Plan ▪ Tutor Record of Individual Learner Needs ▪ Tutor Record of Learner Progress ▪ Evaluations and Reviews
<u>AT EXIT</u>	Progression	<ul style="list-style-type: none"> ▪ How do you ensure learners receive individual impartial advice and guidance about progression routes? ▪ How do you record learners' destinations? 	<ul style="list-style-type: none"> ▪ Information, Advice and Guidance ▪ Individual Learning Plan

Quality Support Pack

Your Centre Manager will advise you of the essential course documentation that you are required to complete as part of your role as a Hampshire Learning Tutor.

All of the forms outlined in this Tutor Handbook are contained in the Quality Support Pack (QSP), which has been issued to your Centre. The forms are also available electronically [Quality Support Pack](#) to enable you to make adaptations so that you can keep your records in the format that best suits your needs. The essential documentation referred to in the Tutor Handbook falls into three categories:

- **Planning**
- **Recording Learner Progress and Achievement**
- **Evaluation and Review**

Brief guidance notes are available on completing pro-formas within the QSP where appropriate. You should also read 'The Teaching Cycle' in Section Two which includes further guidance on the processes.

Further help in completing any of the documentation is available from your Centre Manager or from Hampshire Learning's Quality and Curriculum Development Officers.

You are also advised to attend Staff Development Training Events to ensure you are aware of best practice and to share ideas and suggestions with other Hampshire Learning Tutors. Further information about training opportunities and curriculum groups is available from the Hampshire Learning.

To contact any member of the Hampshire Learning team please follow the link for the most up-to-date contact details

<http://www.hants.gov.uk/rh/hl/hl-contacts.pdf>

Programme Information Leaflet: is used to provide information for publicity materials and to give detailed information about your programme to potential learners.

You may be asked to complete a leaflet for each programme you teach.

A copy of the pro-forma is included in the [Quality Support Pack](#)

Scheme of Work: is used to organise and plan the content of the course into a logical sequence.

You must produce a Scheme of Work for each course you teach and pass a copy to your Centre Manager before the course starts.

- Adult Programmes (PCDL, First Steps, SILL and Family Learning – Adults only)
- FLLN (Adults only)
- Family & FLLN Joint Programmes (Adult and Child)

Session Plan: is used to organise and plan the detailed content of each lesson into a logical sequence.

You should complete a Session Plan for each lesson. Your Centre Manager or other Hampshire Learning staff may request your Session Plan(s) for the purposes of classroom observation and teaching and learning assessment.

- Adult Programmes
- Family Learning Joint Programmes (Adult and Child)
- Family Literacy, Language and Numeracy (Adults only)
- Family Literacy, Language and Numeracy Joint Programmes (Adult and Child)

Examples of all pro-formas can be found in the [Quality Support Pack](#). Guidance notes, are included in this section.

Schemes of Work - Guidance Notes for Completion

Aims

Broad statements that give an overall picture of the course and an indication of the content.

Learning Goals

Goals should be specific and measurable and should state what the learners will be able to do at the end of the course. For Family Learning Joint Programmes you should identify learning goals for Adult, Child and Joint Sessions.

Learning Resources

List the resources you will need to prepare in advance. This will also act as a prompt for you to order any equipment you require or to request any additional items you may need to deliver the programme.

Assessment Methods

State here the activities you will use to assess learners so that you will be sure that each learner is reaching the learning goals.

Activities / Learning Strategies

For each session, outline which learning goals will be covered, what activities learners will undertake and what learning strategies you will be using. For Family Learning Joint Programmes you should identify the activities in the Adult, Child and Joint Sessions.

Skills for Life input

Encourages you to consider the literacy, language or numeracy skills that learners will need if they are to achieve the learning goals for the course and to identify way of extending learners' skills in these areas. You will need to be sure they have carried out sufficient initial assessment so that you are aware of the skill level of each learner in the appropriate skills. There will be certain areas of the course where learners may need literacy, language or numeracy skills to complete some of the work eg numeracy skills to make calculations or literacy skills to carry out research. You will need to ensure your planning identifies these areas where Skills for Life will be needed and where skills can be developed. Your planning for initial assessment of learners' Skills for Life levels and input to meet learners' Skills for Life needs should be recorded on the Scheme of Work.

Curriculum Reference (FLLN)

For FLLN programmes include the Adult Core Curricula references alongside the Activities and Learning Goals, indicating the elements to which the learning goals will contribute.

Review

Complete this column at the end of each lesson. In the majority of cases you will achieve the weekly goals, but sometimes things do not go to plan and you are unable to achieve everything you set out to do. This may have been unavoidable but you will need to forward plan in the event of not meeting your goals. How will you adapt the next lesson to take account of this? You might also want to add notes for yourself to inform your next cycle of planning. Very often we forget what worked well and what didn't if we don't record it at the time. Use the Review column to note your ideas as they occur to you.

Session Plan – Guidance Notes for Completion

Aims and Group Learning Goals

State your Aims and appropriate Group Learning Goals for the Session.

Individual Learning Goals / Individual Learner Activity

From your Initial Assessment you will be aware of learning goals that individuals have recorded or discussed with you. Where appropriate, record on the Session Plan details of any individual learning goals that you intend to cover in the session and how you plan to address them. For Family Joint Programmes you should identify learning goals for the Adult Session and the Joint Session.

Timing

Divide the lesson into various aspects to reflect changes in activity and consider the time needed to complete each part. Allow for some flexibility.

Tutor / Learner Activity

At each stage of the session describe what you and the learners will be doing.

Differentiation (including skills for life)

You are provided with the opportunity to plan tutor and learner activities to ensure that initial assessment of Skills for Life is included and that, once learners' needs are identified, appropriate teaching and learning activities are incorporated into sessions to ensure that learners can progress in appropriate areas.

Curriculum Reference

For FLLN programmes include the Adult Core Curricula references alongside the Activities, indicating the elements to which the learning goals will contribute.

Assessment

How will you know whether learning has taken place? eg observation of skills, checklist, quiz, test, homework task.

Resources

What do you need to support the lesson? Do you need to prepare a handout/demonstration piece etc? Do you need to reserve the use of a data projector, DVD or other equipment? Any photocopying required? – Remember to give prior notice to the Centre if so.

Health and Safety Factors

Are there any particular factors you should consider and remind learners about? Are you using new or unfamiliar equipment?

Evaluation

How well did learners achieve the learning outcomes? Comment on any other aspects of the lesson that went well or could be improved. Is any follow-up action required or do you need to inform your Centre Manager about any aspect of the provision, in particular any health and safety issues?

Part Two – Recording Learner Progress and Achievement

It is essential that you keep records of individual learner progress and achievement throughout the course. This may be carried out and recorded in a number of ways and guidance is included in this Tutor Pack (see The Teaching Cycle in Section Two). The following table gives a summary of the stages of Assessment, the reasons for carrying out assessment activities and some suggested ways in which this can be done.

WHAT?	WHY?	HOW?
Initial assessment (may take place before the course or in the first session(s))	<ul style="list-style-type: none"> ▪ To establish learner starting point ▪ To allow learners to ensure the course will meet their needs and to introduce some of the skills and knowledge they will need ▪ To help you decide whether the course is suitable for the learner ▪ To encourage learners to identify his/her own needs ▪ To help you develop and modify the course to meet learner needs ▪ To introduce learners to the assessment process 	Methods could include: <ul style="list-style-type: none"> ▪ Discussion ▪ Self-Assessment Checklist ▪ Question and Answer ▪ Test <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">You may wish to complete the good practice checklist on initial assessment in Section 5 (Supporting Learners)</p> </div>
On Course Assessment	<ul style="list-style-type: none"> ▪ To discover what knowledge and skills the learners have acquired ▪ To plan the next steps ▪ To give feedback and encouragement to learners ▪ To help you modify the course and ensure suitably challenging objectives for each learner ▪ To help learners to identify what they have learned and what they want to learn next 	Methods could include: <ul style="list-style-type: none"> ▪ Tutor Observation ▪ Assignments ▪ Learner files/journals ▪ Videos/audiotapes ▪ Games ▪ Worksheets ▪ Tests ▪ Role Play ▪ Practical activity
End of Course Assessment	<ul style="list-style-type: none"> ▪ To recognise learner achievement and change in level of skill, knowledge, attitude ▪ To justify award of qualification and/or celebrate achievement ▪ To guide towards next steps 	As above plus: <ul style="list-style-type: none"> ▪ Completed learner files/portfolio ▪ Test/Final Assignment ▪ Practical activity/exhibition/performance ▪ Self-assessment checklists

Tutors should keep records of assessment activities as well as records of individual learners' progress and achievement

Documentation for Recording Progress and Achievement

Individual Learning Plan (ILP)

These forms provide opportunities for learners and tutors to plan and record learners' progress and achievement and record tutor feedback to the learner on a regular basis.

You should provide an Individual Plan; offer learners opportunities during the course to review and discuss their progress; and ensure that you and the learner have recorded outcomes and dated and signed the form.

Individual Learning Plan – Guidance Notes for Completion

The following summarises the key stages that you will move through with your learners from initial assessment to recording learners' progression. You should ensure that you record the outcomes from each of the Stages shown below:

Stage 1

Record learning goals as negotiated with the group or with individual learners. If appropriate, group learning goals could be incorporated into the ILP before it is issued to learners: these are likely to be the ones on the Programme Information Leaflet and Scheme of Work.

Stage 2

Initial assessment may be carried out in various ways. If this is conducted as a group exercise, learners could record this on the form, noting individual goals, preferences and other comments. If learners are assessed on a one-to-one basis, you may wish to record this process on the form. Following initial assessment learners may wish to add their own learning goals.

Stage 3

During the course, learners should be given the opportunity to reflect on their progress by referring to their form and reviewing their original goals. Some learners may wish to add new goals or revise some of the original ones. Offer as much support as you can to learners to identify their learning and record the achievement of learning goals by initialling and dating the form.

Stage 4

At the end of the course, encourage learners to reflect on the course and what they have learned. It is a way of collecting data that is not captured on the evaluation form and a chance to record 'soft outcomes' eg increase in confidence, improved self-esteem and more involvement with the community. This information will be very useful to you in evaluating your course and planning future provision.

Stage 5

Please ensure, where appropriate, that you record progression information, recording suggestions made to learners about their next stages and any decisions they have made for future study.

Parent profile

The Parent Profile has been developed as a tool for tutors to measure gains in confidence, personal development, literacy and numeracy and to promote assessment through observation as well as other methods. The profile should be shared with learners so that they can be involved in their own learning and will provide a record for the tutor and the learner.

The profile needs to be used as an holistic method of assessment that will help the tutor to build up an accurate picture of individual learners and their needs over a period of time. This will enable tutors to use assessment to inform planning.

There are four sections in loose-leaf format:

- Individual Learning Plan
- Me and My Child
- Literacy
- Numeracy

Tutors can choose which sections they want to include for their particular programmes. Page numbers in the literacy and numeracy sections refer to pages in the Adult Core-Curricula.

Tutor Record of Learner Progress

This form provides opportunities for you to summarise learners' progress and achievement and to maintain a record of learners' successful participation in your course.

You should keep a record for each course you teach and ensure that you have recorded achievement and the award of Adult or Family Learning Certificates to learners who have successfully completed the course.

You should also ensure that you have recorded learners' achievement on your register or record of attendance.

Group and Individual Learning Goals - Guidance Notes for Completion

Use the numbered boxes 1-5 to record the group's Learning Goals and boxes 6-8 to record any individually negotiated Learning Goals. During the course insert the date in the appropriate box as each learner achieves the intended learning goals. If a learner does not achieve a learning goal during the course, leave the box blank. If a learning goal does not apply to a particular learner, insert N/A in the appropriate box.

Recording of Learner Achievement

At the end of each course indicate the level of achievement for each learner on the programme as follows:

- 1** = The learner has achieved all of the learning outcomes
- 2** = The learner has achieved some of the learning outcomes
- 3** = The learner has not achieved any of the learning outcomes
- X** = The learner's attendance or participation was insufficient to make an assessment

You should arrange for Adult or Family Learning Certificates to be issued to learners who have successfully participated in the programme ie for those learners who have achieved 1 & 2 above.

Assessment Briefing Sheet

This form provides a record of Assessment Tasks for learners, with opportunities for learner self-assessment and assessor feedback.

You may wish to use this form to document assessment tasks throughout a course. This is particularly useful for **accredited courses** to provide a record for internal verification purposes.

Tutor Record of Assessment Activities

This form provides a format for tutors to plan and record assessment activities to ensure opportunities are available to all learners to achieve group and individual learning goals during the course.

This form is particularly useful for **accredited courses** and will provide a record for internal verification purposes.

Learner Record of Achievement / Evidence Log

This form provides a format for learners to document evidence in a portfolio of evidence.

All learners on **accredited courses** should complete this form with clear referencing to evidence contained in the portfolio and assessor's signatures to verify evidence and achievement of learning outcomes.

Documents for Recording Learners' Personal Development

During the course you may wish to record learners' personal development and/or unintended outcomes (sometimes known as 'soft outcomes'). This may be particularly useful for Family Learning tutors or within First Steps or Skills for Independent Living provision, where learners make small steps, which may be unanticipated, towards achieving longer term goals.

We have included two examples of documents that you could use or adapt to suit your learners:

Personal Development Assessment Record: learners may be asked to self-assess their levels in personal and learning skills. This form could be used at the start and towards the end of a course.

Tutor's Progress Record of Learners' Personal and Learning Skills: this form will provide evidence of informal gains you have noted in your learners.

In addition these achievements will be recorded by learners or tutors on ILPs or Learners' Records of Progress.

Personal Development Assessment Record

Learner's Name:

My current assessment of myself in the skills, abilities and qualities listed below is:

Reliability	Low	1	2	3	4	5	6	7	8	9	10	High
Communication Skills	Low	1	2	3	4	5	6	7	8	9	10	High
Memory	Low	1	2	3	4	5	6	7	8	9	10	High
Concentration	Low	1	2	3	4	5	6	7	8	9	10	High
Motivation	Low	1	2	3	4	5	6	7	8	9	10	High
Work Output	Low	1	2	3	4	5	6	7	8	9	10	High
Self Esteem	Low	1	2	3	4	5	6	7	8	9	10	High
Confidence	Low	1	2	3	4	5	6	7	8	9	10	High
Teamwork	Low	1	2	3	4	5	6	7	8	9	10	High
Problem Solving	Low	1	2	3	4	5	6	7	8	9	10	High
Organisational Skills	Low	1	2	3	4	5	6	7	8	9	10	High

Learner's Signature: Date:

Tutor's Progress Record of Learners' Personal Development

To be completed during or after sessions as appropriate

Record any changes in learners' behaviour that you notice during sessions, or that other people may have noticed. Eg more confidence, communicating with other staff or parents.

Give dates, details and initial the statement:

Record any positive comments that you have heard learners make about learning activities during or outside the class.

Give dates, details and initial the statement.

Make sure you give positive feedback to your learners on things you have observed or heard.

Part Three – Evaluation and Review

To ensure continuous improvement you should evaluate and review your teaching:

- after each session
- continuously during the course
- at the end of each course you have taught
- on an annual basis

Part of this process involves feedback from your learners and there is a range of methods that you may wish to employ to ensure every learner has the opportunity to provide feedback to you and to the Centre. (See Learner Evaluation in Section 2)

Documentation for Recording Evaluation and Review

Evaluation of Session (reverse of Session Plan):

Encourages you to evaluate **each session**, with particular reference to learners' achievement of learning outcomes. You should also record other aspects of your review, particularly where you need to take action to improve your practice.

You should complete Key Question 1 after every session taught and consider Key Questions 2 - 5 highlighted on the form throughout the course.

Learner Mid-Course Evaluation:

Where appropriate, (particularly for longer courses) the Learner Mid-Course evaluation should be used. This provides the opportunity for learners to comment on the programme and make suggestions for improvement.

If you choose not to use a form for shorter courses, you should ensure that all learners have the opportunity to provide feedback **during the course**.

Documents for Recording Learner Feedback at the end of a course:

- **Learner Evaluation (Family Programmes (FL/FLLN); Skills for Independent Living (1-3 plus SILL action plan); First Steps)**
- **Learner Course Evaluation (Personal and Community Development Learning - PCDL)**
- **Workshop enrolment and evaluation form**

One of these Feedback Forms (as appropriate) should be completed and returned by each learner at the **end of each course** to maintain a record of learner feedback.

You should ensure that each learner has received a copy of the feedback form and has the opportunity to complete it. Forms should be returned to the Centre Manager.

Tutor Course Evaluation:

The information you provide in the Tutor Course Evaluation will enable you to evaluate and reflect on your teaching at the **end of each course**.

You should complete this form at the end of each course you teach and return it to your Centre Manager or use it as the basis of discussion about the programme.

Tutor Feedback for Centres Self Assessment:

Your feedback to your Centre Manager will contribute to the Self-Assessment Report (SAR) which is made on each curriculum area at the end of the year and will contribute to improvements in the quality of provision. Your Centre Manager may request that you complete this form on **an annual basis**.

Part Four – General

Course Registers – How to complete

1. Registers should be marked in ink within thirty minutes of the recognised time of the start of the lesson. Any errors must be corrected in ink in another colour through the original entry so that the original and the corrected entries are decipherable.
2. The attendance of each learner should be marked by a stroke (**/**) and absences by a circle (**○**). Your Centre Manager may ask you to record planned absences, sickness or holidays in a specific way, so please follow any guidelines. You should ensure that you keep a note of any contact you have with learners who are absent from your course.
3. When you have marked the register, the total number of learners present should be entered at the foot of the column and the column initialled.
4. It is vital that all registers are marked each week at the start of the class. In the event of an emergency evacuation, you should take your register with you so that you are able to account for all your learners.
5. If a learner does not complete the course this should be indicated on the register and the date of withdrawal should be given.
6. Learners Level of Qualification

N	No formal qualifications yet
E	Entry level certificate E1, E2 or E3
1	GCSE (grades D-F); NVQ level 1
2	GCSE (5 grades A-C); O levels; NVQ level 2
O (letter)	Other below level 1
U	Other, unknown level

7. At the end of each course, you should record on the register whether each learner has achieved their intended learning outcomes.

Achievement should be recorded using the following scale

- 1** = The learner has achieved all of the learning outcomes
- 2** = The learner has achieved some of the learning outcomes
- 3** = The learner has not achieved any of the learning outcomes
- X** = The learner's attendance or participation was insufficient to make an assessment

8. Data recorded on the course register will be stored on the Management Information System, enabling us to analyse and report on attendance, retention and achievement data against our quality targets.
9. Please do not record learners' personal details (eg addresses, telephone numbers) on the register as it is important that confidentiality is maintained at all times.

Your Centre Manager will provide a Course Register for your use. A copy of a Course Register can be found in the [Quality Support Pack](#).

Tutor Record of Individual Learner Needs

It is important that you follow Centre guidelines on disclosure and confidentiality. Further information on the Disability Discrimination Act is contained in Section 5.

Individual Learning Needs

After initial assessment you will be able to make a note of any specific individual learning needs of which you have been made aware, particularly if you have needed to make requests for additional funding or other resources.

These learning needs may be recorded on the Individual Learning Plan. You may also wish to keep a separate record for future reference to ensure that the appropriate action is taken.

A Tutor Record of Individual Learner Needs pro-forma is included overleaf for this purpose.

Other Specific Needs

Learners may advise you of other needs eg access requirements, which should be recorded on this form. You may need to refer to your Centre Manager for support or assistance.

Action Taken

Keep a brief note of action taken to address the learners' needs. You may need to refer to other documentation (eg confidential notes or memos) where you have recorded action taken.

Date of Review

Ensure that you record the date of which you will review the learners' needs and that you build this into your Scheme of Work.

Your Course File Checklist

You are expected to keep records of planning, delivery and assessment within a Course File, for each course you teach. It should be kept up-to-date and be available at every session you deliver. Guidance is included in this Tutor Handbook and pro-formas are included in the [Quality Support Pack](#) a hard copy of which is held by your Centre Manager. Centre Managers carry out regular audits of Course Files throughout the year as part of the quality monitoring role to ensure that Course File(s) meet the quality requirements. Course Files are used by Ofsted Inspectors to inform judgements about the quality of provision, so it is important that your good practice is recorded and kept up-to-date.

Your Course File should contain:

Items:	✓
Course Information Leaflet	
Learner Induction Checklist (signed by tutor)	
Marked Register	
Scheme of Work	
Session Plans with evaluations	
Individual or Group Learning Plans	
A record of initial assessment (including when appropriate a physical activity checklist) for each learner. Included on ILP	
Records of on-course learner progress and achievement. Included on ILP	
Learner Evaluations	
Tutor Course Evaluations	
Health and Safety Classroom / Activity Risk Assessment	

In addition to the above, tutors should record details of contact with absent learners on the Course Register.

- Your Centre Manager will advise you on the maintenance and storage of your Course File.
- Course Files must be made available to observers of teaching and learning; Centre staff during classroom support visits; and at other times as required.

SECTION 4

ACCREDITATION

Accredited Programmes

All tutors of accredited programmes should ensure that the programme is delivered within the requirements of the awarding body. In general this means that tutors should ensure that:

- assessment is carried out within scheme guidelines
- sufficient records of assessment are kept, including copies of feedback sheets given to learners and retained within awarding body requirements
- all evidence is valid, sufficient, recent and authentic
- learners keep valid evidence for portfolio-based accreditation
- learners are prepared for any tests or exams and are aware of any regulations, which apply to the exam or award
- learners are provided with appropriate support: for many it might be their first experience of accreditation since leaving school
- learners receive the appropriate additional support they are entitled to
- up-to-date copies of the relevant syllabus/scheme details, handbook support material and past papers issued by the exam board etc are used
- learners are registered for the award and/or entered for examinations correctly
- learners are informed in good time to allow them to make the arrangements necessary to ensure attendance for exams
- moderation/internal/external verification procedures are applied
- learners are aware of the policy on appeals against assessment decisions and know who to speak to about any concerns

Your Centre Manager is there to support you in these responsibilities and will ensure you are made aware of procedures and have access to essential documentation.

