

Excellence in Teaching, Learning and Assessment



**A strategic report commissioned by the Learning Consortium
on behalf of The Education and Training Foundation**

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The
Education
& Training
Foundation

Introduction

The Education and Training Foundation was established to support and champion excellence in the further and vocational education sector. As part of this work in Autumn 2014, the Foundation commissioned a range of contracts to promote and achieve outstanding delivery and facilitation of teaching, learning and assessment.

The sector-led programmes aimed to:

- support colleges and training providers of all types in achieving their own objectives;
- identify and share contextualised examples of successful high quality delivery which results in excellent outcomes for learners and employers;
- explore collaboration and shared endeavour approaches as a more effective form of continuing professional development for practitioners, leaders and managers.

Contracts were subsequently awarded to three projects focused on specific regions led by: South Essex College, AoC London Region and EMFEC. The research carried out by those projects has identified many examples of expertise, effective pedagogy and outstanding practice. Emergent evidence is showing that the programmes are having a positive impact on quality markers in these institutions. Some of this work is described in the case studies in this publication and resources which have emerged from all three projects will be made available on the Excellence Gateway following completion of the activities.

About this publication

The benefits of sharing professional practice are widely recognised and, together with reflective practice, have become the cornerstone of a range of approaches to teaching and learning and to the way our education and training organisations are led and managed. This publication aims to chronicle a series of examples of effective practice so that others may benefit from that experience.

Our thanks go to all those in the sector who took time out from their busy schedules to share their expertise and contribute to the production of this publication. My personal thanks too to Dr Roman Wolczuk and the Learning Consortium Champions, Mark Barnsley, Barbara Nance, Sylvia Gentleman and Michael Ratcliffe, for their work with the featured sector organisations.

Further information on each of the examples, and links to video material and other downloadable resources, is available on the internet. To find out more about any of these examples, and to learn more about the Learning Consortium Outstanding TLA programme, please visit our Moodle site at:

www.thelearningconsortium.ac.uk

Markos Tiris

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Foreword

‘We are what we repeatedly do. Excellence then, is not an act but a habit.’

Will Durant, historian, on Aristotle

With the ever increasing scrutiny of the education and training sector, never has teaching, learning and assessment been of greater importance. Continuous improvement of teaching and learning remains at the heart of what we do and, as practice develops, it is important that we share expertise and learn from each other. This compilation of examples of effective practice has been produced to do just that.

What is effective practice and how do you know if it will produce real world results? In the production of this document we took an evidenced based approach, with clear indicators of success and impact on learners. Although we cannot claim to have documented all the examples of effective practice that exist in the South East and Coast to Capital LEP areas, what you will find in these pages has produced real results with learners, supported by either external recognition or substantiated by a quantifiable and empirical evidence base.

This publication has been produced by the Learning Consortium, supported and funded by the Education and Training Foundation as part of the Outstanding Teaching, Learning and Assessment Project. With the support of the Education and Training Foundation, we are delivering a high impact programme at exceptional value for money, and are delighted that the Foundation has given us this opportunity to share these examples with others.

In researching this publication we came across many examples of enthusiastic individuals and teams who were inspired to make a real difference for their learners. We hope that this publication will act as a source of inspiration for you too.



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Chair of the Learning Consortium



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1. Introduction and background

This report has been produced by the Learning Consortium, an established partnership of providers who are committed to improving the quality of teaching and learning. The consortium is led by South Essex College. The consortium operates nationally, and the current ETF funded programme covers a region which crosses the South East and Coast to Capital LEP areas, and includes further education colleges, work-based learning, adult learning, offender learning, and community provision. The core members are drawn from providers across England and include: Chichester College, East Durham College, Wirral Met College, Learning Curve and SCL Ltd.

Our framework is driven through a proven peer-led model which develops capacity for self-improvement in providers, and delivers sustainable and measurable long term benefits for learners. It builds on existing learning coaching and advanced practitioner programmes, underpinned by a solid research base.



Programme Components

Our approach involves a number of activity strands which build into a powerful model of improvement. We are using new and existing relationships with networks and strategic leaders, at principal and chief executive level, to create impact in the region via a number of strategic fora. These fora will also support our ongoing work to develop sector-led improvement as well as supporting research carried out by the consortium and advising on the deployment of the consortium programme. The programme consists of:

- **Leading Learning Certificate:** this modular peer-led CPD programme includes face-to-face opportunities and online training through the Learning Consortium VLE.
- **Leading Learning stand-alone modules:** to supplement the above, a range of modules is available including a number of 'licences to': peer observe, observe, for scholarly activity plus governor training in 'what does outstanding TLA look like?'
- **Support and Challenge Partnerships:** peers working with those who have undertaken CPD and are implementing changes to TLA within their organisation. It can also involve partnering with a senior manager or advanced practitioner from another organisation.
- **TLA Support and Challenge networks:** regionally delivered learning joint practice development (JPD) networks operating over three sub-regions, providing opportunities for JPD development projects and supporting the identification of 'wow-factor' provision through three £2,000 awards.
- **Regional Strategic Intelligence for T&L:** a field force of secondees and commissioned staff to research outstanding practice.
- **Resources development:** the field force of TLA Champions who identified the effective practice examples also work with learner apprentices on the production of e-resources/videos.

2. Scope and purpose of this report

The purpose of this report is to present findings of highly effective practice in TLA and to identify examples of the ‘wow-factor’ in an area which approximately covers the South East and Coast to Coast LEP regions.

The report is aimed at practitioners, advanced practitioners and senior leaders across all education and training sector provider types. For practitioners we have sought to identify specific practice which leads to either improvement or which produced consistently high quality results. For leaders of learning we have sought to identify the strategic practice or approach which contributed to learners’ success. However, the information presented here is not in the form of fully developed case studies, but rather they are insights into excellence and effective practice.

While celebrating and showcasing are the primary objectives, we also aim to present these as exemplars that will facilitate the transfer of good practice. Although we will not be able to detail every example of effective practice in the region, presenting

these examples will support a burgeoning community of practice that the consortium is developing through networks and our online presence at www.thelearningconsortium.ac.uk.

The Learning Consortium will turn a number of these examples into video case studies with a more detailed analysis of findings. These will provide a new impetus for forms of collaboration in the region, such as joint practice development (JPD) between providers, which will ultimately deliver real and tangible improvements in success for learners.

We also hope that the report serves to inform strategic leaders about what effective TLA practice is taking place across the region. To this end, the report will be circulated to a number of senior leaders’ fora, networks and organisations. These include: Kent Association of Training Organisations (KATO), Federation of Essex Colleges (FEDEC), Kent Association of FE Colleges (KAFEC), FE Sussex and Essex Provider Network (EPN).



South East and Coast to Capital LEP regions

3. Scope of the examples identified

The examples identified in this report are a sample of the excellent and effective practice that exists across the sector in the region. Examples are structured around sector priorities and areas identified by the Education and Training Foundation, and those identified through research undertaken in the development of this report. Examples cover a wide variety of provider types including colleges, community provision and independent training providers.

The Education and Training Foundation is dedicated to supporting and promoting excellence in teaching and learning. To this end, you will find exemplars which capture effective practice in areas mapped to the Foundation's priorities, including those that:

- raise the quality and professionalism of teachers and trainers across the FE and training sector;
- deliver consistently excellent outcomes for learners and employers;
- support colleges and training providers of all types in achieving their own improvement objectives;
- promote this vibrant sector to employers and national influencers, and raise awareness of its vital role in rebalancing the economy.

You will also find examples in areas such as English and maths including GCSE, functional skills, STEM, vocational learning and those related to the priorities of the Commission on Adult Vocational Teaching and Learning (CAVTL). In addition, examples of TLA will also look at the use of technology, leadership of learning, equality and diversity and employability. By ensuring that the examples address current challenges facing the sector, we hope that they will provide a usable tool by which providers can improve their own TLA.

4. Examples of effective practice

There are many examples of effective practice across the sector and much that can be learned from the experience of others who have faced similar challenges and succeeded in a particular context. Therefore each example of effective practice presented here represents evidenced-based practice, with results that have been substantiated, either through Ofsted or some other form of recognition or award. They also include other forms of validation and supporting data, and include evidence of improved success rates and learner achievement and contextualised value added.

Recognising the intrinsic value of learning from the experience of others, we were mindful that the lessons learned must also be capable of transfer to others. The researchers therefore sought out practice which lent itself to easy application by other practitioners and leaders of learning. Each example offers readers a simple but highly effective means of improving TLA within the classroom, workplace setting or online.

4.1 Reynolds Training Academy

Renewing focus on teaching and learning as a means of promoting culture change

Even prior to the revised common inspection framework (CIF) in 2012, Reynolds Training had already started to change its focus from learner outcomes to improved teaching, learning and assessment, leading to high levels of attainment and improved progression. In order to achieve this, the organisation set itself two key objectives.

First, staff delivering learning would need to be inspirational and highly skilled in their occupational area. This led to the decision that staff would be recruited on their sector experience and capability and not on their teaching practice or qualifications. Second, the organisation wanted to create a 'hot house' of teaching competencies and develop qualified status as part of organisational CPD activity.

In pursuit of these objectives, Reynolds Training's senior leaders drove cultural change through the organisation by implementing the following steps.

- At CPD days, staff were asked to review the CIF 2012 and identify its key features and focus. They were then required to identify the characteristics of a happy learner who is making progress and map these to teaching and assessment practice.
- The observation of TLA process was reviewed and refocused. Unannounced observations of sessions by a core of highly experienced and competent observers that mentored staff and shared practice was introduced. Vocational areas were observed by an experienced practitioner and not the qualification specialist. However, the existing grading of the observation was maintained along with feedback, rich on narrative, describing what worked well and what areas of improvement were identified.
- Increased use of the learner voice was made, through a greater emphasis on what learners felt as part of the observation process. The experiences and views of learners were collected and used to inform the outcome and grade of the observations.
- The evidence base to inform success and areas for improvement was improved. In particular, the introduction of an advanced practitioner level (see below) raised teacher aspirations and skills and now all staff are working towards the next level in their qualifications. Staff have greater confidence in the more robust observation strategy and they are asking to be observed and receive valuable feedback on how to improve further.
- The Advanced Practitioner Programme (APP) was developed

so that on the achievement of three moderated and peer-observed grade 1 lessons, teachers could join the APP and develop the coaching and mentoring skills to support others. Successful individuals received pay enhancements along with enhanced prestige within the organisation. Post-observation action planning and development was made more comprehensive and detailed. More specifically, in the event of grade 3 session, the following steps were implemented. The staff member concerned:

- had to observe a lesson delivered by an advanced practitioner (AP);
- was given detailed feedback on key areas to develop and focus on;
- resources are reviewed and shared by the AP;
- had to undertake a number of ungraded observations;
- in addition, a 'zero tolerance' of grade 4 and consistent grade 3 lessons was introduced, with a 'capability' process where this was the case.

The net effect has been a dramatic improvement in results. Learners now make excellent progress, with 95% of learners on the study programme achieving. Achievement in Functional Skills is 88% with a cohort of 450 learners.

Eight out of ten learners on the study programme move into L3 apprenticeships. The apprenticeship route is identified at initial assessment and agreed at the start of the programme, leading to very high retention rates. These improvements have been confirmed by learners' satisfaction data which shows that 97% of learners are either satisfied or very satisfied with their learning experience.

Learner reviews now occur every eight weeks, and emergency reviews can be made between these to address specific issues. Reviews involve employer, learner and teacher where they compare and contrast, discuss and negotiate by reflecting on outcomes and planning for the future.

Importantly, there has been an impact on how teaching staff feel about their work. Staff are now re-invigorated and feel even more passionate about learning. They embrace the need for change and innovation and seek to embed opportunities for capturing and developing learners' potential in every aspect of their teaching. Learning from each other is now standard practice between practitioners, underpinned by the belief that education leads to social mobility.

This improvement was recognised by Ofsted in November 2013 which said:

‘Inspirational lessons are characterised by teachers combining their excellent subject expertise alongside very careful checking of every learner’s progress, with a skilful use of astute questions to check learners’ depth of understanding and to encourage thinking and discovery. These teachers notice the demeanour of every student and make sure each one receives appropriate feedback or comment. As a result, learners’ own listening and watching skills are honed and confidence noticeably improves. Appraisal by other learners is often a key positive feature, enabling learners to develop reflection and self-evaluation skills. Learners also develop essential resilience through this extensive developmental feedback.’

Two features stood out as instrumental in contributing to success at Reynolds Training.

First, the training provider placed the observation process at the heart of its improvement objectives for TLA, supported by a tried and tested and highly effective Advanced Practitioner Programme.

Second, learning meets both employers’ needs and the needs of learners by making all training vocationally relevant and current.

Reynolds Training Academy is an independent training provider.



4.2 QA Apprenticeships

Placing employer needs at the heart of TLA



Having self-assessed its quality of teaching, learning and assessment as in need of improvement by judging it to be at grade 3 in 2012, QA Apprenticeships, the largest training provider of IT qualifications in England with 2000 learners on mostly advanced apprenticeships, decided it had to act. To this end it sought to shift to an employer/learner led model of teaching and learning and implement a standardised model for quality improvement.

QA Apprenticeships decided to start by identifying the skills needs of their employers. They listened to the employers' requests for staff training and the software requirements used within the sector and met these needs through training. They also looked at the approach used by the teaching, assessment, support and enabling functions of the business. This review led to the TLA delivery model being changed from a more traditional, syllabus-driven programme to one which was tailored to address learner and employer needs.

Key performance indicators (KPI's) were identified for the learner journey and employers' needs and included employer feedback and satisfaction surveys and TLA outcomes at grade 2 or higher.

