

Subcontracting Supply-chain fees and charges policy for North Tyneside Council Adult Learning Alliance 2014/15

Background

Skills Funding Agency and Education Funding Agency Funding Rules require that providers publish their subcontracting policy and fees charges.

Strategic Objectives

Subcontracting of provision by North Tyneside Adult Learning Alliance (NTC ALA) takes place when we cannot directly provide the provision ourselves or when we can work in collaboration and partnership with other organisations to increase learner participation and progression and/or provide a wider choice of high quality learning opportunities to residents. Examples include access to specialist training in the offshore industry and work to support the delivery of English for speakers of other languages.

Subcontracting process

Subcontractors can only be appointed through North Tyneside Council's procurement process, either through a full tender process or in exceptional circumstances through negotiated agreements. Information on how to do business with the Council can be found at: www.northynteside.gov.uk/browse.shtml?p_subjectCategory=733
Subcontractors holding contracts with an overall value of £100,000 or more must be listed on the Register of Training Organisations.

Quality

NTCALA will be responsible for:

- Providing support and training to staff, tutors and volunteers of the subcontractor
- Observation of Teaching and Learning in line with the NTCALA OTL Policy and the Common Inspection Framework
- Self assessment
- Learner satisfaction
- Course and learner benchmarking

Subcontractors are responsible for:

- Ensuring the quality of teaching, learning and assessment
- Submission of all course related paperwork (registers, enrolments etc.) within agreed timescales

Subcontractors are required to attend regular meetings to support the monitoring and success of the subcontract.

Fees

NTCALA pays subcontractors based on the funding generated by the SFA and EFA funding methodology minus an agreed management fee. The management fee has been calculated to contribute to the costs of NTCALA's management, quality, audit and curriculum support to subcontractors and the submission of required data, financial and other returns.

Payment terms

Payments are made according to North Tyneside Council's usual terms and conditions, and are dependent on data, such as enrolments or learner numbers being submitted.

Subcontracting Values 2014/15**Age UK – UKPRN 10000173**

Total Payment – up to £10,000 (dependent on learner numbers)

North of England Refugee Service – UKPRN 10004707

Total Payment - £25,000 (dependent on learner numbers and hours on programme)



North Tyneside Council

North Tyneside Council Adult Learning Alliance **Quality Assurance –** **Performance Management Policy** **Observation of Teaching, Learning and Assessment**

This document is informed by and should be used in conjunction with the Ofsted Common Inspection Framework: FE and Skills for use from September 2015 (Reference no: 150076). Both documents can be found on the NTC platform at: www.ntlp.org.uk in Adult Learning Alliance/Teacher Toolkit.

These arrangements are additional to the quality assurance arrangements required by awarding bodies as part of internal verification standards. They have separate and distinct purposes and processes; which, although similar and complementary do not and cannot substitute for each other.

Policy

All teaching staff are observed teaching at least once annually in order to offer a consistently high quality learning experience to learners.

It is expected that education and training activity commissioned from other providers through the ALA contract will meet the same standard of delivery and quality monitoring arrangements as those of the Alliance. These requirements and monitoring arrangements will be outlined in the Service Level Agreement (or Memorandum of Understanding) specifying the contract.

The OTL findings and feedback discussion, along with course reviews, function as an IPR for tutors as the development of teaching, learning and assessment skills are the most important aspect of their role. The Alliance will use the learning from the OTL and self-assessment processes including IPRs to inform a programme of staff development activity to improve the quality of teaching, learning and assessment, the learner experience and outcomes for learners

Procedures

Before the observation:

All tutors will be given a copy of the OTL Policy as they take up work with NTC ALA. The policy and procedures are reviewed annually and tutors will be consulted on and informed of any changes at the briefing in September each year.

The Alliance quality standard is that all tutors will be observed at least once annually and given graded feedback. The observation may be undertaken by any of the management team (and may be a joint observation).

All new tutors will be formally observed by the end of the second term after their appointment. Assessment in the work place will also be observed. This is in addition to quality assurance observations by internal verifiers as required by awarding bodies. (See

Assessment & Accreditation Policy and Procedures). New tutors will receive at least one informal support visit before their first formal, graded, observation.

Managers will naturally undertake other learning walks as part of their regular, ongoing management.