NCFE Investing in Quality Licence

The Hampshire Learning has gained NCFE's Investing in Quality (IIQ) Licence. NCFE is a national awarding body and by holding the IIQ licence, Hampshire Learning is able to give formal recognition to Centres' Programmes of Learning. The Licence has two parts: Part A applies to Centre provision which may result in the award of Certificates of Attendance, Completion or Participation; Part B applies to centre provision which may result in the award of Certificates of Achievement.

For all programmes delivered under the IIQ licence, Centres must satisfy the requirements of the IIQ Standard contained in the IIQ Quality Statements overleaf. The Standard is mapped against the Common Inspection Framework. The systems and procedures in place within Hampshire Learning's Quality Assurance Framework will provide the necessary evidence for IIQ.

Part A Programmes

Programmes offered under Part A should have clearly stated programme aims and group objectives. Opportunities for progression should be clearly identified. Programmes should satisfy the requirements of Quality Statements 1 – 5. Learners who have completed Programmes that meet these requirements will be awarded an Adult or Family Learning Certificate.

Part B Programmes

Part B of the IIQ Licence offers Centres the opportunity to develop provision, which identifies and accredits individual achievement of Learning Outcomes at a specified level. Centres wishing to accredit programmes should notify Hampshire Learning by completing the Accredited Programme Proposal and an Accredited Programme Outline. Hampshire Learning will offer support in developing accredited programmes to meet local needs. Programmes offered under Part B must satisfy the requirements set out in Quality Statements 1 – 6. They should have clearly stated Learning Outcomes relating to skills and knowledge as well as defined assessment criteria and methods.

Full details of IIQ accreditation and a copy of the NCFE Investing in Quality Licence Handbook are available from your Centre Manager or from Hampshire Learning on request.

NCFE Investing in Quality Licence – Quality Statements

FOR PART A PROGRAMMES:

Quality Statement 1	Centres show evidence of: Working towards and/or maintaining high levels of retention; high levels of completion; high levels of achievement. Centres also provide learners with appropriate progression opportunities.
Quality Statement 2	Centres offer equality of access to learning opportunities, are responsive to the needs of individuals, businesses and communities and are responsive to the diverse needs of learners.
Quality Statement 3	Centres ensure programmes are delivered and, as appropriate, assessed by competent and appropriately-qualified staff.
Quality Statement 4	Centres provide learners with a safe, healthy and supportive environment.
Quality Statement 5	Centres must provide effective leadership and management of quality and curriculum/training development.

IN ADDITION, FOR PART B PROGRAMMES, THE FOLLOWING MUST BE SATISFIED:

Quality Statement 6	<p>Where a centre seeks Certificates of Achievement for Programmes within IIQ, additional performance criteria must be met in support of Quality Statements 1 – 5.</p> <p>These are:</p> <ul style="list-style-type: none">• The programme’s learning outcomes will have defined assessment criteria/methods, which are fit for purpose and are regularly reviewed• The Centre must have adequate assessment and internal verification procedures• Achievement data must be retained for current programmes and for at least 12 months after completion of the programme
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The structure of the NQF

Each accredited qualification has an NQF level. If qualifications share the same level this means that they are broadly similar in terms of the demand they place on the learner. However, qualifications at the same level can still be very different in terms of content and duration.

The following extract shows a selection of individual qualifications and how they appear in the current NQF from entry to level 3.

National Qualifications Framework (NQF)
3 Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels
2 Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C
1 Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G
Entry Entry Level Certificate in Adult Literacy

SECTION 5

SUPPORTING LEARNERS

Learner Entitlement

Hampshire County Council welcomes and values all learners and seeks to provide learning opportunities that are relevant and meaningful. We also aim to ensure that:

Before your course starts, you have information on:

- Start date, times, number of weeks, fees and costs, location
- Level of course – e.g. beginners level
- What the course will cover
- Whether any previous knowledge is required
- Any necessary preparation prior to the start of the course
- Any materials you will need to provide
- An opportunity, in confidence if you prefer, to discuss additional support you may need to support your learning

At the first session, you have information on:

- The qualifications / experience of tutor
- The learning and teaching methods that will be used
- How your progress will be monitored
- Relevant health and safety issues
- Compliments / complaints procedures
- Arrangements for learning support, if required
- Help to access your course if you have a disability or learning difficulty

During your course you will be invited to:

- Take part in a regular review of your progress
- Be asked how you think your course might be developed and improved to help you and other learners

At the end of your course you will have the opportunity to provide feedback.

Support for Learners

As a Hampshire Learning tutor you will be aware of the diverse needs of your learners and the strategies you will need to employ to ensure that all needs are addressed so that your learners can achieve their goals. Some learners may not have studied since leaving school. They may lack confidence and need help in learning how to approach learning again. It is important to be sensitive to the needs of all your learners and to ensure that effective initial assessment is carried out.

Some learners may have specific learning difficulties and/or disabilities, including essential skills needs.

It is important that you feel equipped to deal with any situation that is presented to you and to know where to go for additional help.

Listed below are some of the issues that may arise. If you need guidance or advice about how to deal with your learners' support requirements please discuss the matter with your Centre Manager or a Hampshire Learning Quality and Curriculum Development Officer.

- Learners who need information, advice and guidance
- Learning support for learners who need additional help to achieve their learning goals
- Support in literacy/language/numeracy for learners with essential skills or ESOL needs
- Learners who need help because of a disability and/or learning difficulty

A checklist is included overleaf for you to assess your practice in initial assessment of learners. If you feel you could benefit from inclusive learning training, to help you in supporting learners' specific needs, ask your Centre Manager for details of staff development opportunities.

A pro-forma is included in Section 3 for you to record individual learners' needs. You will need to understand and maintain confidentiality to ensure you record details in an appropriate way.

You must also be aware of the requirements of the Disability Discrimination Act Part Four, which is explained in detail on the following pages.

Improving initial Assessment: A good practice checklist for tutors

Use this Checklist to record strengths and areas for development. Indicate with a \surd in the appropriate box:

A - Well developed practice

B - Some strengths but needs further development

C - Not in place and needs development work

D - Not considered appropriate for my learners at this stage

	A	B	C	D
Learners have a clear understanding of the purpose of initial assessment				
Information from earlier experiences of learning is sought and used				
Learners are invited to assess their interests, skills, ability and potential				
Learners' essential skills competence is assessed and these assessments inform learning plans and programmes				
Assessment tools and tasks that are used help to provide a clearer understanding of learners' needs				
Activities are used to identify learning styles and preferences				
Learners receive feedback from initial assessment				
Outcomes are discussed with the learner to inform the learning programme and agree any support requirements				
Learners and tutors jointly record outcomes from Initial Assessment in an agreed format eg ILP				

Implementing the requirements of the Disability Discrimination Act - Part 4

Guidelines for Tutors

Providers now have a duty to make sure that they do not treat learners with a disability 'less favourably', because of their disability, and to make 'reasonable adjustments' so that learners with a disability are not placed at a substantial disadvantage in comparison with a learner who is not disabled.

Who is covered under the definition of 'disability'?

A person who has a physical or mental impairment, which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be adverse, substantial (ie not trivial) and long term (lasting or expected to last at least 12 months).

Normal day to day activities can include

- mobility
- manual dexterity
- physical coordination
- speech
- hearing
- vision
- memory
- concentration
- ability to understand

How we ask learners if they have a disability is important. Many learners who are covered by the Act may not see themselves as having a 'disability' yet recognize that they have requirements to support their learning.

Some learners may be covered by definition even if they don't see themselves as disabled.

What is covered by the DDA4?

The duties cover everything that is offered to or provided for learners or potential learners. This includes:

- Any enquiry, for example by telephone, during an open day visit
- The enrolment process, including telephone and postal enrolment
- Teaching and learning, including any informal or optional sessions
- Examinations and assessment
- Full time, part time, long and short courses, day or evening
- Distance learning and e-learning
- The physical environment
- Car parking
- Leisure, recreation, sports facilities
- Canteen

All staff in an organisation will therefore have a part to play in ensuring discrimination does not take place; staff in reception or in the canteen, for example, as well as tutors and centre managers.

This legislation is anticipatory. This means that you should not wait until a disabled person applies for your course or tries to use a service before thinking about what reasonable adjustments could be made. Being anticipatory is about being generally prepared to meet the needs of learners with a disability as well as making adjustments to meet the needs of individuals as and when they arise.

What if we did not know that a learner had a disability?

Lack of knowledge can be a defence, but only if a provider / Hampshire Learning can prove that it took 'reasonable steps' to find out about a person's disability. This means that you should be proactive in encouraging people to disclose a disability. You should ensure that learners have regular opportunities to disclose a disability, not just at the start of a course but regular opportunities throughout the course. Furthermore, you should explain the benefits of disclosure and how this information will be kept confidential.

It is important to remember that learners will feel more at ease about allowing tutors to know about their disability if there is an atmosphere and culture that is welcoming and supportive.

Under the legislation, once one person in an organisation knows about a learner's disability, the whole organisation is deemed to know. It is not up to a learner to ensure that all relevant staff are informed. This means that tutors should be clear on their responsibility to make adjustments and to share information about a learner's disability when this is necessary. **Information about a learner's disability can only be shared if the learner's written consent has been obtained. Your Centre Manager will be able to advise you on the use of the Consent Form.**

A learner with a disability has the right to confidentiality about the nature or degree of their disability. Learners should be able to discuss their disability and its implications for their course in private, in a way that suits them. Besides preserving confidentiality, tutors will, of course, need to ensure that any adjustments required by a learner are made with sensitivity and that they are made as discreetly as possible and in ways that attract as little attention as is possible. In some instances this might mean that reasonable adjustments have to be provided in an alternative way in order to ensure confidentiality.

Top Tips

- Ask learners what works best for them – they are the experts. They know their needs and abilities and have the experience to contribute to the identification of appropriate adjustments you can make
- Reflect on your own practice or the practice of your Centre. The Self-Assessment checklist overleaf will help you to do this
- Reflect on your own attitudes. Attitudes such as pity, patronisation, irritation or embarrassment can cause discrimination
- Don't make assumptions – remember that any learner can have a hidden impairment
- Remember that making adjustments for learners with a disability and/or learning difficulty often improves the experience of ALL learners
- Protect the learner's right to confidentiality at all times.

A good practice checklist for tutors for self assessment of equality of opportunity for learners with disabilities and/or learning difficulties

Each tutor should complete the checklist on an individual basis. The checklist is designed to help you reflect on teaching practice and self-evaluate in order to support continuous improvement. For each statement, reflect upon your own knowledge, skills, experience and practice and tick the most appropriate box on the scale provided.

The scale is intended as an aid to individual reflection. It is not intended as a definitive self assessment grade on performance.

A small space is provided next to each statement to allow you to make a brief note of the evidence, which supports your individual judgement. Having worked through each statement, identify what you think are your key strengths and weaknesses and what priority actions you need to make to ensure strengths are built upon and weaknesses are addressed. You should also use the outcomes of this exercise to inform team self assessment and action planning.

	Excellent	Good	Satisfactory	Poor	Very poor / Not at all
1. I make use of a range of teaching styles that meet the requirements of individual learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
2. I regularly ensure that teaching is differentiated so that the needs of individual learners are met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
3. I enable learners with a disability and/or learning difficulty to participate fully in learning activities, including learners with speech, hearing, vision impairments, learners with mobility difficulties (including arthritis, back problems) and learners with learning difficulties eg dyslexia, dyscalculia, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
4. I give learners opportunities to try different methods of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					

5. I regularly review and inform learners of their individual progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
6 I use a variety of assessment methods (formal and informal) to respond to the range of different needs, aptitudes and prior learning experiences of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
7. I ensure learners are made aware of additional support and discuss any additional support requirements during induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
8. I regularly review any adjustments / additional support during the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
9. I identify an individual learning plan for each learner to help gather information about a learner's knowledge and experience and any additional learning requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
10. I access additional learning support for learners with disabilities and/or learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
11. I provide an opportunity for learners to disclose a disability and/or learning difficulty (in confidence if requested) on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					
12. Course materials and handouts are available electronically so that different formats can be produced or materials are available in advance, if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence</i>					

13. I ensure that I keep up to date on current and good practice by attending training on issues such as disability awareness, learning styles, adaptations and adjustments to teaching and learning for learners with disabilities and/or learning difficulties	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Evidence</i>	
14. I ask learners with a disability and/or learning difficulty what adjustments I can make to best support their learning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Evidence</i>	
15. I respect the rights of a learner to confidentiality and I discuss issues / adjustments with learners with a disability and/or learning difficulty in a sensitive and discreet manner	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Evidence</i>	
16. I provide regular opportunities for learners to discuss the ways in which they learn best	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Evidence</i>	

Key Strengths	Key weaknesses

Priority Actions

Support for Learners with Disabilities and/or Learning Difficulties

Introduction

Hampshire County Council welcomes learners with disabilities (physical and/or sensory), learning difficulties, medical conditions and those recovering from mental health difficulties. We recognise that some of these learners and potential learners may experience difficulties and would benefit from additional support to fully access their chosen course.

We make every effort to respond flexibly to meet individual needs. We recognise that those with learning difficulties and/or disabilities have the same rights of access to education and training as all other people in the community.

This statement is written to provide information on our courses and the support that is available. We have tried to make it as useful as possible and we value your suggestions on how we might further improve our efforts.

You will find the following in this statement:

- an explanation of our commitment to you
- how we can help you if you are a disabled person or if you have an additional support requirement
- the names of people you can contact for further information

We aim to provide an accessible and inclusive learning environment where you feel encouraged, valued and welcomed. We want our learning opportunities to be relevant and meaningful for all learners, including learners with learning difficulties and/or disabilities.

How do I find information about a course?

Hampshire County Council provides its adult learning through Hampshire Learning. Courses may be offered in schools, community centres, church halls and other buildings. Altogether there are 50 different centres across Hampshire, each with a Centre Manager who will be able to provide information about the courses.

You can also find out about our courses from:

- your local library
- Hampshire County Council information centres (telephone 0800 028 0888)
- Hampshire Learning web pages www.hants.gov.uk/hampshire-learning

Our commitment to you

We aim to provide accessible, high-quality, locally-delivered learning opportunities in a friendly and supportive way. We will work with our providers and our learners to remove all 'barriers' or 'potential barriers' to participation in learning to ensure that:

- publicity and information materials are accessible in terms of language, format and distribution

- advice and guidance is available to discuss your specific requirements
- confidentiality is respected
- facilities are accessible, for example toilets and vending machines
- buildings are accessible including getting in and out of a building, moving around a building, entrances, pathways, assistance, reception, car parking etc
- the learning environment is accessible, for example room layout and furniture
- the learning works for you, for example the lesson is adapted to meet your individual needs and appropriate resources are available in the lesson to provide you with support
- you feel included and welcome
- all learners are treated with dignity and respect

We will also consult with you, as part of the learner feedback process, on how we might continuously improve the quality and accessibility of our provision.

How do I join a course?

You can enrol throughout the year, although you have the biggest choice of courses in September and at the start of each school term. You can join by visiting a centre in person, by post or over the telephone. You will be asked for some personal details and you will be invited to say if you have a learning difficulty and/or disability. Ask if you think you might need some additional support or if you think it would be helpful if your tutor makes an adjustment to practice in the classroom. A tutor or other member of staff will discuss this with you.

What support is available?

Talk to staff at the centre about your disability, in confidence, and jointly consider what would be helpful for you on your chosen course.

This may include:

- changing a room to make access easier
- adapting learning materials to suit your needs (eg large print)
- producing learning materials in advance
- arranging for a member of staff to support you in class
- arranging for someone to interpret, read, sign or take notes for you
- special arrangements for examinations such as extra time
- specialist software for computer assisted learning

What about physical access?

Hampshire County Council uses many different building and physical access varies widely. Some buildings have lifts, accessible parking and accessible toilets. Many of the buildings we use have good access and we are committed to improving access where possible.

Where access is limited, the Centre Manager or other staff at the centre will discuss your concerns and make practical changes to help you within available resources. If the class you would like to join is not accessible to you, staff will do their best to relocate it or find an alternative centre.

What about costs?

Local centres decide how much it costs to join their courses. Some courses are free. If you are on benefit, or low income you may get help with course fees. You can ask about this at the centre offering the course that you want.

Respecting your right to confidentiality

In order to make adjustments or arrange additional support, we may need to let other staff know about your disability. We respect your right to confidentiality and assure you that the information that you allow us to pass onto others will be handled in a sensitive and discreet manner. We will ask your permission before we pass any information about your disability on to other staff.

Can I have a say?

We value the views of all our learners. If you would like your views to be heard, please contact Mr Beverley Jones, as below.

What if I want to make a complaint?

We try hard to make sure that you will be happy with our service. However, we need to know if things go wrong so that we can put them right for you and other students. If you have a complaint then please tell your course tutor or another member of staff at the centre. Most problems can be sorted out quickly but it helps if they know as soon as possible.

If you are still not satisfied, please ask at the centre to make a formal complaint. If you would like help in making a complaint, please ask a member of staff for support. If you still feel that something more could be done or if you feel unable to raise the issue with the centre then contact:

Head of Hampshire Learning
Recreation and Heritage Department
Mottisfont court
High Street, Winchester SO23 8ZF
Tel: 01962 847182

email bev.jones@hants.gov.uk

Who can I contact for further help and advice?

Sue Muldowney
Quality and Curriculum Development Officer
Phone: 01962 847120
Fax: 01962 820350
Email: sue.muldowney@hants.gov.uk

SECTION 6

TUTOR SUPPORT AND DEVELOPMENT

Tutor Entitlement

As a Hampshire Learning tutor in Hampshire, you can expect the following:

An appropriate induction	<ul style="list-style-type: none"> • A Tutor Induction Programme will be offered for all new tutors
Know what is expected of you	<ul style="list-style-type: none"> • The Tutor Handbook is updated annually, includes a copy of the tutor job description and sets out expectations of how tutors will fulfil their role
Information to support you in carrying out your role effectively	<ul style="list-style-type: none"> • Centre Managers will keep you informed of current developments in Hampshire Learning and will organise regular meetings for staff. • Centre Managers will meet with all tutors and work through the tutor start of year checklist Quality Support Pack at the start of a new academic year
Recognition of your contribution	<ul style="list-style-type: none"> • Tutors may request an annual personal review with a line manager
Support to enable you to carry out your role effectively	<ul style="list-style-type: none"> • Centre Managers offer support to all tutors • All tutors new to Hampshire Learning should be visited in the first 4 weeks of the course • Established tutors teaching a new programme for the first time should be visited in the first 6 weeks of the course • Tutors should have access to shared resources • Tutors should have an opportunity to be involved in programme development and planning • Tutors should have an opportunity to discuss accreditation issues
Training to develop the skills and understanding for changing roles	<ul style="list-style-type: none"> • Staff Development activities, designed to support tutors in the delivery of a changing curriculum to a wider range of learners, including the introduction of information learning technologies (ILT) are available through Hampshire Learning
Resources to enable you to do a good job	<ul style="list-style-type: none"> • Resources should be requested through your Centre Manager • Resource Centres for Family Learning have been set up around the county • Resources will be monitored through Teaching Observations and Class Visits • Hampshire Learning has a number of lap top computers for use by tutors in developing learning materials

Tutor Support

Support for tutors is available, in the first instance, from your Centre Manager who should be able to respond to any queries about your work. Hampshire Learning offers staff development to Tutors and issues a Staff Development Training Calendar at the start of the academic year. You are encouraged to apply for places on training events for tutors, which will give you the opportunity to continue your professional development and to share good practice with other tutors delivering Hampshire Learning programmes. Please discuss any application with your Centre Manager in the first instance.

Hampshire Learning's Quality and Curriculum Development Officers are able to offer support to you in developing the curriculum and implementing quality systems and may visit your class from time to time.

You are also invited to attend curriculum/cluster group meetings which aim to develop and share good practice.

Tutor Support Visits

Tutors who are teaching at a Centre for the first time, or are teaching a new course, should expect to receive a support visit during the first few weeks. Wherever possible, support visits will be made by your Centre Manager. A copy of the Tutor Support Visit Record is included in this handbook. You will be given a copy of the completed form to put into your Course File.

Please ensure that you have your Course File available at the start of a visit.

Do take the opportunity to think about whether there are issues you wish to raise with the member of staff who visits eg

- Are venue arrangements working smoothly?
- Are you having difficulties in supporting particular learners?
- Are you clear about Health and Safety arrangements on the site you are using?
- Are you sure about the administrative side of running the course?
- Have you all the documentation you need?
- Are you aware of awarding body requirements if you are teaching an accredited course?

Staff Development and Training

All tutors are expected to take part in staff training and development appropriate to their role. Staff development may involve a variety of activities, which may include attendance at centre meetings; Hampshire Learning staff development training events; open or distance learning including e-learning; and external courses.

Identifying Staff Development Needs

Staff development needs may arise from curriculum changes or the introduction of new courses and may also be identified through feedback from tutor support visits, teaching observations, team meetings, peer and self-assessment.

How to Apply for Staff Development

Hampshire Learning's Staff Development Programme is co-ordinated by Heather Zawada who can be contacted on 01962 846193 (Email heather.zawada@hants.gov.uk). A calendar of training events is published at the start of the academic year. In addition additional activities may be arranged during the year. If you wish to attend a staff development activity you should discuss this with your Centre Manager, complete the Staff Development Application Form, obtain your Centre Manager's signature on the form and return it to Hampshire Learning.

Evaluation of Staff Development

We need to know how effective staff development is so that we can make improvements where necessary. Staff participating in staff development training events will be asked to provide written feedback on staff development activities at the end of each event. You may also be asked to comment on the benefits of staff development activities undertaken some time after you have completed your training by completing a follow-up evaluation form. Please ensure that you return this form to Hampshire Learning within the timescale requested.

Initial Teacher Training Reforms

The new regulations and standards for teachers, tutors, instructors and trainers working in the further education sector.

“Nobody expects a doctor, accountant or lawyer to rely for decades solely on the knowledge, understanding and approach which was available at the time when they began their career.

Good professionals are engaged in a journey of self-improvement, always ready to reflect on their own practice in the light of other approaches and to contribute to the development of others by sharing their best practice and insights. They learn from what works. This is certainly true of our very best teachers and my aim is that it will be true of all teachers.”

David Blunkett

Professional Development: Support for teaching and Learning, DfEE, February 2000

What are the Reforms all about?

The Government has introduced important reforms to the training and qualifications of all teachers, trainers, lecturers and instructors with the expectation that the whole FE workforce will be fully qualified and professional by 2010.