In addition, significant additional support for learners was provided to enable them to succeed. When learners were recruited onto programmes with a requirement of 5 GCSEs (grades A-C) including maths and English, interviewees who performed well but did not have those grades were offered additional support from the Essential Skills Tutor who supports Functional Skills and safeguarding.

Furthermore, the programmes embed maths and English within

the delivery model; supporting significant maths development, particularly in the programming frameworks. Learners who do not have the prerequisites are supported to achieve Functional Skills before enrolling on the programmes. Only those who meet the prerequisites come onto the programme.

As well as the above, QA Apprenticeships adopted a model to standardise practice throughout the whole organisation, known as the "QA Way". This included enabling processes such as marketing, sales, finance, and teaching and assessment. During staff training and development days (March 2013 onwards), senior leaders listened to staff feedback to gain an understanding of their experience. In turn, assessors and tutors do something similar with learners by exploring scenarios based on employer needs.

The above initiative has been supplemented by a new staff development programme to support staff in achieving a grade 2 outcome (or better) from an observation. Anyone who gets a grade 3 observation receives support with a post-observation development plan with clear outcomes and a three month timescale. In pursuit of continuous improvement, all those receiving a grade 2 observation outcome are also supported with a post-observation plan with a six month target of achieving a grade 1. Regional tutors are responsible for managing these plans and hold monthly feedback meetings.

All assessors are either recruited from the sector or as graduates with IT/ICT/programming expertise and all assessors are formally trained and qualified within six months of joining QA. Most trainers are qualified to level 6 (Cert in Education), the remainder attend internal train the trainer courses. Going

forward, assessors are being trained and qualified in teaching practice to achieve the aspirations of the Richard Review of Apprenticeships and the greater focus on work-based learning.

The results are noteworthy. Using a transparent performance management model, the grade profile of observed sessions is as follows:

Classroom delivery: grade 1 = 40%, grade 2 = 60%
Workplace delivery: grade 1 = 0%, grade 2 = 100%

Employer feedback is very positive, with one employer stating that they were 'delighted with the overall experience and the outcome of the excellent training programme'. Some 92% of clients report that QA Apprenticeships is delivering value to their business.

Significantly, the October 2013 Ofsted report rated QA Apprenticeships as Grade 1 on Effectiveness, Outcomes for learners, Quality of teaching, learning and assessment and Effectiveness of leadership and management. QA was the first IT apprenticeships business rated as outstanding in all categories by Ofsted.

Underpinning the headline achievements were a number of key outcomes for learners. For example, 94% of QA Apprentices have a job when they finish. In addition, the apprenticeship programme has an 84% success rate (which is 11% above the national average). In all, 95% of apprentices say QA was the best start to their chosen career. It is noteworthy that QA's programme has been Apprenticeship Programme of the Year in 2012, 2013 and 2014. And perhaps most pleasingly of all, it is the first IT apprenticeships business to place 5,000 young people into the UK workforce - a landmark achieved in less than five years.

Success is reflected in student feedback.

“ QA has helped me achieve my goals and also set me up for my career in IT.”

‘I have really enjoyed the course and, with help, I have been successful and I feel that I will succeed in my higher apprenticeship because of the experience I have had with my level three.’

‘New career paths have opened up thanks to the skills I have picked up throughout my apprenticeship. Well recommended.’

‘I enjoyed my time with QA and it helped me gain the skills that I require to get my career started.’

QA Apprenticeships' improvement was influenced by a number of factors. Perhaps above all it has engaged with and responded to employers' and learners' needs, meeting their expectations and ensuring learners achieve both programme and workplace expectations. Equally important was the company's determination to set high benchmarks across teaching, learning and assessment using a model that met the needs of employers and learners collectively. Finally, by embedding teaching and learning into both the delivery of the on and off-the-job learning experience and by ensuring that maths and English, equality and diversity and safeguarding were embedded within the main apprenticeship learning, QA is able to ensure a rich learning experience which both satisfies employers and produces learners with the requisite skills to ensure that they will be effective once in post.

QA Apprenticeships is an independent training provider.

4.3 Mainstream Training

A holistic approach to continuous improvement: a provider's journey

Mainstream Training Ltd is an independent training provider, offering training and meeting skills needs in the construction, warehousing and logistics industries working across the South East Local Enterprise Area. Mainstream works with both intermediate and advanced level apprenticeships and skills. Mainstream has consistently developed its learning and assessment practices since its original inspection in 2008 and in its most recent inspection in December 2014, the provider received grade 1s in two sector areas: Transport Operations and Warehousing and Distribution.

Planning of programme and curriculum outcomes is developed by senior managers of learning and assessment. The focus of development activity is to provide skilled individuals to meet the needs of the transport, logistics, and highway maintenance employers, both locally and nationally.

The quality of teaching, learning and assessment has consistently been reviewed and developed to meet both learner and sector requirements. The internal quality assurance team (IQA) and the operations manager work collaboratively to ensure that learners understand the learning outcomes and achieve these, through effective completion of focused individual learning plans (ILPs) informed by initial assessment.

Initial assessment is undertaken by qualified and skilled staff who carry out baseline assessments, with further diagnostic assessment, leading to the creation of ILPs. This means that staff are able to start programme delivery with a clear plan for learner groups and with targets for individual learners.

Where additional Functional Skills development and learning needs are identified, these are communicated to teaching staff by the initial assessment teams. Staff offer appropriate stretch and challenge to learners on both the classroom and apprenticeship provision with many learners gaining higher Functional Skills outcomes than framework requirements. Teaching staff frequently seize opportunities to reinforce learners' English and maths skills resulting in 100% achievement in Functional Skills.

To underpin the above, considerable attention was paid to staff skills and recruitment. For example, a matrix of staff competencies mapped to both internal and external quality requirements and standards was developed. These identified the current levels of staff skills and priority development areas for all staff engaged in learning and assessment. Staff are recruited from their sector on the basis of occupational experience in their areas of delivery and assessment. As commercial standard

machines are used for training, staff are constantly refreshing their own skills while delivering training. When training and assessment staff visit learners in the workplace, they are able to offer stretch and challenge with Functional Skills support. Standards are maintained through the IQA for both the development of teaching and assessment practice.

Warehousing & Distribution and Transportation Operations and Maintenance were both judged to be outstanding by Ofsted in 2014 which said:

‘Teaching, learning and assessment are outstanding with a large proportion of learners completing their programmes in good time. Mainstream have overall success rates that have improved over the past three years and all learners achieved in 2013/14. Learners' achievements on employability programmes (skills conditionality) have been consistently outstanding for the past three years. All learners achieve high standards of qualifications and make exceptional progress in theory and practical training. Learners' training experience is excellent.’

In terms of results, the qualification success rate for 16-18 apprentices is 78% overall, for 19-23 it is 67% overall and 24+ it is 87% overall. Classroom-based provision has a near 100% success rate.

These successes have had an impact, with learners commenting very positively on their learning experience.

‘I think this was an amazing opportunity and helped me gain a lot of new skills and confidence and the training and knowledge was very high standard.’

‘I am extremely happy and it's by far the best course I have been on.’

‘I had a great learning experience, really enjoyed the course many thanks to Mainstream and the instructors.’

Mainstream ensures that the planning, monitoring and development of learning and staff is the driver leading to learner success. With ongoing CPD linked to the high quality learning environment, the recruitment of staff with recent industry experience and an emphasis of constantly updating these skills, the expectations of staff are clear cut.

Within this context, the clear, evolving scheme of learning within a real working environment that is current and relevant for future employment ensures successful outcomes.

In addition, the attention to detail on leadership of learning and assessment processes meant that aspirations for learner success are at the heart of organisational process. The support offered for learning and assessment through closely monitored individualised learning plans means that any learners struggling on their programme are soon noted. Linking learning and funding as part of the monitoring and evaluation activities at course and programme levels provides an additional focus for staff.

Continuous monitoring, and checking that learners are learning throughout the teaching process, means that opportunities for 'losing' students are minimised. Finally, understanding the nature of the client group and meeting and addressing these needs as they evolve means that Mainstream is able to continuously adjust its delivery to reflect the changing world of work.

Mainstream Training is an independent training provider.



4.4 Profile Development and Training Limited

Improving learner outcomes through better monitoring

Following a review of their data and learner feedback, Profile Development and Training, which delivers apprenticeships through subcontracted funding with a number of leads across the South East LEP area, determined that they were going to address a number of challenges.

First, the data showed that learners were not making the required progress, something which needed to be addressed and challenged. Second, working with a number of different external lead providers resulted in a plethora of external standards, and disconnection between these and existing standards and internal processes. It was identified that this was leading to student under-achievement.

Finally, Profile identified that there was a need to support and manage tutors, assessment staff and systems and processes more effectively, as there was inaccurate reporting of student progress and issues with the attainment of some learners. Assessment plans were not reflected in the actual formative/summative assessment.

To address these issues, a number of interventions were undertaken.

- Staff development and performance management was reconfigured to ensure that the learners and their needs were met.
- Staff recruitment and induction was redeveloped to ensure that there was a clear focus on the learner and their journey, and staff were trained to deploy monitoring tools more effectively.
- A model of CPD was developed which not only improved TLA skills, but also helped teachers and tutors incorporate their professional occupational knowledge and experience into delivery, thereby making it more relevant to employer and learner needs.
- All tutors and assessors involved in the delivery of teaching and learning apprenticeships were required to have recent occupational experience, and possess the requisite qualifications as a minimum.

Equally important was the fact that Profile worked closely with local schools and Kent County Council to develop the programme to meet statutory requirements, in this case building an apprenticeship programme for the teaching assistants programme for local schools funded by Kent County Council.

On entry to the course, initial diagnostic assessment of the skills of learners provided a baseline to allow more accurate

monitoring of their development throughout the course. Staff induction was monitored closely by senior managers through a staff induction process which was explicit about the mission and vision of the company, focused on the needs of learners.

A number of key changes were adopted to address slow progress and premature leavers. Profile began reviewing the existing management and monitoring tools after an Ofsted visit. An existing tool to identify 'at-risk' learners at the start of their programme and at key census points was strengthened and linked to a flat tracking mechanism which collects attainment data on all components of the apprenticeship framework allowing potential problems to be picked up early and addressed.

A student 'at-risk' tool was developed by the provider, along with a skills progression chart which identified the training needs of individual learners. Progress was monitored at the start, mid-term, and end of training. Profile also developed a monitoring mechanism that would allow the assessor/tutor to monitor, with the learner and the employer, the progress of the learner using assessments submitted.

Profile has also developed a variety of ways of managing learner views informed by the 10 week reviews, quality assurance calls to learners and employers and exit paperwork. If any issues or concerns arise these are managed immediately and actioned where necessary. The assessors all have access to good news comments and these are identified at team meetings and through one-to-one meetings with their line manager.

All assessors are expected to be able to deliver learning at least a grade 2 and be working towards grade 1. At the moment, the focus is on improving the management of learner paperwork which had been an issue. All observations are moderated internally and externally with the lead provider and the grades and outcomes discussed.

Two tools are used by Profile to assist them.

- The Skills Progression Chart – measures confidence levels on a 1-10 scale against seven key areas: job specific skills, communication skills, job-search skills, research skills, maths and English skills, employability skills and confidence skills. From this identified actions/learning are recorded and monitored.
- The Tracking Tool records against the whole apprenticeship framework and allows tutors and assessors to record progress and plan with learners as well as allowing the

provider to monitor progress and validate tutor judgements through IQA role (verifier).

The following qualification success rate (QSR) data shows the success of Profile's approach.

Qualifications	Profile Achieved	National Average
Business Admin	87.50	74.70
IT Pro	71.11	68.8
Customer Service	100.00	69.8
Supporting Teaching and Learning	96.55	69.20

The data demonstrates clearly that Profile is meeting the needs of employers and learners and that learners have been retained and are successful within the agreed timeframe in particular in comparison to other providers. Profile started their improvement journey by focusing on a fundamental issue – the underachievement of learners and premature departure from courses.

Profile improved the outcomes for learners by developing a risk tool for planning learning and support and retaining the young person; using both the data systems and assessment tool to ensure learners are meeting their ILP and funding targets; developing a clear staff performance management mechanism and by addressing shortfalls promptly ensures learners achieve and progress.

Profile Development and Training Limited is an independent training provider.



4.5 Hospitality Training Partnership

A Pathway to Excellence in TLA through in-house CPD

The original model of HTP staff training and upskilling relied on external providers delivering both teaching qualifications and CPD. Fairly quickly the senior leadership identified that external delivery focused on the qualifications and not the needs of HTP.

After analysis, it was felt that that teaching staff had a degree of knowledge, skills and expertise which were underutilised in the actual practice of teaching and assessment. It was also clear that HTP needed to raise the standards of delivery to ensure that successful and applied teaching, learning and assessment was occurring.

HTP decided to bring the teaching and accreditation of the L3 and L4 certificates in-house and link them to the organisation's CPD programme. HTP branded the whole activity as Pathway to Excellence.

HTP devised its own training and development programme, mapped against national standards and qualification outcomes, ensuring that they embedded the organisation's needs into the training. A key factor was aligning HTP's key performance indicators (KPIs), appraisal and monitoring indicators within the delivery of the L3 and L4 teaching qualifications to ensure staff not only demonstrated key competencies to the national standards but also applied the organisation's requirements in the learning – namely, that all lessons are outstanding.

A dedicated internal teaching and training team (central to staff delivery and assessment) delivered and evaluated the new model. All staff delivering on the internal training also taught and assessed, managing cohorts of learners undertaking qualifications delivered by HTP. They also acted as observers for the organisation and for the cohort of staff participating in the teaching qualifications.