Tutors will be informed twenty four hours before an observation to give them time to prepare copies of the course documents observers require. Specifically:

- For an observation of a morning session a tutor will be informed between 10:00 and 12:00 the working day before.
- For an observation of an afternoon session a tutor will be informed between 14:00 and 16:00 the working day before.
- For an observation of an evening session a tutor will be informed between 15:00 and 17:00 the working day before.

When setting up the observation, observers will:

- Remind tutors to review the policy and procedure for tutors and all supporting documents.
- Remind tutors of the documents they will need to see during the observation.
- Arrange a time for a feedback conversation, within 10 days of the observation.
- Discuss how the session can be observed unobtrusively and, if it is appropriate to speak to learners, when that can be done unobtrusively.
- Remind tutors that they are requested to complete the Tutor Self Evaluation of the session to discuss at the feedback meeting.

At the observation:

- All observations will be carried out using common documentation informed by the Ofsted Common Inspection Framework to record the evidence.
- Observations will be graded using the 4 Ofsted performance grades.
- The observer(s) will consider the last observation report and action plan for the tutor; noting previous actions they will be looking for at this observation to assess impact of the actions on practice and on learners' experience.

During the observation, observers will:

- Scrutinise the course file and record the information needed to complete the top of the Observation Report form
- Observe and gather evidence which will enable them to judge the quality of learning, teaching and assessment of this group against the CIF.
- Observe and get a 'feel' for the session as well as taking notes.
- Record evidence and make judgements guided by the CIF and the prompt sheet.
- Talk to learners to complement the evidence. The purpose is to assess learning, achievement and progress. Professional questioning of learners will not personalise issues about the tutor, or raises doubts in learner's minds about their course.
- Remind the tutor of the date and time of the feedback conversation and to complete and bring their Self Evaluation of the session with them.
- Thank the tutor and the group.

- Keep all their notes.

After the observation:

Tutors and staff being observed (and/or undertaking an IPR) will be given detailed feedback, on their performance and their grade, in a confidential face-to-face interview with their observer. If this is not their line manager the line manager will be informed of the grade. The Action Plan ensures relevant CPD is planned, undertaken and effectively improves performance, progress will be monitored by the faculty manager.

The discussion will include:

- subject/ vocational competence and development
- professional (teaching, learning and assessment) skills development
- general administrative/organisational competency/ compliance, and
- other specific matters.

If there are additional IPR related CPD needs they will be discussed and planned with, or soon after, the observation and feedback. All actions should be included in the OTL Action Plan.

The feedback conversation

- Arrange a space and time with no interruptions. The purpose this dialogue is a professional development conversation. During the feedback:
 - Clarify questions the observer has about the session.
 - Discuss the tutor's self – evaluation of the session.
 - Discuss the observation report, the judgements and the grade.
 - Identify strengths/ good practice to be shared and development activity to extend the tutor's professional practice.
 - Agree and sign the Action Plan which addresses these and other professional development or faculty priorities.
 - The Action Plan should be SMART and should specify how progress will be monitored; this may include visits to sessions to assess the impact of actions.
 - Ensure the tutor and observer each keep a copy of the signed report form, action plan and tutor self-evaluation form.
 - The grade is provisional until after the report has been moderated. A list of the moderation panel dates are listed on the prompt sheet.
 - The tutor is requested to complete the Tutor Feedback Form and return it to the OTL moderation panel convenor.

Scrutiny:

The consistency of grading and the quality of report writing is monitored by the Moderation Panel, which meets once each half term. The moderation panel is constituted of five members of the observation team plus the chair/convenor (OTL moderation panel convenor). Each faculty is represented at the panel. After moderation

a copy of the OTL report and Action Plan will be saved in the tutor's file and by the faculty manager. Data concerning grades awarded will be gathered and analysed by senior and faculty managers to provide evidence for strengths and weakness in the annual SAR review.

Outcomes of Observation:

Outstanding:

Tutors with sessions graded outstanding will be expected to contribute to the training and support of others.

Good:

Tutors with sessions graded good will agree actions that will help them move the delivery from good to outstanding.

Requires improvement/Inadequate:

In the event of a session being graded 'requires improvement' (grade 3) or 'inadequate' (grade 4) full feedback will be given and a performance improvement plan written to address the CPD needs identified. Support and training will be arranged by the manager to address the development needs identified. It is expected tutors will engage with the support offered.

A formal re-observation will be undertaken within eight to ten weeks. This will be a paired observation with a second member of the observation team. If the second observation is graded as 'requiring improvement' or 'inadequate' this will trigger North Tyneside Council's formal procedure for managing underperformance, which will include a third and, if necessary a fourth, observation within four weeks.