The reforms came into force on 1st September 2007 and apply to the whole FE sector - including community learning and development, further education, offender learning and work based learning.

This booklet is intended as a guide to all tutors delivering teaching, training or instruction on LSC funded courses within Adult and Family Learning. (FLLN tutors will find subject specific information on the new Initial Teacher Training pathways for Skills for Life tutors at www.lluk.org)

Please read the information carefully as there are future implications in the reforms for ALL tutors in Adult and Family Learning. Please note this document provides a brief overview - you will find more information on the websites referred to throughout this booklet.

Please note: for the purpose of this leaflet

- the term TUTOR refers to anyone employed by Adult and Family Learning in the capacity of teacher, trainer, classroom assistant, learning assistant, lecturer, instructor or tutor.
- the term MANDATORY refers to regulations that are due to become law and apply to all teachers in the sector, not just those in Adult and Family Learning.

The Reforms

The reforms take **two** strands:

Revised teaching qualifications for new teachers, including the introduction of licensed practitioner status and differentiating between Full and Associate teaching roles

Remaining in good standing as a teaching professional, including a mandatory CPD requirement for all teachers

The New Roles

LLUK has identified two distinct yet complementary teacher roles - Full Teachers and Associate Teachers. Thus the reformed Initial Teacher Training (ITT) pathways will see all teachers, trainers, lecturers and instructors working toward either Associate Teacher, Learning and Skills (ATLS) status or Qualified Teacher, Learning and Skills (QTLS) status.

Full Teacher: This is a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.

Associate Teacher: This is a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.

The New Qualifications

Preparing to Teach Award (PTLLS)

All new entrants to teaching in the learning and skills sector will have to complete the PTLLS within one year of initial employment. This Preparing to Teach Award (PTLLS) is designed to support those embarking on teaching careers within the Learning and Skills sector and will form the early part of the initial teacher training.

Certificates and Diploma (CTLLS and DTLLS)

Teachers will then progress to either the Certificate in Teaching (**only for those in an Associate Teacher role**) or the Diploma in Teaching for those undertaking the Full Teacher role.

Those completing the teaching qualification will be regarded as Qualified Teachers. They will not be regarded as licensed until they have successfully completed the additional requirements of professional formation (see below).

Licensed Practitioners

It is intended that by 2010 all existing teachers without a recognised teaching qualification will become qualified by either gaining recognition for an existing qualification or by undertaking the new qualifications and consequently becoming Licensed Practitioners. It is not a requirement for currently Qualified Teachers within the sector to become Licensed Practitioners. However, it is the intention of the DfES that this should become the benchmark for the Learning and Skills sector and therefore that existing teachers will opt to become licensed.

'**Licensed Practitioner**' will be conferred by the Institute for Learning after **professional formation**. The process of becoming Licensed Practitioners will be confirmed by Institute for Learning and be available from September 2008. The licence will be annually renewable, including a CPD obligation, and can be withdrawn or suspended by Institute for Learning subject to the outcome of an investigation of alleged misconduct.

How Will these Reforms affect Adult and Family Learning Tutors?

New Staff: All teachers new to the sector after 1 September 2007 will be required to gain one of the new teaching qualifications and progress to licensed practitioner status within five years. **PTLLS must be completed within the first twelve months of employment.**

Existing Staff: The new requirements for initial teacher training qualifications, including progression to licensed practitioner only apply to new teachers after 1 September 2007. Existing staff will not be required by regulations (by law) to gain any additional qualifications or become licensed, however, employers and funding bodies, such as the LSC, are entitled to make qualification a requirement of employment and this will affect teachers who began service after 1st September 2001.

Registration with the Institute for Learning

The Institute for Learning (IfL) is the professional body for the FE Sector. Registration with the IfL is the first step towards a Licence to Teach. It is the IfL that will confer ATLS/QTLS and the Licence to Teach.

All Adult and Family Learning tutors are required to register with the body (regardless of qualification) by September 2008. By doing so you will be signing up to the new professional standards. (This puts FE Teachers on a par with school teachers and doctors whose professional standards are maintained through compulsory membership of a professional body). The lynch pin of the Licence to Teach is that all FE tutors must make a commitment to yearly training and professional updating (CPD). CPD is mandatory.

Continuing Professional Development

All teachers, trainers, lecturers and instructors (including those working in the profession before 2001) will be required to fulfill at least 30 hours of continuing professional development (CPD) each year, with reduced amounts for those on sessional, fractional or part-time contracts.

It will be mandatory for ALL tutors to carry out CPD at a minimum of 6 hours per academic year and these 6 hours will include training opportunities offered by Adult and Family Learning and centres. CPD has to be recorded and must be available for inspection by your employer(s) and the IfL.

All tutors should consider activities that will help update subject knowledge or improve teaching skills, over and above those provided by Adult and Family Learning and centres. All tutors should have a look at the IfL website where there is an online portal for the management and recording of CPD.

Professional Recognition

Institute for Learning and SVUK are working together to develop a scheme whereby those who possess a teaching qualification, stage/unit or overseas qualifications will be able to claim credit for this towards licensed practitioner status on an individual basis. This will also allow a teacher's experience to be taken into account, meaning that those without any teaching qualification could gain QTLS based upon their teaching experience. This scheme is being developed to ensure rigour, robustness and fairness.

What should I do now?

- Don't panic!
- Look at the information provided by IfL and LLUK on their websites:
www.lluk.org/ittreforms/teachers.htm
www.ifl.ac.uk
- Check any teaching qualifications you may have with LLUK's tariff and remember that **Professional Recognition** will be a useful option towards a Licence to Practise for experienced practitioners (details available soon) if you are unqualified, or part qualified.
- Attend training opportunities: Adult and Family Learning will be running information, support and training sessions for tutors. There will be opportunities to discuss individual concerns.

Look at the table on the next page to see which of the new regulations apply to you.

	New teacher (1st Sept 07)	Teacher after 2001	Tutor before 2001
Registration with IfL	Mandatory for LSC funded tutors Deadline - March 2008	Mandatory for LSC funded tutors Deadline - March 2008	Mandatory for LSC funded tutors Deadline - March 2008
CPD	Mandatory. Between 6 and 30 hours per year (pro rata). See IfL CPD portal.	Mandatory. Between 6 and 30 hours per year (pro rata). See IfL CPD portal.	Mandatory. Between 6 and 30 hours per year (pro rata). See IfL CPD portal.
Training	Mandatory PTLLS within 1 year, CTLTS or DTLTS within 3 years, leading to ATLS or QTLS status as appropriate to role.	Mandatory Check qualification status via LLUK Work towards licence to teach via ATLS or QTLS and/or APL/Professional Recognition to qualify by 2010.	Optional Check qualification status and consider working towards Licence to Teach via ATLS or QTLS as CPD and APL/Professional Recognition to qualify by 2010
Licence to Practise	Conferred by IfL After process of Professional formation.	Conferred by IfL After process of Professional formation.	Conferred by IfL After process of Professional formation.

*Whilst gaining QTLS and Licence to Teach are 'optional' for teachers who commenced employment before September 1st 2001, the LSC expects its providers to employ **qualified** staff. The new qualifications are intended to train teachers to manage the new learning challenges (including Individual Learning Plans and embedding Skills for Life) and for that purpose they will equip tutors better to deal with these new challenges .*

Acronym	Full Title	Definition
	Hampshire Learning	HCC department responsible for the LSC (Learning Skills Council) funded Adult and Family Learning provision
ATLS	Associate Teacher, Learning and Skills	The term that describes the status of those qualified to practise as a teacher in the associate teaching role
CPD	Continuing Professional Development	Any activity undertaken for the purpose of updating knowledge of the subject taught or developing teaching skills
CTLLS	Certificate in Teaching in the Lifelong Learning Sector	The qualification for those who practise as a teacher in the associate role
DTLLS	Diploma in Teaching in the Lifelong Learning Sector	The qualification for those who practise as a teacher in the full teacher role
ITT	Initial Teacher Training	Collective term for qualification intended to train teachers
IfL	Institute for Learning	The professional body for teachers in the FE sector responsible for conferring licensed practitioner status
	Licensed Teacher	This is someone who has completed their professional formation to the satisfaction of Institute for Learning and is recognised as either an Associate Teacher Learning & Skills (ATLS) or a Qualified Teacher Learning and Skills (QTLS) depending upon the qualification.
LLUK	Lifelong Learning UK	The Sector Skills Council responsible for the development of standards and qualifications frameworks for teachers, tutors and trainers in the UK lifelong learning sector
LSC	Learning and Skills Council	The Learning and Skills Council is responsible for planning and funding high quality education and training for everyone in England other than those in universities.
PTLLS	Preparing to Teach in the Lifelong Learning Sector	The qualification that all new entrants to the profession from September 2007 must take.
QTLS	Qualified Teacher, Learning and Skills	The term that describes the status of those qualified to practise as a teacher in the full teacher role
	Qualified Teacher	This is someone who has completed a recognised teaching qualification. Qualification will be as either an Associate or a Full Teacher depending upon the qualification.
	Registered Teacher	This is someone working towards their teaching qualification or is in the process of getting their existing qualification and experience recognised through Institute for Learning and Standards Verification UK (SVUK).
SfL	Skills for Life	Literacy, numeracy and ESOL
SVUK	Standards Verification UK	Standards Verification UK is a subsidiary of Lifelong Learning UK.

Hampshire Learning

Application for Funding for Initial Teacher Training

Please complete ALL boxes

Tutor's name:	Courses being delivered:
Name of Centre:	
Tutor hours worked: (weekly)	Is this likely to change? If so, please give details:
Qualifications already held:	
Title of training course for which funding is requested:	
Venue and dates:	
Costs: <i>(please list tuition fees, examination fees, travelling costs separately)</i>	
Please read the notes on reimbursement of course costs and sign the declaration overleaf prior to submitting this application.	

Reimbursement of Course Costs

Where Hampshire Learning has agreed that the training is required and that training costs will be met, reimbursement of some or all of the following fees will apply:

- Course and tuition fees
- Awarding Body registration fees
- Reasonable travel costs in line with the County Council's policy on travel

In the event that you fail to complete your course of study or give notice to terminate employment as an adult learning tutor for Hampshire County Council within 12 months of the date of completing the course, there will be a requirement for reimbursement of course fees as follows:

- Failure to complete course of study: 100 % of costs
- Giving notice to leave Hampshire County Council within 12 months of obtaining the qualification – 100% of costs
- Giving notice to leave Hampshire County Council within 18 months of obtaining the qualification – 50% of costs
- Where an employee is retired on health grounds or made redundant, there will be no recovery of costs. In other exceptional circumstances, consideration will be given to waiving, in part or in total, the provisions of the paragraphs above

I have understood and agree to the above conditions relating to reimbursements of course costs.

Signed: Date
(Tutor)

I endorse the above application, and consider that this course will be of benefit to both the Centre and Hampshire Learning.

Signed: Date
(Centre Manager)

Skills for Life

Guidance for Tutors on Embedding Skills for Life

What are Skills For Life?

The national **Skills for Life** initiative aims to improve the **literacy, language and numeracy** skills of 2.25 million adults by 2010. Improving Skills for Life is seen as a springboard for many adult learners to progress to other learning and employment opportunities. The further education workforce is a key contributor to meeting these targets.

Hampshire Learning is funded to deliver dedicated Skills for Life courses through Family Literacy, Language and Numeracy (FLLN) programmes. In addition, **all tutors delivering Hampshire Learning programmes** can contribute to the national targets by **embedding** Skills for Life in their subject teaching.

Do all Hampshire Learning tutors have to teach literacy and numeracy?

No. Hampshire Learning tutors are not required to deliver lessons on Skills for Life but to identify ways where learning can take place within their subject area. This is **embedded learning** and it has proved to be a very effective way of improving a learner's outcomes:

“Fundamentally, learning literacy and numeracy in the context of a vocational (or recreational) subject has been seen to unlock intrinsic motivation and positively engage learners who may previously have had little confidence in their ability to learn. Embedding has led to successful learning, where basic skills have improved and, with the application of these skills within a practical context, so did achievement and success rates in vocational qualifications.”

Extract from Skills for Life Update Issue 22

How do I embed Skills for Life?

Teachers of ICT and Creative Writing, for example, can deliver learning that addresses literacy needs whilst meeting the learning goals of the course. Other subject areas may offer a less obvious means of delivering Skills for Life but there are ways - for example: an art teacher could improve language skills by extending the learners' vocabulary and use of subject specific terminology, with a glossary that is added to week by week. Handouts and resource material can be developed (perhaps even differentiated) so that they are accessible to all learners whilst offering support for Skills for Life learning.

Even if you teach a subject that you consider doesn't lend itself easily to embedding Skills for Life, you as a Hampshire Learning tutor may still be a learner's re-entry point into fruitful continuing education. Broad initial assessment is still important and this will help you support your learners through a process of progression into other courses including those that specialise in Skills for Life.

Do I have to embed ALL the Skills For Life?

A simple rule for identifying Skills for Life that might be applicable in your subject area is to ask yourself what Skills for Life do my learners need to do each activity or meet specific learning goals.

Thus numeracy may be appropriate where learners are required to cost or measure as part of their learning goals where a Creative Writing tutor would focus on literacy and language. It is important to remember that embedded skills for life are effective because they are contextual.

How do I know what my learners' Skills for Life needs are?

By paying special attention to initial assessment and consulting individual learners through the Individual Learning Planning process you should be aware of any specific literacy, language or numeracy needs. When planning each session you can then consider how you can help that learner achieve the learning goal whilst developing in an appropriate Skills for Life area.

I am very confident about teaching my own subject but what if I am worried about my ability to teach Skills for Life?

There will be opportunities, as part of the initiative to improve teaching practice across the further education sector, to address your own skills in this area and to improve skills in initial assessment, learning styles individual learning plans, for example through short courses. The new PTLSS qualification (Preparation to Teach in the Lifelong Learning Sector) addresses Skills for Life in particular and should boost a tutor's confidence in this area.

What do I need to do now?

The newly-published Quality Support Pack [Quality Support Pack](#) includes updated pro-formas for schemes of work and session plans which now make references to Skills for Life.

Scheme of Work: A new column headed '**Skills for Life input**' encourages you to consider the literacy, language or numeracy skills that learners will need if they are to achieve the learning goals for the course and to identify way of extending learners' skills in these areas. You will need to be sure they have carried out sufficient initial assessment so that you are aware of the skill level of each learner in the appropriate skills. There will be certain areas of the course where learners may need literacy, language or numeracy skills to complete some of the work eg numeracy skills to make calculations or literacy skills to carry out research. You will need to ensure your planning identifies these areas where Skills for Life will be needed and where skills can be developed. Your planning for initial assessment of learners' Skills for Life levels and input to meet learners' Skills for Life needs should be recorded on the Scheme of Work.

Session Plan: In the column entitled '**Differentiation (inc Skills for Life)**' you are provided with the opportunity to plan tutor and learner activities to ensure that initial assessment of Skills for Life is included and that, once learners' needs are identified, appropriate teaching and learning activities are incorporated into sessions to ensure that learners can progress in appropriate areas.

What help is available to me?

Hampshire Learning Quality and Curriculum Development Officers are happy to advise you on any aspects of the planning and delivery of your teaching and learning and will be keen to answer any questions you may have about embedding Skills for Life in your session. Contact details for further support are available through the Hampshire Learning website www.hants.gov.uk/hampshire-learning.

The Essential Skills Support Unit is able to offer training and support to organisations and individuals and tutors may wish to secure a place on a training programme. The ESSU issues a monthly newsletter containing information about current developments and training opportunities and Hampshire Learning will circulate dates of training to Centres when they are available.

The ESSU can be contacted via their website at www.essu.org.

For tutors of Family Literacy, Language and Numeracy, Adult Core Curricula Training is essential and Hampshire Learning will be able to provide this training or sign-post tutors to appropriate providers.

The following websites will keep you informed and up to date with current requirements as well providing information about the new teacher training qualifications:-

www.lluk.org/nrp/teachersofos/teachers_of_os.html

<http://www.dfes.gov.uk/readwriteplus/>

www.dfes.gov.uk/get-on

www.stickwithit.org.uk

www.sflip.org.uk

SECTION 7

QUALITY IMPROVEMENT

Quality Improvement Statement

The Quality Improvement Framework of Hampshire County Council's Hampshire Learning has been developed to ensure that the Hampshire Learning:

- embeds a culture of continuous quality improvement
- fulfils the aims of its Mission Statement – 'Securing Quality Learning'
- supports its strategic objectives
- contributes to the County Council's Corporate Strategy

Quality Improvement Framework

The Framework aims to:

- clarify and make explicit the Hampshire Learning's expectations of providers in delivering a wide range of quality learning opportunities
- take into account learners' needs, interests and skills development
- involve all staff at all levels in continuously seeking to improve the provision
- seek to ensure consistency of quality across the provider network
- take into account the quality requirements of funding, inspection and awarding bodies, including the Learning and Skills Council, Ofsted (previously the Adult Learning Inspectorate ALI), NCFE 'Investing in Quality' and other awarding bodies.

The Quality Improvement Framework consists of:

- Learner Handbook (including Learner Entitlement)
- LSC funding criteria
- Ofsted's quality standards - Common Inspection Framework
- Five outcomes of Every Child Matters
- Provider Contract (funding agreement)
- NCFE Investing in Quality (IIQ) Licence
- Quality Support Pack
- Self Assessment Guidance for Centre Managers
- Provider Review Process (see below)
- Support and Guidance (see below)
- Tutor Handbook
- Staff Development Programme
- NCFE IIQ Licence Handbook for Centre Managers and Tutors
- Quality Framework for the Observation of Teaching and Learning
- Good Practice Framework
- Learner Involvement Strategy

Support and Guidance

Support and guidance forms a key element of the contractual relationship between Hampshire Learning and providers. It is recognised as an essential component of the continuous quality improvement cycle and is fully integrated into the formal review process.

Provider Review Process

A quality monitoring visits will be carried out with providers annually to review progress against funding agreement targets and action plans. The review meetings are designed to:

- provide support and guidance
- identify areas for development and/or improvement
- inform staff development needs
- identify good practice
- encourage collaboration with other providers
- monitor performance data

Providers are encouraged to request additional visits or support at any time.

Common Inspection Framework

Introduction

The Common Inspection Framework meets the requirements of the Learning and Skills Act 2000. It sets out the principles applicable to the inspection of post-16 non-higher education and training carried out under Part III of the Act. Inspections are carried out by the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI).

It consists of:

- the common inspection schedule
- the procedures to be followed where the provision is inadequate
- the principles of inspection
- a code of conduct for inspectors
- a procedure for making complaints about inspection

Common Inspection Schedule

This schedule lists the questions inspectors must ask in every provider of education and training.

All inspections of settings, institutions or providers, except those making provision solely for adults, will contribute to the Joint Area Reviews which will be carried out in every local authority area in England over a three-year period. These reviews will evaluate the extent to which for each area the following five outcomes for children and young people are being met:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being

Each of the evaluation requirements listed below is numbered according to the outcome to which it refers. Most refer to enjoying and achieving, but all five outcomes are covered. In judging leadership and management and the overall effectiveness of providers of learning for children, inspectors will consider the contribution made to all five outcomes.

Achievement and Standards

Key Question 1

How well do learners achieve?

Inspectors should evaluate:

- learners' success in achieving challenging targets, including qualifications and learning goals, with trends over time, and any significant variations between groups of learners (3)
- the standards of learners' work in relation to their learning goals (3)
- learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners (3)
- the extent to which learners enjoy their work (3)

and, where appropriate:

- the acquisition of workplace skills (4,5)
- the development of skills which contribute to the social and economic well-being of the learner (2,4,5)
- the emotional development of learners (1)
- the behaviour of learners (1,2)
- the attendance of learners (2,3)
- the extent to which learners adopt safe practices and a healthy lifestyle (1,2,5)
- learners' spiritual, moral, social, and cultural development (3,4)
- whether learners make a positive contribution to the community (4)

The Quality of Provision

Key Question 2

How effective are teaching, training and learning?

Inspectors should evaluate:

- how well teaching and/or training and resources promote learning, address the full range of learners' needs and meet course or programme requirements (3,4)
- the suitability and rigour of assessment in planning and monitoring learners' progress (3)
- the identification of, and provision for, additional learning needs (3)

and, where appropriate:

- the involvement of parents and carers in their children's learning and development (3)

Key Question 3

How well do programmes and activities meet the needs and interests of learners?

Inspectors should evaluate:

- the extent to which programmes or activities match learners' aspirations and potential, building on prior attainment and experience (3,5)
- how far programmes or the curriculum meet external requirements and are responsive to local circumstances (4,5)

and, where appropriate:

- the extent to which employers' needs are met (5)
- the extent to which enrichment activities and/or extended services contribute to learners' enjoyment and achievement (3,4,5)
- the extent to which the provision contributes to the learners' capacity to stay safe and healthy (1,2)

Key Question 4

How well are learners guided and supported?

Inspectors should evaluate:

- the care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards (1,2,3)
- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression (3,5)

Leadership and Management

Key Question 5

How effective are leadership and management in raising achievement and supporting all learners?

Inspectors should evaluate:

- how effectively performance is monitored and improved through quality assurance and self-assessment
- how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care, education and training
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential
- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected
- the adequacy and suitability of specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money

and, where appropriate:

- how effectively links are made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and to promote well-being
- **how effectively governors and other supervisory boards discharge their responsibilities.**

Self-Assessment

What is the purpose of Self-Assessment?

Evidence of self-assessment is required by both the Learning and Skills Council (LSC) and Ofsted. Self-assessment should lead to judgements about the quality of provision for each Subject Sector Areas and is based on the five key questions outlined above.

The following table shows the Subject Sector Areas within which Hampshire Learning programmes are delivered:

Area 1	Health, public services and care
Area 6	Information and communication technology
Area 7	Retail and commercial enterprise
Area 8	Leisure, travel and tourism
Area 9	Arts, media and publishing
Area 12	Languages, literature and culture
Area 14	Preparation for life and work (includes FLLN & SILL)
	Family Learning

Self-assessment is a continuous process and Centre Managers are required to produce a Self-Assessment Report (SAR) against each of the Subject Sector Areas. They will need to identify strengths and weaknesses in the provision and to detail action that is planned to build upon strengths identified and to address areas in need of improvement and development. This action will form the basis of their Quality Improvement Plan. The Hampshire Learning's SAR and Quality Improvement Plan (QIP) will be informed by this process.

All staff in Centres should be aware of self-assessment and have opportunities to contribute to the process. The documentation referred to in Section 3 of this handbook will provide much of the evidence to support the Self-Assessment Report and you should ensure that your evaluation and feedback is comprehensive and is returned to your Centre Manager at appropriate times.

Inspection

What is the purpose of Inspection?

All inspections are carried out against the CIF, which identifies the three main functions of inspection as follows:

- To give an independent, public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed
- To help bring about improvement by identifying strengths and weaknesses and highlighting good and poor practice
- To keep the Secretary of State and the Learning and Skills Council informed about the quality and standards of education and training

Through inspection, learners receive information that enables them to make informed choices about learning programmes they might join. Inspection gives providers a rigorous external assessment of the strengths and weaknesses of their work.

In addition the CIF aims to promote a culture of self-assessment among providers, leading to continuous improvement or maintenance of very high quality and standards. Hampshire Learning's Self-Assessment Report will be used in planning the Inspection and as a factor in grading Quality Assurance and Leadership and Management.

Inspection is carried out against the Subject Sector Areas identified above.

General Inspection Information for Tutors

There will be further information and staff training at appropriate times for tutors on the subject of inspection but the following general points should be borne in mind:

- Inspectors observe as much teaching and learning as possible. When we are inspected, all tutors who are teaching during the period of inspection should expect to be observed
- An inspector will only usually observe a part of your teaching/learning session
- An inspector would expect you to hand over your Course File when s/he enters your teaching room
- The Tutor Course File is used as an important indicator of course quality; hence the importance of following the guidance in this handbook and keeping up to date at all times
- Inspectors do talk to learners – it is suggested that you talk to your learners beforehand about this. Your Centre Manager will advise you

One of the key issues Inspectors will wish to talk to learners about is the progress they are making, and they will be looking at the ways in which you assess learners and provide them with feedback on their progress. Ensure that your learners know what they wish to achieve (their learning goals) and the extent to which they are achieving, or have achieved them.

What does ‘Success’ look like?

Achievement and Standards:

- ✓ Achievement of qualifications and challenging goals and targets
- ✓ Visible progress of which learners are aware
- ✓ Positive impact of learning and achievement identified by learners
- ✓ Standards of work achieved
- ✓ Development of personal skills/attitudes relevant to lifelong learning – motivation, confidence, ability to work independently and with others
- ✓ Learners progress and move on

Quality of Education and Training:

- ✓ Effective teaching
- ✓ Well developed plans and schemes of work
- ✓ Teachers understand and address learners’ needs
- ✓ Thorough and effective initial assessment (and diagnostic assessment where appropriate)
- ✓ Good variety of teaching methods used
- ✓ Learners are challenged and inspired
- ✓ Learners receive constructive feedback for improvement
- ✓ Good quality materials which support equality of opportunity and recognise diversity
- ✓ Curriculum is responsive to cultural and community needs
- ✓ Progression opportunities are available and accessed
- ✓ Effective support for learners – information, advice and guidance, additional learning support (literacy, numeracy and language), support for learners with disabilities and/or learning difficulties
- ✓ Good quality and appropriate equipment
- ✓ Accommodation and learning environments which are conducive to learning achievement

Leadership and Management:

- ✓ The curriculum is well managed
- ✓ There is good communication between staff
- ✓ Good practice and expertise are identified and shared
- ✓ Staff receive appropriate induction and training
- ✓ Quality is assured
- ✓ Partnership working supports curriculum development to widen participation

Observation of Teaching and Learning

Information for Tutors

Introduction

This document is intended to help you to prepare for your teaching and learning observation. I hope that the following pages will give you all the information that you require. Should you have any questions that are not answered here, please contact your line manager.

The role of Hampshire Learning

The course which you teach is supported by Hampshire County Council's Hampshire Learning. Your class is supported by funds from the Learning and Skills Council (LSC) and is required to meet the quality standards of Ofsted (formerly Adult Learning Inspectorate (ALI) as set out in the Common Inspection Framework.

In order to assure the quality of Hampshire Learning's adult learning provision, and to strive to continually improve its quality, we carry out observations of teaching and learning on a regular basis.

The two principal reasons for the Teaching and Learning Observation process are:

- to support tutors and centre managers in developing and delivering courses that meet the needs of learners; and the quality of the courses we run; and
- to provide us with monitoring data to inform on-going quality improvement.

Additionally, the feedback, comments and resulting grades of the observation team enable us, in conjunction with your local centre, to produce an annual Self Assessment Report, which accurately describes the overall strengths and weaknesses both of Hampshire Learning as a whole and of the adult or family learning classes you deliver on the County Council's behalf.

Hampshire Learning aims to observe all courses once every two years, and to observe new tutors within the first two terms or six months of starting employment.

How your observation will be arranged

In almost every case, you will be observed by a trained observer from Hampshire Learning.

We have an agreed protocol for the observation programme and all observers are experienced in teaching and/or managing adult and community learning classes and have been trained as classroom observers.

Prior to an observation

- You will be contacted at least two weeks before the observation to confirm the details (date, time, course, venue, room).
- We suggest that you inform your learners that the session will, or may, be observed.
- Please advise your line manager as to whether the observer will need to be aware of any special circumstances, for example: will safety equipment/ clothing be required? Will the session be a field trip? Will a nude model be present in the case of an art class? Is it a women-only class? Are there any special sensitivities relating to learners or the overall class?

The observation

- The principal objective is to observe what learning is taking place and the impact this is having on people attending your class. Observers use the Common Inspection Framework as the basis for the judgements they make when visiting classes. Grades are awarded, for the whole learning experience, as follows:
 - 1 – Outstanding
 - 2 – Good
 - 3 – Satisfactory
 - 4 – Inadequate
- Observations will normally last between 45 minutes and an hour
- Please provide the observer with your course file, including course details, a scheme of work, session plan etc – see the Tutor Course File Checklist. The observer will want to see your marked class register
- You are also required to email a copy of your scheme of work to the observer at least two days prior to the observation and to provide an additional hard copy of your session plan at the start of the session
- The observer will take notes during the session
- The observer will want to talk to your learners for a few minutes, usually on a one-to-one basis whilst they are working on solo or small group activities. This should not cause major disruption to your planning and approach, but please try to structure the session, where possible, so that this is feasible, or arrange a suitable break
- The observer would prefer to sit where s/he can see both you and the learners. S/he may move around the room if the learners move around, move into groups or are involved in an activity
- Do not involve the observer in the session (ie don't plan for them to join in or help learners)

Feedback

- At the end of the visit, or at a suitable break in the class, if feasible, the observer will offer you brief feedback (away from your learners) based on the evidence s/he has gathered and the judgements s/he has made. If this is likely to be difficult, the observer may arrange to telephone you at an agreed time. You will not be given a grade, as all grades are subject to moderation
- Following your observation we would like you to take some time to reflect on the process and to complete an Observation of Teaching and Learning – Tutor Feedback form [Quality Support Pack](#), summarising your initial thoughts, and which you will share with you Centre Manager at your OTL review meeting

After the visit

- The observer will write up his/her report and send it to Hampshire Learning. This will contribute to the overall findings on the quality of teaching and learning

- Once the grade awarded for your class has been moderated, a copy of the report will be sent to your centre manager. You will be notified of the moderated observation grade and given feedback on the report, probably by your Centre Manager

Planning paperwork and documentation

Depending on the level and type of course you deliver, you should make sure that complete documentation is available for the observer to look at. A Course File checklist is available to help you with the key requirements.

What happens when a class is graded 4 - inadequate

For a variety of reasons, some of which are beyond the control of the tutor, observers may decide that what they have seen is unsatisfactory, and when this happens, they will give the class a grade 4.

Soon after the observation, you will receive detailed feedback from your Centre Manager – not from the observer – as to the reason for the unsatisfactory grade, and you will be given the opportunity to discuss and subsequently to implement measures to address the perceived weaknesses.

Once your Centre Manager and Hampshire Learning consider that there has been adequate time and support to make the required improvements, a further observation visit will be arranged. This will be carried out by a different observer.

In many cases, an improvement is noted and the class is re-classified as satisfactory or better. However, in the event of the class still being deemed inadequate, Hampshire Learning will discuss the issue with the local centre manager and further measures will be agreed to bring about improvements. This process is transparent and you will be kept informed at all times on what has been discussed. You will also be invited to contribute to decisions about remedial action, where appropriate.

It is vital to remember that it is the *quality of the learning experience*, and not you, the tutor, that is being graded. Though Grade 4 is awarded as a result of poor teaching or classroom management, other extraneous factors can also result in a poor grade. For example, a hard-working and conscientious tutor may be working in substandard, cold or noisy accommodation with inadequate resources. If the observer judges that these are having a sufficiently negative impact on the learners' experiences, or that there are serious health and safety concerns, they are required to award an inadequate grade.

Procedure for Disputes

If you do not agree with the observation findings and grade, you are entitled to make your case to your line manager, either verbally or in writing, within seven days of receiving your grading feedback. Based upon your comments, s/he may decide to seek further advice from Hampshire Learning and may ask you to write your concerns down if you have not already done so. Any concerns you have should be based on concrete evidence about what took place in your class on the day of the observation visit.

Please note that you will not be able to discuss your concerns with the observer in person – once they have visited a class and submitted a report and a grade, their responsibility passes to Hampshire Learning who will moderate the findings. [Policies and Strategies](#)

Depending on the nature of your dispute, Hampshire Learning will decide whether to re-observe your class. If it is satisfied that the original grade is correct, it may decide not to do this, unless the class was deemed inadequate (see above).

Any further challenge to the grading result from the second observation will not normally be permitted.

NB Further information about the Observation of Teaching and Learning and Good Classroom Practice is contained in your Tutor Handbook.

Observation of Teaching and Learning (OTL)

Underpinning Grading Standards

The following table provides guidance on key areas that may affect the grade awarded for a teaching and learning session following an observation carried out by a trained observer.

It is intended to be used as a working document which will be reviewed and updated by the observation team during standardisation meetings and as a result of external training and guidance. It is not intended that it will be used as a 'tick sheet' for observers to complete during or after a session as the basis for calculating an overall grade. Equally, there is no intention that this will be passed on to tutors as part of the preparatory documentation for an observed session.

The document has been developed from a range of descriptors used by other Hampshire Learning providers, as well as examples from Ofsted, to provide a framework that supports the 1- 4 grading. It provides a useful resource for observers, particularly those who are newly trained, to identify the key areas that need consideration during an observation and to recognise the language that clearly identifies strengths, weaknesses and satisfactory aspects of a session. The document will also be useful to Centre Managers who should be aware of the key aspects of an observed session and the evidence needed to support judgements made.

Underpinning Grading Standards

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate	Links to key questions in the CIF
Grade	1	2	3	4	
<i>Evidence of Planning</i>	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Very clear links to previous learning throughout the lesson to enable learners to explore new ideas ▪ Thoroughly prepared activities; however, this does not prevent effective use of unanticipated but productive opportunities that arise in lessons <p>Consistently challenging activities planned for all learners and matched closely to individual learning needs. Highly effective and sensitive use of differentiated resources, activities and approaches to support learners with identified learning needs</p>	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Good reference to previous learning with links to new material and/or theory to practice ▪ Well planned and challenging activities closely matched to the needs of individual learners <p>Good and sensitive use of resources, activities and approaches that support learners with identified learning needs</p>	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Clear objectives which are shared with learners ▪ Links made to previous learning ▪ Sufficient challenge for all groups of learners, but not necessarily all individuals <p>Suitable support for learners with identified learning needs</p>	<p>Planning demonstrates:</p> <ul style="list-style-type: none"> ▪ Lack of or insufficiently clear learning objectives ▪ Activities are not sufficiently well matched to learners' needs to provide a suitable level of challenge <p>Little support for learners with identified learning needs</p>	KQ2,3
<i>Learning Environment</i>	A professional learning environment is maintained which is wholly relevant to the activities and tasks undertaken.	Good accommodation, fit for purpose, well resourced and accessible.	Satisfactory accommodation that is well managed.	Inadequate and/or poorly managed learning environment.	KQ5
<i>Learning material / resources</i>	Excellent range of high quality (creative material clearly presented and well-used to promote learning. Very effective (extensive) use of information learning technologies (ILT) / e-learning	Good range of materials and resources effectively used to support session content and promote learning. Effective use of information learning technologies (ILT) / e-learning	Satisfactory resources and learning materials, support learning but ordinary. Some use of information learning technologies (ILT) / e-learning	Insufficient or inadequate resources to support learning. Little or no use of information learning technologies (ILT) / e-learning	KQ2,5

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate	Links to key questions in the CIF
Grade	1	2	3	4	
<i>Introduction, aims and learning outcomes</i>	Comprehensive introduction - aims and outcomes explained, shared and displayed. Learners demonstrate very clear understanding about learning purpose.	Clear aims and outcomes shared with learners at beginning of session Learners clear about learning purpose.	Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing.	Little if any introduction. No clear aims and outcomes stated or shared with learner. Learners unsure, confused or do not know what they will be doing.	KQ1,3
<i>Identification and support of individual learning need</i>	Highly effective identification of individual learning needs. Excellent support provided.	Good identification of individual learning needs and good individual support evident.	Sufficient identification of individual learning needs and some individual support.	Insufficient or no identification of individual learning needs and insufficient or no individual support.	KQ1,2
<i>Skills for life awareness – essentially relevant for FLLN courses however, some relevance for all courses</i>	Highly effective identification and cross-referencing of key / basic skills in lesson plan activities / resources. Shared with learners. Also, evidence used very effectively in portfolios and preparation for national tests.	Effective identification and cross-referencing of key / basic skills in lesson plan activities / resources. Shared with learners. Also, evidence used effectively in portfolios and preparation for national tests.	Some identification and cross-referencing of key / basic skills in lesson plan activities / resources. Some sharing with learners. Also, some evidence used in portfolios and preparation for national tests.	Insufficient or no identification and cross-referencing of key / basic skills in lesson plan activities / resources. Learners not informed or opportunities lost to inform them about key / basic skills which could be used in their portfolios or preparation for national tests.	KQ2,3
<i>Teaching strategies</i>	Highly effective and imaginative teaching methods and strategies, which are appropriate for the subject and level, are used to engage all learners. Activities are well structured and timed to maintain interest, motivation and concentration.	Good range of learning methods and strategies used to promote learning, increase engagement, motivation and concentration, and are appropriate to the subject and level.	Satisfactory teaching methods and strategies used to encourage and engage learners. Explanations and instructions are clearly given.	Insufficient or inappropriate teaching and learning strategies used. Poor or unclear instructions are given. Teaching does not capture learners' interest.	KQ2,3

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate	Links to key questions in the CIF
Grade	1	2	3	4	
<i>Inclusive learning strategies</i>	Equality and diversity is actively promoted through the highly effective use of diverse examples of teaching and reference materials. The tutor models best practice through the use of inclusive language, attitudes and terminology.	The integration of equality and diversity is demonstrated through the effective use of diverse examples of teaching and reference materials. The tutor models good practice through the use of inclusive language, attitudes and terminology.	The integration of equality and diversity is demonstrated through the some use of diverse examples of teaching and reference materials. The tutor uses appropriate language and terminology and demonstrates appropriate attitudes.	There is insufficient attention paid to integrating equality and diversity through teaching and reference materials and/or through tutors use of appropriate language and terminology.	KQ1,2,5
<i>Subject knowledge</i>	Very knowledgeable and up-to-date in subject area. Very effective reference to vocational/professional examples (where appropriate) to interest learners and extend their awareness.	Good knowledge of subject area and use of relevant vocational/professional examples to good effect in the lesson.	Generally knowledgeable in subject area but some professional updating would improve interest/quality.	The command of the subject is inadequate for the level demanded of the course.	KQ2,5
<i>Tutor delivery / presentation skills</i>	Passionate about subject. Outstanding oral and presentation skills which engage learners and promote sustained motivation and concentration . Positive verbal / non verbal communication; strong voice, fluent speech patterns, clear eye contact, enthusiastic manner and open body language and expression.	Animated delivery shows a good level of commitment and energy and holds learners interests. Good presentation skills which promote motivation and concentration. Tutor demonstrates effective verbal / non verbal communication skills.	Moderate enthusiasm for subject. Delivery clear but may be lacking l 'sparkle'. Oral presentation skills are satisfactory. Tutor uses generally appropriate verbal and non verbal communication skills.	Ineffective or unenthusiastic delivery which does not engage learners. Some of the tutor's verbal / non verbal communication skills are ineffective or in appropriate i.e. eye contact, voice, speech, manner, attitude, body movements etc. Learners bored, disinterested or disengaged.	KQ2,3,4
<i>Pace and structure of learning</i>	Pace clearly matches subject and learner level. Activities very well-structured and timed to maintain interest and stimulate learning for all learners.	Pace matches subject and most learners' needs and level. Most activities well-timed and structured.	Overall pace promotes some learning and interest. Some activities insufficiently matched to learner / subject level.	Activities lack pace / rigour and do not promote learning. Learners lose interest and concentration at some points. Many learners not stretched or over-challenged or confused or struggling to understand.	KQ1,3

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate	Links to key questions in the CIF
Grade	1	2	3	4	
<i>Review of Learning</i>	Highly effective review of learning at intervals throughout lesson and very clear (and creative) summary linked to learning aims/objectives and to next lesson.	Good review/recap at points in the lesson and clear summary of learning progress at end of lesson with reference to next.	Sufficient review of learning and brief summary at end of lesson and brief reference to next lesson.	Insufficient or no review of learning and/or insufficient or no summary at end of lesson and little or no reference to next lesson.	KQ1,2,3
<i>Progress and Attainment</i>	Outstanding standards of work. All learners demonstrating excellent knowledge and skills which illustrate working well above standard for level and stage of programme.	Good standards of work. Learners using good skills working at and beyond standard for level and stage of programme.	Satisfactory standard of work. Majority of learners working appropriately for standard and stage of programme.	Unsatisfactory or inadequate standard of work. Level of knowledge and skills demonstrated inappropriate for stage and level of programme.	KQ1.2.3
<i>Assessment</i>	Learners' progress is monitored through highly focussed and effective direct questioning. Assessment is rigorous and well organised and the outcomes are effectively used for planning learning.	Learners' progress is monitored through effective direct questioning. Assessment is well organised and the outcomes are used for planning learning.	Some learner progress is monitored through questioning to recap, consolidate and confirm learning. Missed opportunities for using ? for planning learning	Ineffective or Insufficient monitoring of learners' progress.	KQ1,2
<i>Management of Learning</i>	Highly effective group / individual management. Clear directions. Behaviour and standards professionally and vocationally appropriate. Demonstrates high mutual tutor / learner value / respect.	Good management of group activities. Clear instructions. Relationships in the lesson reflect vocational / professional context. Tutor and learners clearly value and respect each other	Satisfactory management of group. Instructions generally clear. Appropriate working relationship overall.	Ineffective management of group / individual activities. Instructions not always clear, tutor can not impose his / herself. Inappropriate noise levels. Learners not always listening or responding. Some lack of respect or value evident.	KQ1,2,3

Performance Indicator	Outstanding	Good	Satisfactory	Inadequate	Links to key questions in the CIF
Grade	1	2	3	4	
<i>Managing attendance and punctuality issues effectively</i>	Learners display commitment to learning through excellent record of attendance and punctuality (90%+ attendance and exemplary punctuality).	Good attendance and punctuality records (attendance rates of 85%+ with most learners on time).	Satisfactory attendance and punctuality (attendance rates of 75%+ with most learners on time).	Unsatisfactory attendance and punctuality (less than 75% attendance and pattern of low attendance overall. Unsatisfactory punctuality – less than two thirds present at start of lesson).	KQ1
<i>Health and Safety</i>	There is excellent attention to health and safety, both general and specialist throughout the session.	There is good attention to health and safety, both general and specialist throughout the session..	Sufficient attention paid to health and safety.	There are insufficient health and safety checks. Inadequate for learning purposes and / or unsafe. May be noisy, hot / cold, interrupted or insufficiently resourced or accessible. Hinders or prevents learning.	KQ1,2,3
<i>Scheme of Work</i>	Comprehensive scheme Includes course aims/learning outcomes and sequenced teaching and learning activities, methods, resources and planned assessment. Detailed information which provides excellent insight into planned learning and progress.	Good scheme, which clearly records sequenced teaching and learning activities, methods, resources and planned assessment. Provides a very clear insight into planned structure of learning and progress.	Satisfactory scheme lacking in some detail, but sufficient information to gauge planned outline of teaching and learning activities, resources and assessment.	Very brief or no scheme of work, little more than a list of topics.	KQ1,2,3,4
<i>Session Plan</i>	Highly detailed – timing, structure and method. Excellent range of consistently challenging and differentiated learning activities planned to meet different learning styles / needs. Excellent links to scheme and prior learning. Evidence that session plans evaluated by tutor.	Good, clear structure and well planned, challenging activities linked to different learning styles/needs. Clear links to scheme and good reference to prior learning and differentiated needs of learners.	Satisfactory outline of teaching method and learner activity. Some links to scheme of work evident. Sufficient challenge for all groups of learners.	No session plan or insufficient details of learning objectives and activities. Little support for learners with identified learning needs	KQ1,2,3,4
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SECTION 8

POLICIES

Hampshire Learning

Policies

Health and Safety

- Hampshire County Council's Health and Safety Policy Statement
- Hampshire Learning's General Health and Safety Policy Statement

Equalities

- Hampshire County Council's Equalities Policy
- Hampshire Learning's Equalities Statement
- Support for Learners with Learning Difficulties and/or Disabilities Statement
- Procedural Policy on Learner Confidentiality and Disclosure
- Fees Policy

Teaching and Learning

- Learner Entitlement Statement
- Policy on Teaching and Learning
- Policy and Procedures for Assessment and Internal Verification (Appendices 1-4 are available separately)
- Policy and Procedures on the Observation of Teaching and Learning
- Curriculum Strategy (and FLLN Strategy)
- Skills for Life Strategy

Policies are available in hard copy or by email – contact hampshire.learning@hants.gov.uk

or can be viewed on the Adult and Family website www.hants.gov.uk/hampshire-learning