The validation of the observation of teaching, learning and assessment (OTLA) activity is achieved in a number of ways including paired observations with external Ofsted inspectors, structured walk through, moderation and standardisation. The outcomes of these activities inform both final assessment of staff accredited learning along with the monitoring and management of staff performance activities.

Overall, the data gathered includes outcomes of OTLA (unannounced), learner voice, achievement data (learner progress and attainment), learning walks, monitoring meetings and outcomes of internal audits.

It was decided that staff receiving a grade 4 observation are

redeployed in a non-teaching role. A grade 3 outcome results in the managing director being informed, and a formal support meeting with the teacher who receives feedback, and then negotiates a development plan with actions and timeframes for action.

Teachers were fully supported throughout the process. For example, those who received a grade 3 observation received additional training on session planning, embedding maths and English, and E&D. In addition, they were given an opportunity to observe good/outstanding teaching sessions and guidance on classroom management strategies. Furthermore, coaching and mentoring was available to address shortfalls. HTP holds six, full-day CPD events focused on TLA in addition to the support identified within the model of staff development.

Crucially, KPIs were agreed in order to measure impact for individual, organisational and team outcomes. These included early leaver rates (focused on the first six weeks), progress reviews and progression, completion and success rates.

The intervention had an immediate impact. Anecdotal evidence showed that, as a result of the above support, staff were much more comfortable in supporting learners in applying their learning to the workplace and overall there was a far greater degree of learner-centric activity. Additional support requests from staff reduced considerably.

The above successes have also been reflected in hard data on learner achievement. Specifically, in the last cycle of self-assessment (2013/14) HTP judged the key common inspection framework (CIF) areas all at grade 1 (including sub-contracted provision). The evidence shows that HTP now consistently achieves high success in learner achievement and progression. Learners are very satisfied with provision, achieve quickly and take ownership of their learning. More specifically, the qualification success rate for HTP in 2013/2014 was 81% (with 656 completers) compared to a national average of 69%. The 2014/2015 qualification success rate figure currently stands at 86%.

Other evidence of the success of HTP is provided by Investors in People Gold feedback. In 2015 IIP said:

“HTP and its staff have an absolute commitment to the learner and the delivery of quality service through a well-embedded set of core values that underpin the ‘HTP Way’. The extent to which

the values are interwoven in the fabric of the organisation is outstanding. Continuous improvement is everyday currency in HTP and has contributed significantly to the achievements of the organisation. Sustained success can only be achieved through a strong and positive culture and this is a particular strength of the organisation.'

'HTP continues to make impressive strides forward in cementing its position as a leading player in its industry. No stone is left unturned in the drive for quality of service and every achievement for the organisation is a marker in the sand from which to move forward rather than an opportunity to rest on laurels.'

Further evidence of HTP's progress was provided at the last Ofsted inspection in which HTP Training was awarded outstanding grade 1 in every area of provision and named in the Ofsted Top 12 Providers of Work-Based Learning report. HTP Training has been shortlisted for the Apprenticeships 4 England Training Provider of the Year (up to 1,500 apprentices a year) Award. It was assessed as a Gold Standard Provider in 2014 and was invited to participate in the Hospitality Trailblazer group and won the regional National Training Award for medium sized businesses in 2011 and 2012. Perhaps most gratifying was the fact that in 2013 an HTP learner was named as the Advanced Apprentice of the Year at the People 1st Awards.

The above achievements are reflected in the comments of learners.

“ You have been so helpful and supportive to me these past two years. You have taught me many things, not just to do with my course work but everyday things. I am so grateful for everything and so proud of where I am now with your training and HTP's help.’

Similarly, a foundation learner who progressed to complete an Intermediate and Advanced Apprenticeship in Health and Social Care said:

“ HTP Training has taught me so much over the years and I wouldn't be here now without you. I love the job I have gained as a result of the teaching I received and the skills I have developed. I wouldn't change it for the world. Thank you to everyone who has helped me at HTP.’

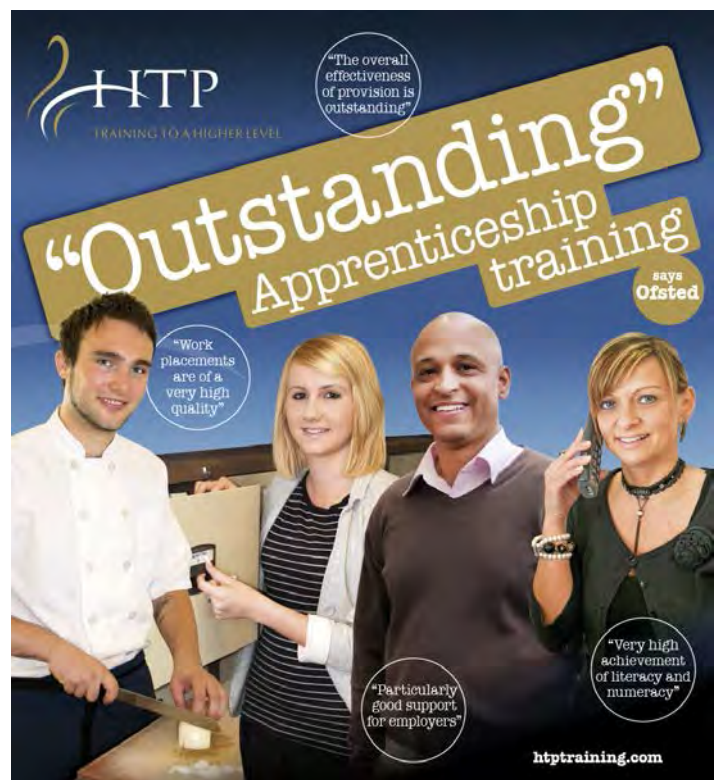
HTP has implemented a culture of continuous improvement at all levels of the organisation, underpinned by reflection and planning. The reason it was able to do this can be attributed to a number of factors.

First, linking KPIs to the individual, the organisation and the team ensured a collaborative approach to improvement thereby ensuring that responsibility for improvement was shared across all staff.

Second, ensuring that staff qualifications and training are fit for purpose - and not only meet external standards for minimum performance but also address the organisation's needs in relation to the processes and practice to which staff are expected to adhere and exceed - was a key driver in the improvement process.

Finally, bringing the accredited teaching and learning programme back in-house allowed a degree of control and focus that would have been difficult to achieve using other methods.

Hospitality Training Partnership is an independent training provider.



4.6 Brighton Hove and Sussex Sixth Form College

Using webinar technology to inspire a love of maths



Despite using technology to great effect to support their learners, the maths department at Brighton Hove and Sussex Sixth Form College (BHASIC) had a niggling feeling that it could do better. Despite already being rated as outstanding by Ofsted, the team had noted that the workshops they had put on to support students were not as well attended as they would like and they were determined to do something about it.

Existing support was already highly advanced. The department was already using a range of technologies in the delivery of lessons including a flipped classroom approach with teachers creating their own maths-related websites and extensive use of the Socrative App (<http://www.socrative.com/>) for testing understanding and competitions in the form of puzzles and quizzes. It was hardly surprising that Ofsted found that 'learners value very highly the support they receive from teachers outside of lessons and the way that they are encouraged to help each other with work'.

Nevertheless, the head of maths Mick Macve decided on pushing the learning boundaries by instituting a weekly webinar as an additional method of providing student support, particularly for trouble shooting on the A level maths

assignments.

'Our weekly assignments are challenging and time consuming. Very able students will complete an assignment in about 2-3 hours. Weaker students can take much longer. I wanted to reach as wide an audience as possible and I wanted to provide a regular time slot when students knew that support was available. However, I didn't want to simply do the questions for the students so I tried to teach concepts as well as complete examples which were relevant but not identical to questions on the assignments.'

Using WIZIQ (www.wiziq.com) to deliver the webinar, the staff found that the options of using whiteboard, polling tools, screen sharing and the option of recording the session offered them an array of tools for engaging with the students. In particular, the recording option proved really useful as it provides an opportunity for students who could not attend the session to view it, and also supports students who were there by allowing them to review and reflect on the material.

As is often the case with such initiatives, learners took to it only gradually, with only three students initially turning up to the

webinar in real time. But word soon spread, and now over 20 students regularly attend.

As the students themselves say:

‘They’re really useful because they help with any problems and things you don’t understand. You explain it to us in detail and give us a chance to ask questions and the lesson goes at the pace you want to go at.’

‘You don’t do the exact questions but we understand what we are supposed to do. The recording aspects are good because if you miss it you can look at it later. It probably takes the workload off you because otherwise you’d have lots of people emailing you about not completing the work.’

The success was no doubt at least in part due to the timing of the webinar: Sunday evening. This is the day before students need to hand in their work and it has proved to be popular. Why was it been so successful? Clearly the department chose their technology well, with WIZIQ proving a user-friendly tool with a range of useful features.

More important was the fact that the department understood the needs of its students and could offer them additional

learning opportunities through technology.

The tool allowed learners to learn at home in a convenient way which directly supported success. By running the webinar on the day before the students had to hand in their work, the department had used a learner-centred approach, viewing the learning situation from the learners’ perspective. Ofsted found that maths teaching at the college ‘instils in learners a love of the subject and inspires many to progress onto further study, both in college and at university’.

Brighton Hove and Sussex College is a sixth form college.



4.7 Northbrook College

Racing ahead with student employability



It is widely accepted that progression to employment is a key purpose underpinning the delivery of teaching, learning and assessment in further education. However, Northbrook College has gone further along this path than many.

The college is intent on ensuring that as many of its staff as possible continue to work within their area of vocational expertise (e.g. artists, theatre production technicians, musicians, engineers and hairdressers) to ensure that classroom practice is informed by current industry practice and real-world expertise, insight and understanding. This ensures that there is a direct link between what happens in industry and what is delivered in college classrooms and workshops. This also provides students with opportunities to experience their industry at first hand. For instance, creative industries students are placed in national theatres and work on international musicals and films. This aligns directly with two of the enabling features identified in the Commission on Adult Vocational Teaching and Learning (CAVTL) report.

- A two-way street – genuine collaboration between colleges and training providers, and employers.
- Leadership, management and governance which combine a focus on the quality of vocational teaching and learning, with an approach to leading through collaboration in order to build the two-way street.

The wide range of industry links has led to specialist workshops which have been designed in conjunction with the relevant industry to enable courses to be provided which embed line of sight to the relevant industry. One such example is the hair

products supplied by Wella for the sponsored hairdressing salon. These opportunities make learning relevant, and engage students as well as readying them for employment.

The curriculum side is strongly supported and driven by the leadership team. They have created an active and influential employer board, made up of local employers representing its main sectors, who advise on curriculum, work experience and who support enterprise competitions including pitches for new businesses. And there have been real, tangible benefits for learners resulting from this wide-ranging and all-encompassing support.

One of the teachers, a racing enthusiast, sought to bring together the various skills learnt in the motorsport courses by building and racing a car in national championships. The car was restored to competition standard by level 3 and degree level students at Northbrook and subsequently raced by a professional racing driver who also tutors the students. The students maintain the car and provide racing support at the track. Close links with Ricardo, an international engineering company located near the college, provided a further strand of support to students by, for example, advising on the aerodynamics needed to make the car go faster. The car and motorsport students were a key attraction at The Sunday Times Education Fair 2014: <http://www.festivalofeducation.com/supporting-colleges>

The success of these kinds of initiatives has directly impacted on the employability of learners. An outstanding example is the decision by Aston Martin, one of the world's most prestigious car

manufacturers, to employ one of the college's female students as a research development engineer. In another case, a recent graduate is now working on a Formula One racing team.

Having access to the automotive industry inspires progression too. One student, now working in the industry, started by taking a level 1 Auto course, progressed to level 2 Auto, level 3 Motorsport, and then a BSc, all at Northbrook College over an eight year period.

“Being on the course provides opportunities for the student to find work experience and the chance to work on real-world projects.”

(student quote)

The effectiveness of this approach to employability was noted by Ofsted.

‘Teachers make good use of their subject expertise and industrial experience to ensure that students rapidly develop vocational knowledge and practical skills and are well prepared for higher levels of study, further training or employment.’

Northbrook College has embraced employer engagement and employability to the fullest extent in the development of its vocational provision. Many of the achievements here directly map to CAVTL's identification of the 4 characteristics of excellent adult vocational teaching and learning.

1. A clear line of sight to work on all vocational programmes
2. Dual professional teachers and trainers who combine occupational and pedagogical expertise
3. Access to industry-standard facilities and equipment, reflecting the ways in which technology is transforming work
4. Clear escalators to higher level vocational learning, developing and combining deep knowledge and skills

Although it will not be possible for all providers to build a racing car, looking at what will engage learners, creating links with the 'real world' and enhancing opportunities for employment is at the heart of vocational education. Perhaps most importantly, by maintaining a clear line of sight between the qualification and ultimate goal of employment for learners, the college was able to not only help the students maintain their focus, but also to harness their efforts to generate significant success for the college, its learners and the economy.

Northbrook College is an FE college

4.8 John Ruskin College

Co-creating a new learning model to improve TLA from grade 4 to grade 1

In March 2010 Ofsted judged the college to be inadequate for overall effectiveness, outcomes for learners, leadership and management and two of the four subjects inspected. The newly appointed vice principal, Mandeep Gill, focused on the heart of the challenge: improving teaching, learning and assessment by developing a dedicated learning model.

The approach was all-encompassing. In an effort to come to a common understanding of what outstanding TLA practice looked like, all staff (teaching and support) and learners were consulted as to what it involved. Importantly, students were asked what they would like to see every day from the staff and what helped them perform at their best. Teachers were asked related questions. The results were collated and agreed on and came to form the John Ruskin College Learning Model.

The rationale behind this approach was summarised by Mandeep Gill:

“It was essential that the components of the learning model came from staff and students. They are the people who experience it, so they are the experts. They know what it is that they want; what does and does not work for them. The key was to find an approach which brought all that together.”

A staged approach was adopted in the implementation of the model. In the first year, all college staff were encouraged to undertake supported experiments to develop their own skills. This was a deliberate attempt for them to not only take ownership of improvement but, equally, to move beyond existing TLA delivery models.

To this end, every tutor was asked to conduct an experiment or an intervention (i.e. introduce some form of change) related to an aspect of the learning model which they felt might have a positive impact on success rates. Staff were given significant leeway to experiment, the only proviso was that they needed to measure the impact of their intervention to assess whether or not it had had the impact they intended by gathering relevant metrics.

Crucially, staff were supported in the experimentation by mentors trained in solution focused coaching: an approach whereby a very deliberate attempt is made to not focus on the problem and instead to seek out actions which are likely to promote a solution to the issue under consideration.

The experience in the words of an ESOL teacher: ‘Enhanced my management skills enabling me to gain experience as a project manager, drive a project forward and take a lead role in both the

planning and delivery of the programme.’

The impact on teaching and learning was equally noteworthy: 80% of lessons observed were rated at 1 and 2 compared to 64% in 2009/10 (i.e. before the intervention). Similarly, before the supported experiments, Ofsted inspectors noted that ‘the overall quality of lessons has improved, although a significant minority of lessons do not meet the needs of all students’, whereas after their introduction they found that ‘teaching and learning are good and inspectors observed examples of outstanding practice’ (Ofsted 2011).

Building on the successes of year 1, in the second year staff were encouraged to adopt new teaching approaches using a trial and error methodology with the aim of improving their confidence and professionalism and, thereby, improve the outcomes for learners.

The second cycle of supported experiments was related to wider and ongoing work about creating a John Ruskin College culture based on sharing good practice and building relationships across areas involving teaching and support staff.

Experiments were based on three main areas: professional behaviour of students (work skills, work ethic, taking responsibility for learning, appropriate dress and behaviour, time and workload management, students valuing time at college for themselves); assessment methods (tasks, use of video, differentiated models of assessing criteria) and punctuality and attendance (strategies to improve these). Staff were guided by coaches who helped to set and monitor clear goals and who helped to provide the tools, support and structure to accomplish more.

Again, there was a noteworthy impact on teaching and learning: retention improved 10% on 2010/11 to 92%; 84% of lessons observed were judged good and outstanding and cumulative attendance reached 89% in 2011-12 compared to 83% in 2010-11.

In the final year, staff were encouraged to broaden their range of knowledge, understanding and insight to issues such as employability, IT and other broader areas which are vital to student success. Staff across the college share skills, information and ideas with each other to promote cross-college learning. A4 leaflets and posters outlining the vision informing the TLA strategy were displayed around the college with a particular attempt made to focus on the equality and diversity needs of all students.

The success of the approach was confirmed by Ofsted. The college was judged outstanding in teaching, learning and

assessment and in terms of overall effectiveness with the inspectors noting that:

‘Teaching practice has improved markedly through the initiative of supported experiments that encourage new teaching approaches and a culture of ‘trial and no error’ which has been highly effective in developing the confidence and professionalism of teachers to improve their practice and outcomes for learners.’

A major part of this success is attributable to the ambition for all staff to develop a shared conception of what outstanding TLA is. Not only did this foster a common purpose, but it also reflected a degree of trust on the part of the leadership that its teaching staff, in conjunction with the learners, were those best placed to make judgements on excellence and how it looks in practice. This trust proved to be well-placed. The three-year approach allowed the college to make judgements from year to year as to how to proceed.

The experimental methodology the staff were encouraged to adopt, based on a reflective practice, action-based research model, led to a significant degree of improvement which might not otherwise have come about had not the staff been given the ‘green light’ to experiment.

This released a wave of creativity which allowed staff to move beyond tried and tested models of delivery into more innovative approaches to TLA. Bolstered by the solution focused coaching, staff clearly felt empowered to work on what might improve TLA outcomes.

John Ruskin College is a sixth form college.



4.9 Chichester College

Female football coaches coaching to success



With the profile of women's football higher than ever, thanks to events such as the 2012 London Olympics and upcoming Women's World Cup in 2015, Chichester College decided to bring the benefits of women's participation to the local level.

The specific aim was to increase the number of female footballers in the local area by recruiting, training and developing female coaches at college. These coaches would then work in local communities by offering free football coaching sessions at the local football club. As a result of this initiative female coaches received training alongside their male counterparts in FA coaching qualifications.

The college offered free football coaching along with after school football sessions for girls in local schools which culminated in a Saturday club which was run on a permanent basis to provide both playing and coaching opportunities. This project was a collaboration between Chichester City Ladies and Girls Football Club, Sussex FA, Chichester District Council and Chichester University which brought in a plethora of benefits including the sharing of facilities, communications and expertise.

Initially 24 young women from the local club and college side were qualified as FA level one coaches. Community level results have been equally impressive – two junior football teams have been created and are now playing in local leagues. In excess of 250 girls have, so far, been positively affected by this project in some way. The success of this model is evident and has already been shared at the AoC/British Colleges Sport National Coaching conference. Key information from the project has been shared through the English Colleges Football Association Quality Framework website (<http://www.ecfa-quality.org.uk/>)

It has received accolades from a variety of sources including Jonathan Hodgson, director of sport at Chichester College, who said:

“ Thanks for the coaching input, the girls have really enjoyed it, and I am always keen to help promote girls' football in the area, so let me know if we can help in any way at any time!”

And a parent who found that:

“ The girls that attended had a great time thank you and I know one Y5 child was off to attend the Sat morning club as a result (as her mum told me!). Yes to a future club if able! Thanks!”

Sustainability has been built into the model. It is hoped that the junior players will be inspired to emulate the student coaches. The aim is that they progress into further education and be educated as coaches themselves as the present student coaches progress into higher education and become mentors.

There are a number of reasons for the success of the initiative, foremost of which is that Chichester College was prepared to work with the community in the community. By offering free training in the community the college was able to entice hitherto perhaps reluctant girls who, enthused by developments in women's football, were given an opportunity to realise their ambitions. In effect barriers to participation for girls in football were removed by offering opportunities to train within the community.

The collaborative element between the various agencies also helped to create a multiplier effect in terms of marketing, access to facilities and engaging with the community in its widest sense. Crucially, the football training was used as an opportunity to embed learning which encompasses enterprise, communication, management and practical skills meaning that participants get something much more than football skills.

It encouraged peer and independent learning and opened up academic routes into both further and higher education. Planning for the long term characterised the programme, meaning that sustainability was considered and built into the programme from the outset. Finally, and not unimportantly, the training was fun. As was pointed out by one of the teachers of the girls in the participating schools, 'the girls have really

enjoyed the sessions by your coaches so far this term'. Before adding 'can we do it again next year?'

Student produced videos to market the coaching schools:
<http://www.youtube.com/watch?v=EnDmr-igxus> – Girls on the Up, Local Football Club
<http://www.youtube.com/watch?v=2AYpjzRlko> – 'It's all about Progression'
<http://www.youtube.com/watch?v=Zt1RwJI6E5k> – Girls Football Festival

Here is a link to the national framework Chichester College helped to write:
<http://www.ecfa-quality.org.uk/media/5124/final-copy-fdqf-indicators-coaching-.pdf>

Chichester College is an FE college.

The collage features several promotional items for Chichester Female Football Development Centre:

- Letter to Parents:** A letter from the Head Coach, Elizabeth Ogden, inviting a parent to a training session. It mentions that the daughter has participated in a Girls Football Festival and that the coaches are CRC checked and FA qualified.
- Girls Football Camp Flyer:** A flyer for a "CHICHESTER CITY GIRLS FC PRESENTS..... FOOTBALL CAMP!" for girls only, held on Friday 11th April from 10am to 3pm. The cost is £7.50, with the first session free. It includes contact information for Hannah McNamara (07727 068946) and Matt Wright (07534 996578).
- Saturday Mornings Flyer:** A flyer for "GIRLS FOOTBALL Saturday Mornings Fun Football Sessions @ Chichester College (10am-12pm) 6-14 Years". It features a photo of the coaching staff and lists the cost as "Only £3 (first session free)".
- T-shirt:** A black t-shirt with the text "#01 Chichester College ESTB 1964".

4.10 Chichester College

Achieving excellence through a licence to observe

In 2010 Chichester College decided to refocus the culture of the entire college on teaching and learning. The college was aware of the fact that the previous observation process was ineffective, so rather than 'tinker' with it, it engaged in a wholesale shift to a new, whole organisation model based on well-established principles (including coaching) delivered in a highly structured and systematic way.



The result of this was demonstrably greater consistency of observation grading and quality of feedback and teacher development. There was a determination to make all teaching, learning and assessment outstanding. As part of this focus the professional development department designed a new lesson observation process made up of five modules which formed a Licence to Observe.

1. Changing culture: an introduction to the observation of teaching and learning framework, self-assessment and action planning.
2. Observation of teaching: gathering the evidence, report writing and moderation.
3. Making key judgements: providing feedback based on collected evidence.
4. Feedback using a coaching model: developing oral feedback skills; providing support for teaching that requires improvement or is inadequate.
5. Setting SMART targets and action planning.

All observers were required to train and all modules were mandatory in order to gain the licence. The process includes a quality framework of regular moderation of observation records. All observers take part in these sessions and an action plan is developed to further enhance the learning that has taken place. The Licence to Observe has also been adapted to meet the differing observation needs for:

- initial teacher training (ITT);
- work-based learning, assessor observation;

- learning support observation;
- student tutor observation.

In addition, a unique module was developed for the student executive to become trained observers, resulting in the involvement of students in lesson observation and a powerful learning experience for them.

The impact of the above model has been wide-ranging and profound. The Licence to Observe programme gained the City & Guilds Beacon Award for Professional Development November 2013.

The impact of the above work exceeded the leadership team's highest expectations. It was felt across the whole college and affected up to 16,000 learners with the student survey in July 2014 finding that 95% of learners felt their teaching was good or better, up from 86% in a survey conducted at the start of the programme.

Learners who were trained as members of student executive were enthused by the training, stating that they now recognise the features of outstanding teaching and learning, adding that the experience of observing with experienced observers has increased their confidence and helped them develop other skills suitable for their progression to university or employment.

In March 2014 Ofsted awarded the college a grade 1 for 'overall effectiveness' with contributing grade 1 in all 3 key aspects. Inspectors commented upon the quality of teaching, learning and assessment saying:

“Teaching, learning and assessment are outstanding. Much outstanding teaching in theory and practical lessons, together with a high level of pastoral and academic support, ensures that learners have the best chance of success. Leaders, managers and teachers place learners at the centre of all college activity, with the result that the vast majority of learners make excellent progress and achieve very successfully.”

They also recognised the contribution and excellence of a 'lesson observation system that is mature and highly effective' adding that 'judgments on strengths and areas for improvement are accurate and evaluative'.

They stated that:

“Teachers make good use of an excellent range of professional development activities aimed at meeting their individual development needs, such as the nationally recognised Licence to Observe.”

Crucially the process has resulted in creating confident and well trained observers who are respected and trusted by those they observe. The observers act as ambassadors to ensure that the new observation process is regarded as a means of supporting all staff to promote better teaching and learning. The training ensures that observation is founded on evidence-based judgments (both in lesson observation documentation, report writing and self-assessment) and this helped inspire confidence by removing any ambiguity associated with impressionistic judgements. It also gave all staff a greater insight into the process of observation.

It was well received internally and this is reflected in the comments of Micky Riddell, the head of sport and public services, who stated that:

“We now have clearly defined guidelines that instil confidence and understanding in the full process, from initial notification to final debrief and grading. The training supplied for this process was innovative, inspiring and above all fun. Linked to this is the opportunity to consolidate through periodic moderation meetings, looking at and moderating lesson observations from across college. This activity allowed us to question, discuss and agree on various areas within the whole process at regular planned intervals. I have found that it has given me a greater understanding of the reflective process when giving feedback to teachers I have observed, especially when mentoring teachers under training and newcomers to the department and college.”

Teachers from hair and beauty fed back to their head of learning about their current views on being observed:

“We now find that lesson observation is a shared experience that we take something positive away from. Observers are friendlier and take time to discuss and listen to our thoughts and feelings about the lesson they have seen. The whole process is much more developmental and as we have regular drop-ins as well as our formal observation, having an observer in the classroom is not now such a big deal. We feel it is a much more relaxed experience and no longer something to be anxious about.”

It is important to note that the ‘Licence to Observe’ initiative was not undertaken in isolation but integrated with other cross-organisational TLA improvement activities such as roadshows and ‘show and tell’. Additional modules have been added to support the development of licences in:

- observing learning support effectiveness in the classroom;
- how to assess scholarly activity;
- non-graded, developmental observation.

Perhaps most significantly the ‘Licence to Observe’ was linked to a coaching culture being embedded throughout the college together with leadership, mentoring, teaching, staff feedback and student feedback. This culture fostered a sense of mutual support and mutual enhancement and in Feb 2015 the project was awarded the TES Best Teaching and Learning Initiative.

Chichester College is an FE college.

4.11 Sussex Downs College

Flipped learning: placing the emphasis for learning back on the learner

The college became interested in flipped learning as a means to create more individualised learning opportunities and more space within contact time for the development of students' thinking and higher order engagement with the subject.

Sussex Downs College uses a variety of approaches such as supported experiments (learning development projects), practitioner-led workshops and teacher learning communities to spread innovative practice throughout the organisation. One such example has been the 'flipped approach' to deliver excellent TLA. Initially the idea of flipped learning emerged from a project on 'developing studentship' that was partially funded by the Learning and Skills Improvement Service (LSIS).

The project was designed to help students move away from a teacher-dependent mode of learning whereby students arrive to a lesson in the expectation that the teacher would just 'transmit' their knowledge to them leading, somehow, to good grades. Instead, students were encouraged to develop studentship – the behaviours, skills and other attributes that allow them to become successful, independent and self-directing learners. More specifically, flipped learning was about placing the emphasis on students to consider their learning needs outside of the classroom (e.g. learning key terms and concepts outside of class at their own pace), only coming into class to ask questions, clarify any areas of misunderstanding, engage at a higher level and apply their knowledge to addressing problems.

A pilot was carried out with AS Level PE students to address persistent problems that the students experienced with their learning of anatomy and physiology. Students were suspicious at first but soon discovered the value of this for themselves. They were more confident in answering questions and more able to participate actively in class. Their grades in the summer exams were markedly improved compared to previous cohorts.

In a second trial, in A Level Sociology, students were required to watch the videos and make notes, using the structured Cornell method. They are also asked to bring to the session at least one 'interesting question' about the topic that was not covered in the video. If they arrived at the session not having done this, they were sent to the library to do so. In focus groups and surveys they reported that classes were transformed as everyone was much more able to contribute to discussion and debate. This gave time for deeper learning and more satisfying engagement with the subject.

The results of participation were very clearly evidenced: of the 12 students retaking the A2 sociology module, three chose not

to participate in these sessions. The nine who participated (and who previously had achieved three Ds, three Es and three Us) scored five As, one B, two Cs and one D. The remaining three students subsequently achieved virtually no improvement in their grades. In other sociology classes that used a flipped approach, the AS sociology class had a 100% pass rate and scored an ALPs score of three. Three second year classes scored an overall ALPs score of four improving on their AS results.

Clearly a number of factors may have accounted for the improvement, such as motivation for example. Yet there is evidence that the students 'got it'.

“A good thing about these lessons is you arrive knowing something about what you are going to cover, you are not just clueless. Other lessons you just turn up and learn whatever. You don't get something that you can spend much more time on beforehand.”

A2 sociology student

“I think it is a really good idea, to be honest. It allows me to prepare for the lesson without going into the lesson not knowing anything and then having to try to learn it as I am doing the questions. Instead I can prepare, know what I am supposed to do and then go into the questions which gives me a better understanding of it.”

AS maths student

Although many teachers had previously expressed concerns about whether students would engage, they all reported that once the expectations were firmly established, students quickly acquired the discipline of watching the videos or doing other research and making thorough notes before each class. Currently, several other A level teams have adopted the approach including chemistry, health and social care, maths, media, sport and politics.

It has had impact on 10% of learners within the college. In some subjects, particularly maths, it has been possible to use ready-made videos available for example on Exam Solutions (www.examsolutions.net) or Khan Academy (www.khanacademy.org) websites, reducing the burden on teachers to generate resources. Other teams have been able to share resources, e.g. the sport team at Eastbourne has been able to use selected

videos created by their colleagues at Lewes, further reducing the workload. So successful has the method been that CPD activities around flipped learning were developed for the whole college at a teacher training day early in 2015.

There is little doubt that the concept of studentship allowed the college to reconceptualise its relationship with its learners. By introducing a model which firmly places the emphasis on the learner to actively engage with knowledge outside the classroom in anticipation of further work in the classroom, the college was able to not only multiply the amount of time the student spent learning but, perhaps more importantly, to change the nature of the learning taking place. It became self-directed, deeper, driven by the student, yet, crucially, supported by the teacher.

Clearly, the investment of teacher time in generating the initial materials places demands on them. Yet, paradoxically, the approach ended up benefitting the teacher by allowing them to spend their time with the student more effectively by focusing on skills they couldn't really acquire elsewhere.

As one teacher pointed out, the studentship approach meant that a teacher now had that time:

“The traditional approach to teaching and learning, didn't give me any time for the things they need the most help with. It isn't necessarily the knowledge, for those students it is often decoding the exam question, or putting their answer together into a coherent structure.”

Sussex Downs College is an FE college.



4.12 Plumpton College

Supported Internships for learners with learning difficulties

Obtaining employment is particularly challenging in the current economic climate. For learners with specific needs such as learning difficulties and/or disabilities (LDD) and mental health issues, the barriers are more formidable.

The Supported Internship (SI) programme was developed to help young people with learning difficulties and/or disabilities overcome the barriers to work. The ethos of the programme centres on preparing young people for the world of work, raising aspiration and having high expectations, through a course which carries the strapline 'Developing Excellent Employees'. Importantly it was about instilling a sense of confidence in learners that they were real contenders for employment opportunities.

The programme consisted of two phases. In the first college-based phase of the programme, students' awareness of working life was raised in terms of the responsibilities, challenges and opportunities. The aim was for students to realise that taking on employment was within their capabilities and was something they could excel at. As part of this process, five employers came into the college from a range of industries to talk to learners about business and what a good employee looks like.

The following week, the students visited the employer in the workplace to see for themselves how professional people act, what they wear and how they communicate, reinforced by classroom discussions. These classroom discussions revolved around health and safety, problem solving and, crucially, the employment presentations and workplace visits.

These activities were bolstered by team building sessions, outdoor living skills and fitness. In what proved to be transformational for some students, inspirational speakers who had similar issues to the students, but who had transcended their supposed limitations, were invited to talk about their achievements.

Following on from this, work placements were arranged for each student for six months in a place where there was a possibility of paid work at the end of the placement. A job coach was assigned to each student and gave the appropriate level of support. All students were supported in placement initially, something which was gradually replaced by phone and text support, depending on the needs of the individual student. In this way, students were encouraged to become independent, responsible and resilient.

The results have been excellent in the 2013/2014 academic year with 10 out of 20 students gaining paid work while on the course or within three months of the end of the course.

The method of improving the employability skills of learners with learning difficulties, or other issues, through strengthening

links with employers proved to be extremely effective.

The benefits were two-fold. First, employers were made aware of the potential of these learners, as well as the challenges which face them in the workplace. By working together the college was able to enlighten employers and help break down any stereotypes they may have held about such learners. In this way, the college was able to help employers find a means of addressing their employment needs.

Second, the learners were introduced to the world of work in a very real and practical way, and were better placed to embrace the world of work as a result of being more informed about what employment entails. Learners were given an opportunity to communicate their understanding of what they had to offer, and some were able to gain immediate employment.

One particular success story stands out. On the 2013/14 SI course the college secured a work experience placement for Michael Barton as a waste and recycling operative with Lewes District Council in their Newhaven Depot. Michael, a young man with a moderate learning disability, had done some long term work experience before coming on the SI at a local garden centre but was unfortunately not offered any paid work.

However, after receiving a number of one-to-one job coaching sessions while working for waste and recycling, he improved massively in his independence and initiative and quickly became a valued member of the team. In June a number of paid positions were advertised and Michael, supported by the SI team, applied, was interviewed and was offered a part-time paid job. The college recently found out that he is doing so well in his job that they have offered him extra hours.

Plumpton College is a specialist college.



4.13 Soccer Coaching Ltd

Successfully embedding Functional Skills in sport

Successful delivery of Functional Skills in vocational training can prove challenging for many FE providers. However, Soccer Coaching Ltd (SCL) has managed to not only engage young learners who would not otherwise be interested in full-time learning, but have produced Functional Skills results which are excellent by anybody's standards.

Delivering study programmes and apprenticeships in partnership with a number of lead providers across the South East, London and Midlands, SCL are funded by both the Education Funding Agency and the Skills Funding Agency, focusing on providing sports provision to the sector based on learners' interests. Mindful of the complexities and difficulties involved with delivering theory, SCL has developed a model which develops the sporting prowess of their learners while simultaneously enhancing their employability, study and Functional Skills resulting in high retention and success rates as well as a workforce for the future with a significant array of transferable skills. Lisa MacCormac, head of collaborative partnerships at South Essex College, notes that:

‘SCL have significantly contributed to changing the perception of vocational sports programmes, particularly apprenticeships, which had previously had a very poor reputation with the funding bodies. They provide excellent success, retention and achievement rates, have cracked the very challenging task of providing excellent Functional Skills results and are a model sub-contractor. I can't recommend them highly enough.’

A significant part of their success is due to the fact that programmes are delivered in real sports environments which expose learners to working life on a daily basis. Working closely with employers leaves them with a realistic view of how the industry works and the opportunities on offer. By simultaneously developing their subject knowledge and skills set, the learners leave with a profound understanding of the applied nature and utility of the skills they have developed.

However, it is the inventive delivery of Functional Skills that really makes SCL stand out. Having tried discrete delivery by specialist staff, yielding limited success in their first year, SCL experimented with fully embedding these skills into the curriculum by training up its own core staff. The curriculum was linked to the sporting activities contained within the main learning aim thereby taking advantage of the natural interest of learners in their chosen subject. Following this, Functional Skills results rose from 53% in 2012/13 to 87% in 2013/14. Their overall success rates for the past 12 months make for impressive reading with 95% achieving levels 1 and 2, 97% retention and 97% progression into employment, FE or HE.

The focus on staff pursuing better learning was key: all staff are trained to deliver Functional Skills through continuing professional development, working in partnership with providers with exemplary practice. Equally important was the fact that all staff are actively encouraged to gain their own Functional Skills qualifications.

This ability to embed skills and produce learners who are employment-ready is highly valued by SCL's partners and lead organisations and is highly acclaimed by its awarding body. Adrian Armstrong, chief executive of Access to Music, an SCL partner, said:

‘SCL provides outstanding learner outcomes in terms of quality, success and learner satisfaction. I have personally witnessed the positive impact their Sport & Education Academy programme has on the learners' motivation.’

Soccer Coaching Limited is an independent training provider.



4.14 South Essex College

Providing great English and maths success through GEMS

Engaging the majority of 16-19 year olds on study programmes with English and maths, both alongside and within students' main programmes, has been a real challenge for all colleges, sixth forms and private providers this year.

South Essex College aimed to engage and excite young people with English and maths through the introduction of the GEMS programme (Great English and Maths Success). The college wanted students to understand the importance of English and maths in everyday life, enabling them to progress and get a job.

A series of campaigns has been launched throughout the year all under the GEMS logo so they are clearly recognisable. The first of these was a call-to-action between September and October when super classrooms were set up. These super classrooms were experimental spaces for staff to try out new approaches to English and maths delivery, including team teaching, collaboration with students allowing them to experiment with what works for them, and innovative active learning techniques. The classrooms were centrally located and highly visible and the classroom sessions were high profile, well-resourced with both staff and equipment, providing interesting and exciting environments for staff and students.

Learners have been enthusiastic in their praise for the initiative as 'a fun and active way to learn'.

“GEMS super classrooms are great, I enjoyed doing this because I found it more fun than my normal lessons. I found it more active working on tasks in groups and writing answers on the windows. It was more of a laid back lesson.”

Zoe Humphreys, level 1 English learner

‘I liked the GEMS super classroom because it helped us to feel relaxed and you get more space in the area so you can work with different students.’

Charmaine Sesay, level 1 English learner

Joanne Styles, advanced practitioner, said:

“The super classrooms took the concept of play through learning which was viewed as an energetic, positive and exciting approach to introduce English and maths at the start of the year. The legacy of this starting point is the shared resources, alongside supporting and encouraging the embedding of these core skills in the mainstream curriculum. The super classrooms

supported encouragement of enquiry, discovery learning and challenge.’

Alongside the super classrooms, the college engaged students in English and maths games through a campaign called 'Freerice - Rice Up Against Hunger' on <http://freerice.com> run by the United Nations World Food Programme.

Freerice donates 10 grains of rice for every correct answer in a series of English and maths online questions helping students practise vocabulary, grammar and a wide range of maths problems on their phones, tablets or computers, while building up their rice contribution to support the fight against world hunger. The college agreed to match the total contribution of rice earned by the students, doubling the rice donated to the campaign.

GEMS also carried out two other activities to raise the profile and involve students, staff and visitors in talking about and discussing English and maths. A series of questions were posted around the college, on screensavers and on 'My Day' which is an app for students' phones. QR codes were available to find the answers.

What **E** is often found in persuasive language?

What **N** would you often find articles in?

What **G** is a study of sentence structure?

What **L** is the human ability to acquire and use systems of communication?

What **I** is saying (or writing) one thing, whilst meaning the opposite?

What **S** is normal non-standard vocabulary?

What **H** means exaggeration?

What **A** means the same occurrence of a letter or sound?

What **N** is a person reading a story?

What **D** is a form of speech of a district, class or person?

What **M** means average?

What **A** is a calculation of height x width?

What **T** is a line that cuts two or more parallel lines?

What **H** is a six sided shape?

What **S** is a triangle with different sides which are uneven?

The 'Did You Know' campaign was also launched under the same logo. The aim again was to raise the profile of English and maths and get students and staff talking.

Examples were:

Did you know that - over 700 million people speak English as a foreign language?

Did you know that - the 1st letters of the months July to November spell JASON?

Did you know that - the 1st English dictionary was written in 1755?

Did you know that - everything you can do with a ruler and compass you can do with the compass alone?

Did you know that - some numbers are square yet others are triangular?

Did you know that - English is the most widespread language in the world and is more widely spoken and written than any other language?

Both of these campaigns have created a real buzz around the college, giving staff and students the opportunity to think about how both English and maths pervade our lives in ways we do not even recognise.

The GEMS campaign is already showing positive impact in the college. Attendance on the programmes has increased from 73% to 80%. Retention has increased from 85% to 97% and the college is confident that achievement of both Functional Skills and GCSEs will improve significantly this year.

The GEMS programme has created energy and enthusiasm throughout the college with both staff and students, has improved staff skills in embedding English and maths, has raised the profile of the importance of these subjects for students and demonstrated new ways of learning for students, encouraging them to become independent active learners engaging in a deeper, more thoughtful way.

South Essex College of Further & Higher Education is an FE college.



4.15 Southend Adult Community College

Delivering excellence in equality and diversity and early years and playwork

The majority of learners at Southend Adult and Community College are adults, although its provision includes study programmes at level 1 and 2 for younger learners, and many come from the most deprived wards in the borough. The college places a very high priority on equality and diversity and working with the local community. It was judged 'good' by Ofsted in October 2014 when the inspectorate highlighted:

- many success rates well above national rates;
- learners developing good practical, vocational and employability skills;
- a significant contribution to reducing the number of NEET young people;
- effective provision of good work placements for learners on employability programmes;
- good partnerships with a range of agencies;
- curriculum leadership that meets the needs of learners and the community.

In the words of Ofsted, the college is:

‘A great advocate of community cohesion. The main sites are a harmony of respect and joy. They are filled with success stories of individuals from a broad range of backgrounds that motivate others well. All staff ensure that all sectors of the community are welcomed and appropriately catered for.’

‘In lessons, teachers promote equality and diversity very well. The college is an integral part of the borough and many local groups use the classrooms and facilities.’

Key indicators of this success have been the fact that the college has closed achievement gaps between men and women and learners on different programme levels through positive action, improved initial assessment and has a greater focus on outcomes.

Ofsted said that staff:

‘Promote well a culture of respect around the college sites and community venues. Learners respond very well, respecting and celebrating the

cultural and other differences of the diverse college community.’

How has the college achieved this? Through an inclusive approach to equality and diversity which is evident throughout the fabric of the college. The college has a range of curriculum appropriate E&D resources which feature in session plans and schemes of work – these are embedded in delivery. For example, their Moodle for “Beginners learning Italian” features resources about Italian culture; early years teachers use resources that reflect the range and diversity of communities in Britain. Support for learners is very effective taking into account the diverse needs of the learner demographic. In the words of Fred Plummer, a learner aged 58:

‘Before I started college I couldn’t read, but whilst at college my reading has significantly improved and now I can read a lot. I like coming to college, it’s helped me gain confidence, allowing me to read stories to my grandchildren. The college is very welcoming and even though everyone is different, everyone deserves to be treated equally.’

Community information is highly visible and given prominence. For example, the college utilises many examples of diverse imagery in their displays, which are welcoming. The college’s art team have a resource bank of images of diversity which staff can draw on. Central display areas show information and images about key and relevant events such as Black History Month or aspects of social and community life, such as information about people with cancer at a local hospice. The use of electronic display screens means that the college can respond quickly to local events and developments, and contribute to community knowledge and cohesion.

Staff are supported in a variety of ways. All staff have access to the Global Dimension curriculum resource which includes a monthly list of E&D celebrations and all have been trained through DisabledGo E&D and Disability and more recently Pinnacle training packages.

This deeply inclusive approach to teaching and learning was recently noted by a visitor from the Department for Business, Innovation and Skills (BIS):

‘The positive and supportive atmosphere and relationships were evident in every area of the college’s activity. I felt welcome and valued the openness of everyone I spoke to.’

She witnessed the range of courses on offer from LLDD, ESOL and apprenticeships to their free ‘Staying Steady’ programme for the over 65s, funded by Public Health England. This latter 16-week course has had over 100 participants and has enabled them to play a fuller part in the community. Yet the college continues to drive forward and is currently working to increase ethnic diversity on the programme through co-ordinated community links and is offering classes in care homes and other outreach venues. Reflecting its commitment to teaching and learning, the college has a dedicated, self-contained centre for high needs students with profound and multiple disabilities. Learners with LDD are judged to make excellent progress towards independent living.

As can be seen from the comments above, both Ofsted and BIS consider that the college demonstrates a rare and effective approach to E&D which is undoubtedly related to its position as a provider of 16+ and adult learning with a curriculum offer that is directly responsive to the diverse needs of its learners and the local community.

Equality and diversity are embedded in all aspects of teaching, learning and assessment. Within their own practice, tutors work hard to ensure the most appropriate methods of assessment to allow their learners to develop and gain recognition for their developing skills. Tutors always maximise any opportunities to enhance learners’ understanding of inclusivity.

To quote from a level 5 learner talking about her tutor:

‘I showed her the safeguarding, equality & diversity and resilience leaflets that I have created as part of my level 5 and how I now use these within my setting. I explained to her that I have given these to new childminders to help embed these qualities within their settings. She has said I have displayed outstanding qualities by doing this.’

Sector Skills Area (SSA) 1, Early Years and Playwork, has been judged by Ofsted as ‘outstanding’ in two consecutive inspections (2008 & 2014). The college now has level 5 progression courses, with some learners having progressed from L2/3 through to L4/5 and then on to foundation degrees at Anglia Ruskin University. Outcomes for learners are exceptional and consistently well above benchmark. There are excellent vocational progression routes available for learners from level 2 to level 5. Progression rates within the college are very high. Currently a pathway from the level 5 has been developed in partnership with the University of Essex to full honours degree. Success rates for learners are exceptional across all levels.

Learners on level 4, two-year early years courses, with high retention and success rates, moved into supervisory and managerial roles which were the origin of the college’s higher level programmes. Learners are involved in the life of college, and are encouraged to bring in outside activities into the classroom such as Children in Need.

This year they have introduced study programme pathways in



early years and health and social care for their 16-19 learners, widening participation in their excellent training across all age groups. Tutors ensure that learners are involved in the life of the college and support the local community with many volunteering their time in local early years provision and participating in charity events, for example, collecting donations of arts and crafts materials for a local women's refuge.

Learners on higher level qualifications cite their training as having a very positive impact on their practice with one level 5 learner stating:

‘In fact I was awarded ‘outstanding’ across ALL areas of my practice. I truly believe that, without all the knowledge and support I have gained through completing my level 5, that would never have happened and so for that I thank you.’

This is confirmed by the 2014 Ofsted report which said:

‘Success, retention and attendance rates are exceptionally high. Teachers motivate learners exceptionally well, applying high levels of professional standards at all times. Learners work hard to gain a better understanding of the theories and strategies used in the development and support of children and young people. Teachers make excellent use of individual learning plans. Personal tutors provide learners with... highly effective one-to-one coaching and mentoring support.’

‘Staff are particularly good at identifying and providing prompt support for additional learning needs. Teachers use an excellent range of exciting and innovative approaches to assessment and prepare learners well for their assignment work.... encourage learners well to reflect on their experiences and use relevant examples from their workplace and other experience... Learners know well how to keep themselves and the children they work with safe.’

The commitment of the leadership team has been key. Leaders have been intent on driving quality improvement and being quick to respond to changes. Staff have high expectations for themselves and for their learners. In addition, the leadership team has a strong working knowledge of the subject areas and has the ability to translate that into clear goals and expectations and promote a highly effective working ethos.

The college is not standing still. For example, the EY leadership team has led on e-learning and e-portfolio developments which are being rolled out across study programmes and it is developing a Moodle for counselling. One member of staff was highly commended in the Nursery World Teacher of the Year award. The leadership team has also led on revamping the college's TLA processes and recently delivered observation training to staff. This has been informed by the Learning Consortium Learning Framework model which has given the organisation further insights into quality improvement measures.

Teaching and learning remains a central theme of staff development with all staff encouraged to keep up to date with professional practice and look outward, including participation in visits to providers in the EU to identify best practice.

Southend Adult Community College is an adult and community learning provider.



4.16 SEEVIC College

Supported Internships as a means of promoting learner success

SEEVIC was one of the first organisations to become involved in the piloting of internships. Based on a model whereby a job coach would coach students on aspects of the job so that they could sustain employment, the college was excited by the chance to be able to meet the needs of young people who had moved through their Essential Skills programme and needed to take the first steps into work. It promised to overcome the Catch 22 of just being 'work ready' without the experience of having worked and thereby not being aware of the realities of employment.

SEEVIC has close links with the Transition Pathways team in Essex County Council and a number of SMEs and large employers including Sainsbury's, Morrisons and Halfords who were able to support the process. Crucially, SEEVIC developed its own provision through cooperation with the Realistic Opportunities for Supported Employment (Rose) programme at Havering College whose staff advised on the recruitment of job coaches and provided training in systematic instruction.

At the time of writing the college has 48 students aged 16 to 24 on its Supported Internship programme. The Supported Internships programme, focused on employability, has learners one day a week in college studying English and maths at a level which is appropriate for them, which can include GCSE, Functional Skills, or work-related pre-entry level English and maths so learners can function in the workplace. In addition, all students do an employability qualification, with some also doing personal and social development. The pre-entry learners undertake non-accredited studies but are still able to sustain work. The majority do Functional Skills and are making excellent progress, some this year have already moved up one level.

In addition, the college also offers roll on roll off internships for students, including some 16-year-olds, referred by Transition Pathways, who have found learning in a traditional classroom very difficult, have statements and prefer practical, hands-on learning. The college ensures that they are working towards focused outcomes of either employment or voluntary work.

The college is delighted with the outcomes of the internships, which have now been running for three years. In the first year, 10 out of 15 learners moved into part-time or full-time employment. In the second year 20 out of 30 learners progressed to part or full-time employment or onto apprenticeships. The number of learners accessing Supported Internships has increased substantially year-on-year and the college aims to maintain or improve on their impressive 75% progression rate with the current cohort of learners.

One hearing impaired student, who had been turned down at interview eight times, was able to sustain employment through the programme. Supported Internships offer a way of

breaking down barriers and improving equality and diversity for learners.

Essex County Council Transition Pathway Service offers an endorsement of the programme:

“The course is definitely needed for targeting young people with SEN to develop their employability skills. There are employability skills courses around but they do not specifically cater for students with SEN and they do not offer work experience within the course whereas this does. Having a work experience placement suitable to an individual's career needs and that is willing to take on a student with SEN can be extremely hard to find but the college has managed to do this very efficiently.”

Central to the college's success is the nominated coordinator, who follows through with the employer and builds close working relationships with students, other staff and external bodies. With a deep understanding of the needs of both students and employers, the coordinator is well placed to engage with staff to address the needs of both. In turn, the delivery teams are able to contextualise learning and, through their work with Functional Skills staff, embed these skills whilst making the studies as relevant as possible to the students' workplace.

One of the college's learners, Zak, features as a case study in the DfE 'Supported Internships' Advice (2014).

Zak, who has Asperger's Syndrome, had completed an Essential Skills course, had a 100% attendance record, demonstrated a variety of skills that would be valued in the workplace, was keen to work and already volunteering with a local charity. The staff established that he enjoyed cooking at home and that he would like to work in catering. Whilst the team searched for an appropriate employer, a temporary placement was arranged for him in the college restaurant. He made excellent progress and a tailored support package, including job coaching, was arranged for him, involving college staff, the catering manager and his colleagues. Zak (pictured opposite) successfully completed an apprenticeship with his employer and has now gained paid employment with them. His progress was summarised by his mother as follows:

“The Supported Internship has given Zak a brilliant opportunity to start an apprenticeship in an area that he loves. The support from the college, the catering staff and the manager has been brilliant,

even now since he has started the apprenticeship. He has become more confident and he eats more as he never used to eat. He wants to experiment with cooking. Every Sunday he helps me with the dinner and he tells me that I am doing it wrong and tells me the correct way to cook things. I can't put it into words what it has done for Zak, he is brilliant and I am so proud of him.'

The key to success is a very close working partnership between parents, employers, students and the college. The college sees its role as a facilitator, ensuring that everyone shares perceptions and agrees the expected outcomes. Much of the work of the team is around matching perceptions and expectations, sometimes offering guidance when parents' expectations are too low or too high, ensuring that what is proposed is both realistic yet challenging. For some learners it is about taking them out of their comfort zone, for others it is about finding the right niche.

In addition, teaching, training and learning is tailored to what each individual learner needs to be successful at work. This may mean bringing in pieces of equipment to help the learners make sense of a job task; it may be something small that is making them fail. The team needs to be very good at paying attention to detail in their students' learning and thoroughly know their needs. Tutors also have to challenge perceptions - for example, some parents believe that their child will never be able to work.

Another key element of the success of the programme has been the preparatory work undertaken by the coordinator who identifies placements and interviews the students, up to one year, before they join the college. The support is then offered by the five job coaches who each work three days a week. These are recruited from learning support, industry and commerce because of their understanding of learning difficulties and disabilities and are an indispensable part of the success of the programme. Together they make up an effective team that is always positive about the potential of young people, something which helps them overcome the barriers they inevitably come across with potential employers.

While training for employers has been largely informal, they have been able to access first aid and food hygiene training at the college (which has helped to build working relationships) and the college has also supported some employers with the costs of specialist training. A particularly pleasing aspect of the programme is that the college has been able to provide Supported Internships without huge structural changes within the study programmes framework.

SEEVIC is an FE college.



Zak at work in SEEVIC's restaurant.

4.17 Thurrock Adult Community College

An outstanding observation process – the key to outstanding success

When a college is told it has the best observation process teachers have come across, it knows it must be doing something right. This is an accolade that Thurrock Adult Community College earned after it committed itself to developing an ethos and culture in which staff felt supported in pursuit of ever-improving teaching and learning.

The impetus for this came when Thurrock participated in a joint practice development (JPD) project with Southend Adult Community College to improve its observation technique initially in Skills for Life English, maths and ESOL. Broadly speaking, the JPD work resulted in a consensual observation process in which the member of staff being observed (the observee) agrees to participate in a supportive coaching relationship to develop teaching skills.

The observee is involved in the planning discussion to help set the focus and decide which aspect of their teaching they would like to be observed. Observation is followed up with a professional dialogue that is led by the observer but has its focus determined by the observee. The professional dialogue can continue over more than one session and become coaching. All observers have received coaching training. The engagement and support of and for staff makes it a far more relevant and focused process that has evolved from a more traditional model.

Observations are supportive in their nature and the firm focus on professional development and teaching and learning gives the process its strength. Teachers can elect to have ungraded support observations which are also used for tutors' first observations.

Staff value this approach and the emphasis on development rather than 'performance measurement'. It is this characteristic that singles out the college. Unusually for FE, the observed tutor receives additional pay for participating in the process in recognition of the time they give. It is seen as a worthwhile investment in professional development by the college and gives a far better return on the investment than training courses or conferences.

The results have exceeded the college's expectations.

First, it has resulted in a college observation profile with very few observations graded less than good. Second, the observation process has provided more robust evidence of improvements in teaching and learning, and clearer goals for training and individual target setting for the teaching workforce. Perhaps most gratifyingly, it has created an enormous groundswell

of staff enthusiasm as demonstrated by the emergence of communities of practice resulting in greater engagement with the whole process of teaching and learning. The result is a staff with very good teaching and learning practice who share ideas and approaches in a collegiate, collaborative environment.

External validation was provided during recent Matrix accreditation which was very positive about the college's 'very welcoming and supportive atmosphere' and the ethos of the college shared by staff at all levels and confirmed in interviews with learners. The college has particularly good in-course and end-of-course surveys with returns of 80-90% positive and frequently 100% positive learner satisfaction. The college also scores very highly in both response rate and positivity, well above benchmark, in relation to the learning environment, teaching and learning and staff in FE Choices.

In 2013 Ofsted judged Thurrock's provision to be good in all areas, including the provision of foundation English, maths and ESOL. ESOL has success rates above the national average for accredited courses and most learners on non-accredited courses achieve their learning goals. Learners are judged to achieve and make good progress in well-planned and inspiring lessons and improve their ability to work productively on their own and outside the classroom. The college gives a high priority to English and maths in its curriculum offer and enthusiastic tutors support learners to improve their skills.

The success of the JPD has spurred the college on to undertake a Research Fellowship with the Education and Training Foundation, which is looking at professional development in other parts of the sector in the light of the model that it has developed.

Thurrock's Matrix accreditation lists a number of key strengths including:

“ Staff are professional and committed and enjoy working with the diverse range of abilities of adults in their community. There is a high degree of loyalty amongst staff and many of them return after a few years of broadening their experience, to take up new posts at TACC. They are recognised as having a very learner centred approach.”

‘There are very high levels of learner satisfaction and this is clearly evidenced through people returning, time and again, for further courses.’

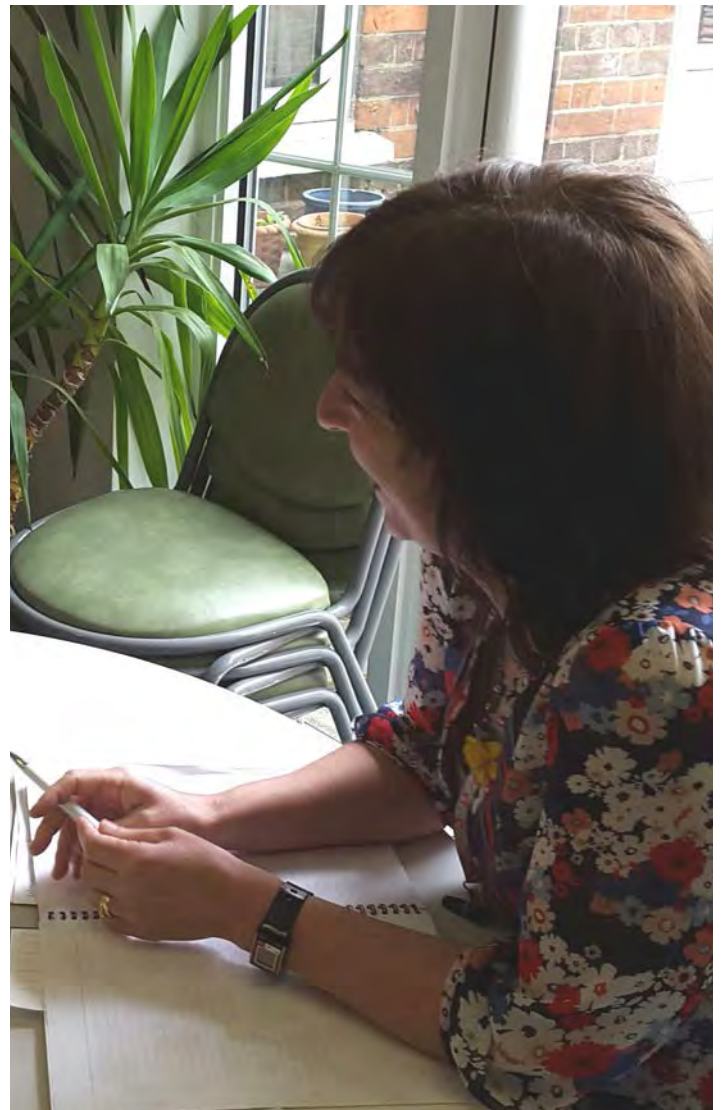
A consistent theme with learners across all curriculum areas was the high regard in which staff are held.'

'The college is very committed to staff performance development reviews and CPD remains a high priority with the leadership team. There is also a very inclusive approach to sessional tutors and assessors who receive the same support and development as full-time staff. As a result, there were many examples of staff progression and promotion from within, sending the message that talent is rewarded.'

Instrumental in this improvement has been a leadership team which has pursued whole organisation improvement that has the views of staff and learners at its heart. From a quality improvement perspective, the college has recognised what really works and what is worth protecting, sharing and consolidating. The college has been intent on trying new modes of working and is willing to work with other providers in pursuit of improvement. This willingness to improve created a culture which was embraced by the staff with the consequent successes highlighted above.

It is worth noting that many of the college's tutors do not have a higher education background or undertook initial teacher training. Some were originally learners, who became volunteers and then started their journey to become fully qualified teachers. The college's supportive model helps them to develop that professional consciousness. Thurrock focuses on raising the quality and professionalism of teachers and trainers. The college supports staff to achieve their own improvement objectives, through sharing good practice to raise the standard of teaching and learning.

Thurrock Adult Community College is a local authority adult and community learning provider.



4.18 Colchester Institute

Energising Harwich – excellence in support for students/pre-employment training

The Energising Harwich project was originally grant-funded as a UK Commission for Employment and Skills (UKCES) Employer Ownership of Skills pilot from January 2013 to December 2014. It aimed to address recruitment and training needs and prepare companies in and around Harwich and the wider Haven Gateway area for new business opportunities that would arise from the construction of a dedicated harbour and operations centre for high speed offshore support vessels and two large scale wind farm developments off the East Anglian coastline.

The project was directed and driven by a consortium of employers and stakeholder organisations (of which Colchester Institute was a member) through steering and advisory groups which had real representation from the local community. It had two components:

1. an offer to employers of subsidised business and skills training and
2. a Passport to Work programme for the long term unemployed.

Colchester Institute’s Passport to Work (P2W) programme is an example of excellent practice and was shortlisted for a 2015 TES Award in Support for Students.

Following an initial interview and assessment, including random drug testing, students attended an introductory/diagnostic programme, operating from 9am to 3.30pm for three days a week over four weeks at the college’s well-equipped Energy Skills Centre, which opened in March 2013. This Introduction to the Renewable Energy Sector programme offered students the opportunity to:

- gain engineering bench fitting skills and experience through practical tasks and activity in the workshop;
- learn how to plan a career, improve a CV and employability skills;
- learn about health and safety in the workplace;
- experience working at height;
- gain an insight into the offshore wind farm sector through research activities;
- participate in enjoyable team building activities;
- obtain certificates in abrasive wheels, manual handling and ladders & step-ladders.

On completion, students were awarded a certificate of attendance and had the opportunity to gain a Construction Skills Certification Scheme card. They were assessed and graded on team work; their ability to work alone; attention to detail; attitude; self-motivation; punctuality; practical ability, and health and safety compliance. Those that demonstrated commitment, worked hard and showed the greatest potential were offered the opportunity to progress on to one of two Passport to Work

programme options designed to give them the qualifications, tickets and H&S certificates/licences that would greatly enhance their employment opportunities within the supply chain to the offshore wind farm sector.

These were either a 12-week level 2 Diploma in Performing Engineering Operations or a three-week course around Logistics and Construction Plant Operations, offered as an alternative to the engineering training package. Both options included mandatory H&S certificates relevant to their preferred career route and an additional minimum of one week’s work experience with a local employer, if available, to try out the skills they had gained.

Working in close partnership with local Jobcentre Plus (JCP) teams ensured an efficient system of candidate referral, on-going monitoring of progress and one-to-one support as needed, to assist individuals completing the programme successfully. The project offered ongoing pastoral support to students during and beyond their period of study, providing them with links to local employers for work experience and/or job vacancies. This continued contact has provided essential information on job outcomes from past students – this is combined with ongoing claimant information from the Department for Work and Pensions/Jobcentre Plus.

The pass rate for students completing the programme was 96% with job outcomes reaching 80% by December 2014. A breakdown of job outcomes by age can be seen below:

Age group	Total P2W students	Secured employment on completion of P2W	% employed
16-18 age	3	2	67%
19-24 age	25	20	80%
25+ age	65	52	80%
Total:	93	74	80%

The majority of the students joining the programme had no qualifications and gaining a level 2 Diploma in 12 weeks was a very significant achievement for them. It boosted their self-confidence and built a positive outlook for their future. Many were working at level 1 or below in English, but with support and direction were able to complete the diploma’s written work.

Student example 1: After 20 years of employment in motor vehicle maintenance, Richard, aged 43, from Jaywick, Clacton, lost his job in 2011, at the height of the global recession.

Unemployed for two years, despite applying for a variety of jobs, with no qualifications and limited skills, he had started to lose hope of securing employment with a future. On completing the programme, he started work as a 'PPE Stores Person', a post used as a stepping stone to progress into offshore technician roles.

Richard said:

‘I have never been happier in myself or in my work. As the men [with whom I work] say ‘I am living the dream’. The P2W programme opened a door which has given me financial security for my family, and as such my home life is happier too.’

Student example 2: Having been made redundant as a kitchen fitter, Ricky, aged 29, from Harwich, then spent four years as a carer and was then unemployed for a year before joining the programme. He successfully completed his Performing Engineering Operations Diploma gaining new skills in welding, electrical maintenance and bench hand-tools and GWO Basic Safety course and the essential ‘tickets’ required to work in the offshore wind sector. Determined to use his new skills and licences, he quickly found a job, in wind turbine maintenance, working on the London Array Wind Farm.

Ricky said:

‘Energising Harwich gave me the skills and licences to gain work in the offshore industry - but I feel the most important thing it gave me was the self-belief and confidence to grab an opportunity with both hands when it appeared.’

Comments from employers are equally positive.

Tony Pratt, partner of Dunninghams Ltd, Dovercourt, specialists in welding, steel fabrications and general engineering, said:

‘Students were given the opportunity to go out to the wind farm and work alongside our maintenance teams, which they took up with great enthusiasm. The students worked very well and were able to use the skills and training they had received from the project within a real working environment. This experience was both beneficial to the students but also of great value to our business – and subsequently we were able to offer employment to three of the men until the end of the contract.’

The delivery model was designed to ensure that resources were utilised efficiently. Candidates had to compete for places, reflecting the real world. The programme was designed in consultation with employers who identified the relevant skill sets that were needed, which were continually reviewed and adapted. The training offered had high value to individuals who,

in most cases, did not have previous attainments. This led to greater self-worth, confidence and optimism for the future.

Delivered over 12 weeks, the course was tough and challenged the students to learn, succeed and to develop ambition. As it was open to students of all ages, it gave 25+ learners the opportunity to learn new skills and compete with younger candidates. Students displayed considerable enthusiasm and commitment, seeing the programme as a ‘once-in-a-lifetime opportunity’ and recommended it to friends and family.

Significant challenges had to be overcome. Deprivation and a lack of employment opportunities can lead to low self-worth, lack of motivation and drive, and dependency on the benefits system. Individuals needed support and delivery needed to be flexible. Some had problems with benefits and travel costs which the project team resolved through direct liaison with JCP advisers. Poor timekeeping and absence were not tolerated, with a poor performance procedure being used if required. Team working was important to move students away from ‘isolation’ to a ‘sense of belonging’.

It was difficult to get some employers to commit to work trials and work experience, with a minority perceiving it as time consuming and costly, and exploitative of unemployed individuals. Work experience placements are also limited by the seasonality of the sector. However, the project is one of the first in the UK to provide students with offshore wind farm work experience. Work trials such as Jack-Up Barge Masters resulted in six permanent jobs and the initial development of a Jack-Up Barge Master apprenticeship framework.

The Passport to Work model has been highly successful in developing skills and preparing unemployed individuals for meaningful work with a high level of job outcomes. Strong employer links are maintained through regular newsletters, highlighting funding mechanisms available for training their staff and good news stories and work trials through the programme.

Life beyond the project

Working in partnership with Department for Work and Pensions/ JCP and Tendring District Council, the college secured additional funding to continue the success of the engineering Passport to Work programme during 2015.

Colchester Institute is utilising Skills Funding Agency Adult Skills funding to support accredited engineering training. DWP/JCP have committed to funding specialist offshore H&S tickets, along with travel, accommodation and medical costs, and Tendring DC is funding the continued random drugs testing and a dedicated administration officer to support the programme, maintain employer links and offer pastoral support.

Colchester Institute is an FE college.

4.19 East Surrey College

Improving teaching and learning through targeted mentoring

East Surrey College already had a strong CPD programme in place for staff, but it recognised that in order to improve the quality of teaching practices across the college and improve provision for their students, it needed to implement additional support measures. In addition to the use of peer observations, learning walks, drop-in/regular observations, East Surrey implemented a system of providing targeted mentoring along with customised training for teachers who fail to achieve a good or outstanding grade when observed.

The mentor team consists of a core team of three: one full-time mentor and two partially released from other duties. Having staff with substantial time allocated to the role means they can undertake support quickly and, by being a small team, the quality of support is high and consistent.

All staff delivering mentoring have substantial teaching and learning experience, led by the head of teacher development, Duncan Baines, who sets clear standards and monitors these in regular reviews, observations and line management discussions.

Mentoring staff also deliver the mentoring qualification and coaching to college staff so that they have a good understanding of skills and qualities needed and used in this process of mentoring lecturers. There is also regular linkage made between the teacher education delivery content and the mentoring process to ensure that up-to-date strategies and delivery approaches are being used and suggested to staff. It was a strategic decision for the college to link the development and mentoring staff with the teacher education lecturers and this has been highly commended in external reviews where this was seen as having 'significant impact and focus' according to Ofsted.

More specifically, the model works as follows.

- At the commencement of each academic year, heads of department and the head of teacher development undertake a risk assessment of all staff and all courses. Poorly performing courses are identified and staff prioritised for observation in the first term. Those most likely to need support are quickly identified and supported and resources are targeted where necessary.
- Notification of observation mimics the Ofsted inspection notice of two working days. Each Thursday an email is sent to teachers who are to be observed the following week, advising them that they will be observed but not when this will occur. The allocated observer is from another curriculum area to ensure observations are impartial and most are done by the mentors or the head of teaching and learning to ensure further impartial grading.
- Those who are observed with a grade of 3 or 4 are allocated a mentor and are given an opportunity to attend relevant staff development sessions (which are available

to everyone). Teachers are observed again two weeks later. If teachers are still a grade 3, they are provided with additional mentor support but also advised they may move into a capability situation if they don't improve. There are some examples where the head of teaching and learning may agree that mentoring extends to a maximum of three weeks in consultation with the line manager.

- Hour-long staff development sessions are run five times in a week, on different days and at different times to allow access to all staff either face-to-face or by webinar. The Curriculum Observer software can be interrogated to identify weak areas of TLA that had been identified through observations. Invitations to CPD sessions are emailed and staff are able to accept/decline the relevant session. There is also use of reminders and chase emails during the week to encourage and remind people of the need to attend – this is led by the teaching and learning team.

The effectiveness of this robust approach is evident in the observation profile of staff.

In 2013/14, there were 261 graded observations of 180 teaching staff with an extraordinary 92% of staff graded 1 or 2 as their best grade by the end of the year (95% of permanent staff and 89% of sessional staff). This was an improvement over 2012/13, when the rigour around re-observation and mentoring was less. However the key measure was final grade position and this was approximately 10% lower in grade 1 and 2 and with more grade 3 observations in 2012/13.

This achievement was noted by Ofsted in December 2014:

“The college implements a sharply focused professional schedule, and teachers rightly value the outstanding mentoring and professional development they receive as well as highlighting that mentoring, peer support and development opportunities have contributed well to improvements in teaching and learning in many subjects.”

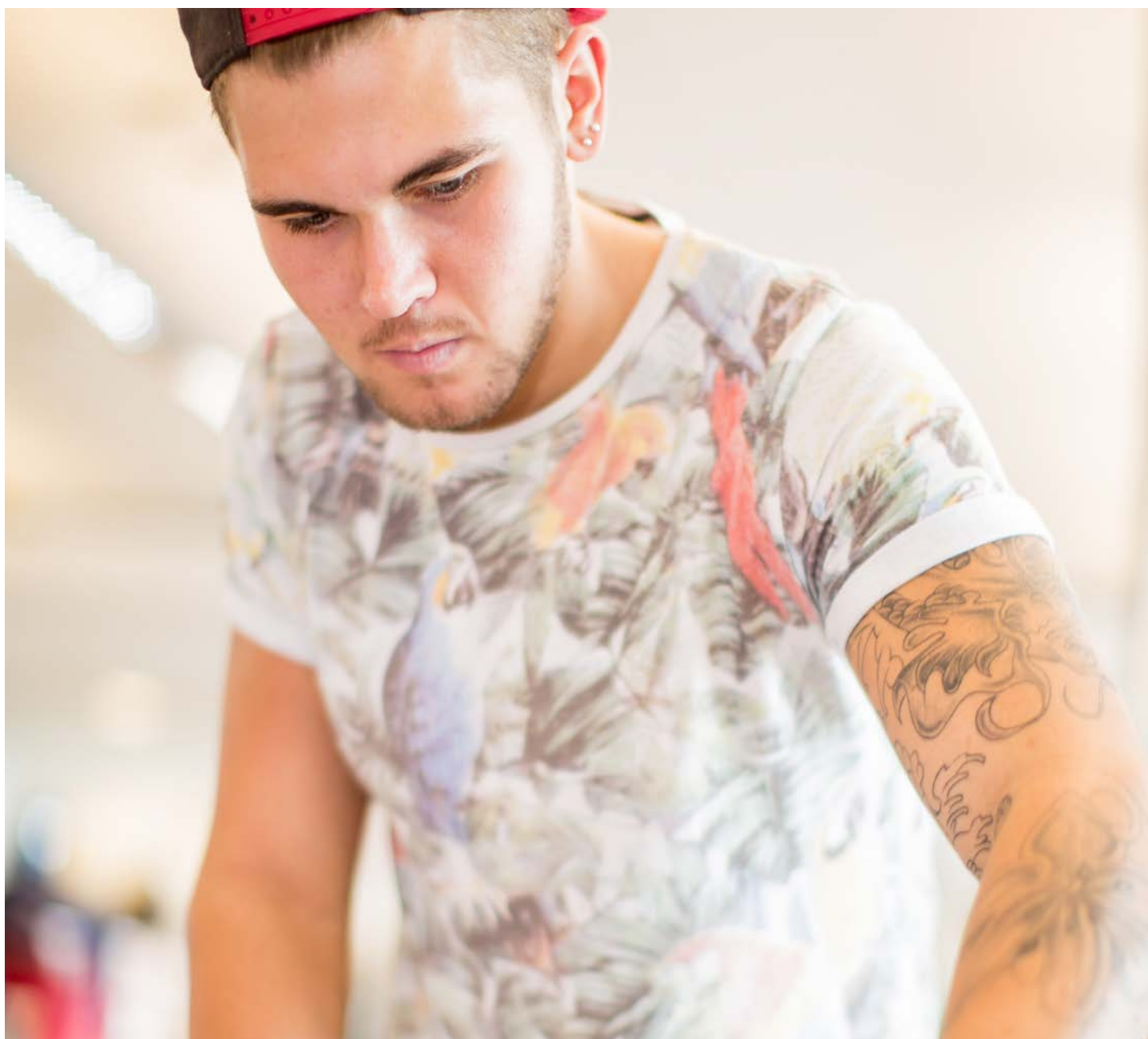
It is clear that the success the college has achieved with the grade profile is attributable to a number of factors.

First, it has a robust system in place to identify and support teachers who are in need of improving their teaching and learning techniques. The early identification of problems and the risk-based approach means that issues are identified long before they start having a detrimental effect on student learning and assessment.

Second, dedicated mentors who are specialists in teaching and learning are on hand to offer immediate and sustained support to any staff deemed in need of it. There is a culture of high expectations and continuous improvement for all; even staff observed with grade 2 observations are supported to get to grade 1, with some self-referring to reflect and share good practice.

Clearly, for this to work the organisation needed to make a significant financial commitment, to both develop mentors and enable them to respond in such a short space of time. The senior management team at East Surrey College wanted to ensure that mentors were of high calibre and well-resourced so that staff would be confident that the process was able to support them to develop excellent practice, and deliver excellent student outcomes. As the outcomes show, the beneficiaries of this investment were first and foremost the learners, whose learning experience was enhanced.

East Surrey College is a FE college.



5. Summary and conclusions

Teaching and learning have perhaps never been under greater scrutiny than they are in current times. Yet, at the same time, the sector has never been under greater pressure to deliver so much with reduced budgets.

The case studies contained in this report – the tip of an iceberg of excellent practice – demonstrate that the sector has risen to these challenges with gusto. The case studies cover the full spectrum of provider types and each sets out to achieve what is their *raison d'être*: maximising learner success through high quality teaching and learning.

As can be seen from the case studies, the providers went about achieving this in a variety of ways, ranging from a redesign of observation processes to new monitoring techniques, supporting learners with SEN and innovative ways of delivering maths and English. Yet aside from the shared common objective of maximising learner success, most of the case studies have a number of other things in common.

First, successful providers tend to have a leadership team which is willing either to take risks or support those who want to take risks in pursuit of better outcomes. That support helps create a culture of intellectual exploration which leads teachers and tutors to try out new ideas, which if successful helps the delivery team and the learners perform at an altogether higher level. One thinks here of the studentship initiative undertaken at Sussex Downs College which not only confers immediate benefits on learners but also prepares them for the mode of working they are likely to encounter in higher education.

Second, cross-organisational initiatives are advantaged from the outset, usually because they are supported by leaders and therefore adequately resourced, but perhaps more importantly, because they try to engage all staff on the journey

of improvement. This is understandable as for any initiative to work, it needs to have a critical mass. In this regard, the leadership at John Ruskin College is exemplary in taking a collaborative approach – involving teachers and learners – to defining outstanding teaching. This is one of many examples which could be mentioned.

Third, those who compiled this report were struck by the sheer variety and ingenuity which characterised efforts to ensure equal opportunities for all learners: ranging from female football coaches working in the community to learners with SEN, employed by local employers once they had a chance to see what they were capable of. The studies demonstrate that, with a little bit of ingenuity and a healthy dose of staff commitment, all learners can be successful in their chosen field.

Fourth, and perhaps most importantly, all of the case studies were characterised by teams of teachers, tutors and trainers who were focused on ensuring the success of all of their learners. No initiative, whether cross-organisational or local, is likely to be successful if staff are not willing to engage. Every one of these case studies is a tribute to the staff involved and their commitment to learners.

To conclude, the successes of the further education sector, despite the challenges it faces, are more than worthy of celebration. The FE sector, at its best, helps change the lives of its learners for the better. And while some of these lessons may sound obvious, it is nevertheless worth revisiting them if only to see how consistently relevant they remain to a sector on which so many learners depend.

6. Next steps

The examples of effective practice contained in the publication are just the start of the sharing process. They have been used to create a series of web based case studies which are available on the Learning Consortium Moodle at: www.thelearningconsortium.ac.uk. This contains further information on each of the examples, and other downloadable resources and links to video material. The videos aim to capture key learning from each study in order to give providers a flavour of the nature

of the work being done, and stimulate thought and discussion about what can be learnt and utilised elsewhere.

A second report, detailing needs and priorities for development in the region(s), will be produced following the publication of this report. All reports will be made available on the Excellence Gateway: www.excellencegateway.org.uk

7. Acknowledgements

We would like to express our gratitude to all the providers who contributed their time and effort in preparing them. We would also like to thank all those whose contributions we were not able to include owing to a lack of space.

We would also like to thank the Education and Training Foundation for sponsoring this publication.

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List of Acronyms

AoC	Association of Colleges	ITT	Initial Teacher Training
AP	Advanced Practitioner	JCP	Job Centre Plus
APP	Advanced Practitioners Programme	JPD	Joint Practice Development
BIS	Department for Business, Innovation And Skills	KPI	Key Performance Indicator
CAVTL	Commission on Adult Vocational Teaching and Learning	LEP	Local Enterprise Partnership
CSCS	Construction Skills Certification Scheme	LDD	Learning Difficulties and Disabilities
CIF	Common Inspection Framework	LLDD	Learner with Learning Difficulties or Disabilities
CPD	Continuing Professional Development	LSIS	Learning and Skills Improvement Service
DC	District Council	NEET	Not in Education, Employment or Training
DWP	Department for Work and Pensions	OFSTED	Office for Standards In Education, Children’s Services and Skills
E&D	Equality and Diversity	OTLA	Observation of Teaching, Learning and Assessment
ESOL	English for Speakers of Other Languages	P2W	Passport to Work
ETF	Education and Training Foundation	PE	Physical Education
EU	European Union	QSR	Qualification Success Rates
FE	Further Education	SEN	Special Educational Needs
GEMS	Great English and Maths Success	SSA	Sector Skills Area
GCSE	General Certificate of Secondary Education	SI	Supported Internship
GWO	Global Wind Organisation	STEM	Science, Technology, Engineering and Mathematics
H&S	Health and Safety	TES	Times Educational Supplement
ICT	Information and Communications Technology	TLA	Teaching, Learning and Assessment
ILP	Independent Learning Plan	UKCES	UK Commission for Employment and Skills
IQA	Internal Quality Assurance	VLE	Virtual Learning Environment
IT	Information Technology		

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Commissioned and funded by