A formal improvement meeting will be held after the second successive grade 3 or 4 and a personal improvement plan based on OTL performance, action plans and IPR targets will be put in place to support the tutor. The formal procedures to manage underperformance and attendance will cease when there is an improvement in OTL grade 2 or 1 and the performance plan including IPR targets are met. Failure to do so will lead to further action which could include dismissal.

Appeals

If a tutor disputes the grade of their first observation at the feedback conversation the observer will submit these concerns to the moderation panel with the report. After moderation if the tutor still has concerns they can request a meeting with the observer and a member of the moderation panel to discuss them. Following this meeting if the tutor still has concerns about the grade they can appeal the grade decision. The appeal will be considered by the chair of the moderation panel and a member of the moderation panel from a different faculty to the tutor. If the appeal is upheld the tutor will be offered a re-observation by another member of the OTL team within six weeks.

Responsibilities

Quality Improvement Task Group and OTL Moderation Panel:

The OTL moderation panel convenor and quality improvement task group will oversee the process and the review and revision of the policy and procedures annually. The OTL moderation panel convenor is responsible for chairing the moderation panel, organising training and professional development for the observation team and managing any appeals or complaints. The OTL moderation panel convenor chairs the moderation panel and sends a report of moderation decisions to each observer within forty eight hours of the panel. The convenor also reports the progress against targets and outcomes from panel to the CRAM Quarterly performance monitoring meeting.

Managers:

Observers retain a copy of the completed Observation Report form for the Faculty file, (this will inform the faculty SAR report) and submit a copy to Amanda Lawson for moderation. All copies should be stored securely. The tutor should keep a copy.

Data gathering, analysis of overall performance and identification of strengths and weaknesses will be undertaken by the faculty and programme managers together with the Principal manager and OTL moderation panel convenor for inclusion in the annual SAR.

The performance and continuing professional development of each tutor will be supported and monitored by senior, faculty and programme managers.

Tutors:

It is the responsibility of all employees, teaching and non-teaching to co-operate fully with these arrangements in order to deliver a consistent and high quality service. It is expected tutors will retain a copy of the OTL report and Action plan for their own records and update their CPD records and reflect on actions completed at least termly.



North Tyneside Council

North Tyneside Council Adult Learning Alliance

Assessment and Accreditation Policy

Policy Statement

North Tyneside Council Adult Learning Alliance (NTCALA) is committed to ensuring that learners receive regular, consistent and accurate assessment with appropriate feedback to support and promote learning and help them achieve their goals. All learners should receive the same quality standards of assessment practice, marking, feedback and support.

The same quality standards are also expected for learners enrolled through external partners and this will be specified in partnership agreements.

In addition awarding bodies require centres to ensure standardisation in assessment, verification and moderation procedures and practice.

Context

NTCALA aims to ensure:

- 1 Equality of access to fair and reliable assessment is guaranteed to all learners. Assessment will meet the needs of the individual learner in line with the Equality policy of North Tyneside Council.
- 2 Assessment and internal verification/moderation in each faculty will comply with NTCALA guidance and be carried out to meet the requirements of awarding bodies, the Joint Council for Qualifications (JCQ), the NVQ Code of Practice and National Occupational Standards. For Higher Education qualifications assessment accreditation arrangements are undertaken in line with the Quality Assurance Agency (QAA).
- 3 Staff will be occupationally competent and hold assessor and /or internal quality assurance qualifications relevant to the qualification or course they are assessing.
- 4 The assessment and internal verification/moderation procedures for each qualification will be made known to learners at the start of the course.
- 5 The NTCALA Appeals procedure will apply to assessment and internal verification/moderation decisions. Learners will be informed of the appeals procedure of each awarding body at the start of the course.
- 6 The operation of assessment and internal verification/moderation procedures will be monitored through the internal moderation process, led by the Lead

Internal Quality Assurer (LIQA) and reported to the CRAM Quarterly Quality and Performance Monitoring meetings.

- 7 Learners will be given an opportunity to have prior experience and/or learning accredited.
- 8 Evidence that externally commissioned/contract providers can meet these standards will be required in advance of contracts being agreed. Monitoring and reporting arrangements will be specified in the contract.

Signed:

Shona Duncan
Principal Manager, Employment & Skills

Date: