

Community Learning *and* Skills Service

Guidance for Commissioned Providers



Slough and RBWM

www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead

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Introduction

This Guidance sets out the principles and arrangements for how your agreement will be managed by East Berkshire Community Learning & Skills Service. We will monitor your activity *to ensure high quality delivery is taking place*. It is a requirement of agreement that every provider complies with this Guidance.

Further information about this Service is provided in Appendix Three and how to contact us in Appendix Two. Information on our commissioning strategy is provided in Appendix Four. Finally, a checklist of all the key points in the guidance is provided in Appendix One.

Up to date information on commissioning is published on both Slough and RBWM Council's websites (*for website addresses see Appendix Two*) in the Adult Learning area.

Terminology

- The Service: East Berkshire Community Learning and Skills Service (Slough Borough Council)- also defined as the lead provider.
- The Provider: Organisation which has an agreement with the Service is also known as the provider.
- ESFA: Education and Skills Funding Agency.
- Agreement: The Provider has an agreement with the Service which is an arrangement. Commissioned Provider monitoring refers to the agreement with the provider.
- MIS: Management Information System that uploads an "individualised Learner Record" (ILR) to the ESFA. Slough Borough Council uses Monterpoint LearnerTrack which is a web-based MIS.
- RARPAP: Recognising and Recording of Progress, ~~and~~ Achievement and Progression.

Guidance for Commissioned Providers | Version 3 | June 2023

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1. Principles for Managing Agreements

1.1 The key principles for managing agreements are:

- I. **Compliance with requirements from Education and Skills Funding Agency (ESFA).** The ESFA sets out conditions of funding for providers in its annual conditions of Funding, and, Funding and Performance Management Rules: "These rules apply to all providers who receive ESFA funded AEB from the Secretary of State for Education acting through the Education and Skills Funding Agency (ESFA)." The ESFA expect us as the lead provider to have control over your delivery and monitor the quality of your education. The document can be found here: <https://www.gov.uk/guidance/sfa-funding-rules>.
- II. **Achieving a "Good" or better grade in an inspection from Ofsted.** The Service monitors the providers to ensure their delivery both complies with the Ofsted Education Inspection Framework (2019) and is "good" or better. The Framework is used by the Ofsted inspectors.
- III. **Meeting the Service's Quality Assurance Framework.** The Service has a local framework for delivering to the Ofsted Education Inspection Framework with which it monitors providers to ensure quality is being met and delivered (*see table 4*). As part of its requirements the provider is expected to comply with the Service's Quality Assurance Framework.
- IV. **Alignment with the two respective Council's strategic objectives.** Slough Borough Council has a corporate plan which the service contributes to through upskilling residents.

The RBWM draft corporate Plan sets out to "build a borough of opportunity and innovation." The Service's commissioning policy will support the plan's two commitments:

- 1) Thriving communities (opportunities for families and individuals to achieve their ambitions and fulfil their potential>
- Inspiring places (opportunities for places and businesses to thrive.)

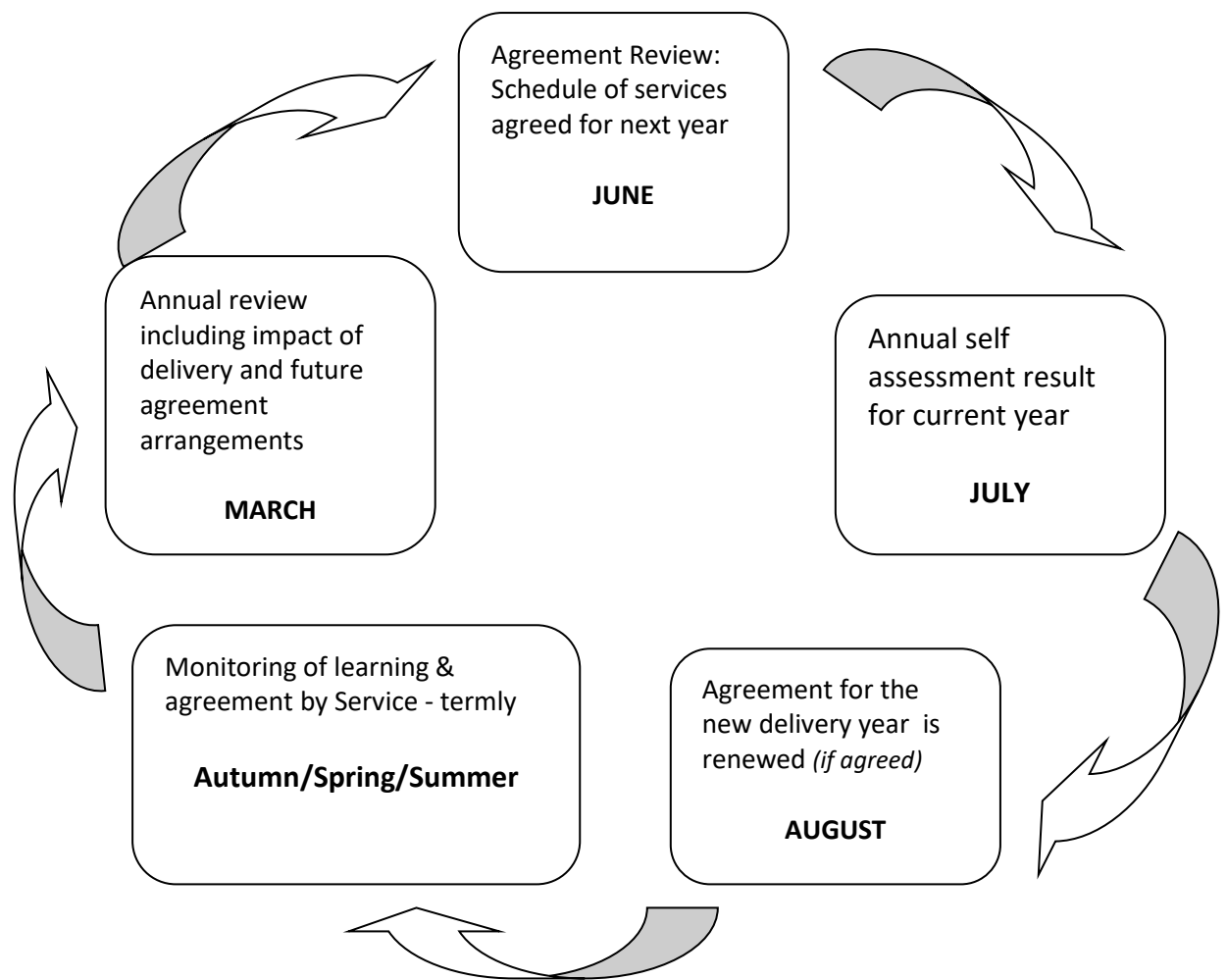
2. Commissioned Provider Management

2.1 Annual provider management life cycle

Commissioned Provider management is the process of systematically and efficiently managing agreements to maximise their quality and performance, and minimise risk. The Service manages agreements through the annual lifecycle shown below. This comprises the following key elements:

- i. Annual Review
- ii. Performance monitoring and quality assurance
- iii. Monitoring of learning including: observations/classroom walks/deep dives/course file moderation and any other further mid year changes to monitoring procedures.

Table 1: Commissioned Provider Management Lifecycle



2.2 Annual schedule of services

The annual schedule of services provides the information agreed between the Service and the Provider and is used for Commissioned Provider monitoring:

- Annual key performance indicators and 'local' indicators/outcomes including course intents of courses being offered to residents,
- Conditions arising out of the annual review – if Providers from the previous year,
- Deadlines for provision of data and payment,
- Updated tutor information record,
- Course information.

Whilst the schedule of services is updated for every delivery year it is recognised that circumstances do change and that on occasions it may be necessary to amend the performance indicators or original delivery programme; this will be undertaken through Commissioned Provider monitoring, with a variation to agreement.

If the tutor or other information in the Schedule of Services changes the provider is required to inform and seek approval from the Service immediately.

2.3 Commissioned Provider monitoring

The purpose of monitoring an agreement is to gather qualitative information and data to assess the progress of the agreement against the performance indicators and outcomes set in the schedule of services. The type of monitoring will vary by commissioning tier and risk assessment.

- Monitoring by meeting. Depending on the risk level a provider may be requested to attend a monitoring meeting. Providers are required to give the Service access to its premises and all documents relating to education and training funded through the agreement. If any agreement is assessed as having a higher level of risk it will be subject to additional monitoring meetings.
- Monitoring by report. At the end of every term the Service will review your performance data against its indicators. Typically, a provider will be sent a monitoring report with this data to complete and return within ten working days.
- Monitoring of Learning

During the delivery year observations of the teaching and learning and/or classroom walks and/or deep dives of course work and end of year course file moderations will be arranged with a provider.

- iv. Quality Assurance. During the delivery year a quality assurance visit will be arranged with a monitoring meeting to review Provider documentation; monitoring will focus on the three 'I's: 'Intent, Implementation and Impact of course delivery.'
- v. Annual review. All agreements will be subject to an annual review either through a meeting or a final monitoring report. Following the annual review the provider's assessment will contribute to the Service's annual self-assessment report and how it grades itself including providers. The report includes a summary of the year's performance based on performance targets, achievements and areas for improvement and development, relationship with the Service, learner feedback and evidence of the impact of delivery offer made by the provider.
- vi. Risk management. All agreements are assessed for the level of risk they present to the successful delivery of their programme and ~~their~~ performance against agreed indicators. Risk is assessed as low, medium or high. The agreement is assessed during monitoring and at any stage additional resources may be deployed to mitigate risk. Any financial cost to the Service may be clawed back from a provider through the performance payment of the agreement.

3. Monitoring, Quality Assurance and Observations

3.1 Performance monitoring and Quality Assurance

- I. The Service monitors the performance of a provider through a set of performance indicators included in the provider’s schedule of services. The performance information is generated on the Service MIS. *See table 2 on which performance indicators are used.*
- II. Data for Performance indicators are also used to provide evidence to the ESFA on the Service’s delivery against targets for funding.
- III. Performance indicators and other outcomes are agreed between the Service and the provider at the annual review stage i.e. planning the programme for the following year of the agreement.
- IV. The Provider is required to collect data about the courses offered, the impact on learners of attending their courses with their RARPAP and qualification achievements. *See table 3 on how data is collected. The Service will check these on a quality assurance visit or request them from a provider.*
- V. Providers with their own tutors are required to input data directly on to the Service MIS. Enrolments should be entered within two weeks of the commencement of the courses and registers on a weekly basis. Training, updates and ongoing support will be given by the Service.
- VI. Should circumstances change then performance indicators or the delivery programme can be reviewed through Commissioned Provider monitoring.

Table 2: Performance indicators included in the Provider Schedule of Services

Area	Details
Key performance indicators	<ol style="list-style-type: none"> 1. unique learners/enrolments 2. retention 3. Pass/Success 4. attendance 5. Achievement*
Additional performance indicators	<ol style="list-style-type: none"> 1. disability 2. gender 3. Ethnicity
Local indicators/outcomes	<ol style="list-style-type: none"> 1. Target group 2. Target ward

Table 3: The data trail

Stage	Forms	Compliance
Annual Agreement	Tutor information record	<ul style="list-style-type: none"> • The Provider has suitably qualified staff, who continue with their CPD throughout their course delivery. • Submitted and verified before delivery including mid-year. • Tutors will attend any curriculum training provided or recommended by the service including tutor networks, exam standardisation meetings, and curriculum meetings where relevant.
Course Planning	Course Provider Record	<p>So that the Service can proactively monitor what providers are delivering – including the target enrolments and the intent of courses – providers are required to send a course record prior to every term – or other delivery periods. The Service reserves the right to amend planned delivery where it assesses there is divergence from the agreement. Information needed includes the course name, venue, start and end dates, tutor name, teaching hours and course intents.</p> <p>The service will include provider courses within their course guides to promote and plan for effective learner progression.</p>
Enrolment	Enrolment form	<p>Once the course starts providers must have a signed enrolment form from every learner completed <u>in full</u>. For compliance with Education and Skills Funding Agency providers should use the Service’s enrolment form or their own if it meets the same data requirements which the Service has approved. These enrolments must be available for inspection.</p> <p><i>Roll-on roll-off programmes:</i> <u>Providers with roll-on roll off programmes are required to have an agreed robust process of recording attendance and achievement of all enrolled learners.</u></p>

Stage	Forms	Compliance
		<p>Providers must ensure all learners are eligible for public funding (<i>see Skills Agency's Funding Rules and the Service's Eligibility table</i>). In particular please note the requirement for learners to have been ordinarily resident in the UK, EU or EEA continuously for at least three years on the first day of learning.</p>
Attendance	Register of attendance	<p>A record of attendance (a register) of every learner must be kept for all courses that consist of more than one session. If delivery is <u>roll-on roll-off</u> then an individual record needs to be kept of all engagement activity linked to outcomes agreed with the learner at initial assessment or learner log. Accurately completed registers should conform to the requirements of the Education and Skills Funding Agency and the Service including aims. Registers must be available for inspection.</p>
Achievement	Register of attendance	<p>At the end of the course a record of individuals' achievement or non-achievement of individual learning goals must be recorded on registers and entered on the MI system.</p>
<p>Health and Safety</p> <p>Safeguarding</p> <p>Online Safety</p> <p>Wellbeing</p>	<p>Building and Activity risk assessment</p> <p>Health and safety incident log</p> <p>Safeguarding and Prevent</p>	<ul style="list-style-type: none"> • All risks should be reasonable with control measures in place. Specific requirements should be defined e.g. dance. • Providers have a responsibility under the Health and Safety at Work Act (1974) for the safety of their learners and to report any incidents to the Service immediately. • A record of safeguarding and Prevent cases to be communicated to the service as and when.
Annual Review (SAR)	Annual Report	<ul style="list-style-type: none"> • Feedback including the impact of course intents on learners, case studies, leaver

Stage	Forms	Compliance
		surveys and action taken to make improvements. <ul style="list-style-type: none"> • Advice on progression within the programme. • Data collected on progression of learners.

3.2 Monitoring of Learning

The Service will work with the Provider to conduct classroom walks and observe lessons and activities. The observation will assess the quality of education delivered and how the intent of the course and learners are being planned and met on the course. The Service’s Quality Assurance Framework sets out the standards for high quality delivery (*see Table 4 below*).

The Service and Provider will observe a lesson/activity. The tutor will also be requested to provide documentation (*see table 5*). A report will be written including the identification key strengths and areas of improvement. The report, with any key tutor actions, will be shared with the tutor. Providers are required to give sufficient evidence to allow the Service to assess the quality of delivery. If the classroom walk or observation is assessed as requiring improvement the Service will assess the risk and undertake additional monitoring and assessment of the quality of the provider’s provision.

Table 4: Quality Standards from the Quality Assurance Framework

Area	Standard
Self-Assessment	1. Providers should contribute to the performance, quality monitoring, and reviews.
Course planning and induction	2. Providers should arrange with their tutors to comprehensively prepare for every course including the delivery of documentation, learner initial assessment and full learner induction.
Recognising and Recording of Progress and Achievement	3. Providers should follow RARPAP and use an individual learning plan or a Progress and Progression booklet that meets the standards set by the Service.

Observation of Teaching and Learning	4. Providers should make arrangements for the observation of tutors and commissioned courses in line with the Service’s policy.
Progression	5. Providers should include advice on progression within their programme planning 6. Providers should collect destination data about a sample of their learners for every course or activity.
Learner engagement	7. Providers should use a variety of methods to gain feedback from learners for the purpose of measuring and improving the quality of their learning. 8. Providers should capture and share the link between the course intent and the impact of the learning on learners’ lives to assess the aims of the provision with the Service.
Continuous improvement	9. Providers should use learner feedback to identify and implement improvement to the quality of their service and curriculum planning.

Table 5: Documents checked during an observation

Monitoring	Document	Standard
Observation	<p>Scheme of work and lesson plan</p> <p>Lead Provider Awareness leaflet</p> <p>Initial assessment</p>	<ul style="list-style-type: none"> • RARPAP built into the scheme of work • Induction includes safeguarding, Prevent, Online safety, wellbeing, health and safety in the building and on the course, course intent/ aims and lead provider information. • Scheme of work includes a detailed class profile (including individual learner intents for being on the course), natural embedding of key themes while taking into consideration group and individual learner support needs. <p>Learner experience and knowledge, any additional support needs, ambitions, and the setting of individual realistic and SMART targets.</p>

Appendix One: Checklist for the Agreement, Monitoring and Quality Assurance

Agreement

1	Learning Provision Agreement signed and returned	
2	Venue(s) secured and checked for health and safety	
3	Tutor information record submitted and kept up to date	
4	Programme submitted before each term	
5	Key performance indicators and outcomes agreed	

Monitoring

6	Authorised enrolment form and register used	
7	Enrolment forms, registers and achievement added promptly and regularly on to LearnerTrack	
8	Observations, classroom walks and quality assurance visit agreed and set up	
9	Monitoring report form completed termly	
10	Achievement data collected through register and added to LearnerTrack	
11	Destination information collected	
12	Annual report for year submitted	

Quality assurance

13	Schemes of Work Individual learning plans/Progress and Progression booklets completed	
14	Enrolment form for every learner checked as fully completed	
15	Registers checked for every course as fully completed	
16	Learning log/ILP completed	

Appendix Two: Commissioning Team

Officer	Responsibility	Email
Baljit Mann Community Learning, Skills and Employability Manager	Commissioning Lead	Baljit.mann@slough.gov.uk
Vacancy Curriculum Manager - Community Learning	Quality Assurance	
Sandra Connor Curriculum Manager – Learning and Skills	Teaching Learning and Assessment monitoring	Sandra.Connor@slough.gov.uk
Simon Crossley Funding and Compliance Manager	Commissioning management	Simon.crossley@slough.gov.uk
Nisha Gemmill MIS and Commissioning Officer	Commissioning Officer	Nisha.gemmill@slough.gov.uk
Mukul Gupta MIS and Exams Officer	Management information Support	Mukul.gupta@slough.gov.uk

Contact Information

East Berkshire Community Learning and Skills Service

Slough Borough Council

The Curve

[William St, Slough SL1 1XY](#)

Email: classcommissioning@slough.gov.uk

Tel: 01753 476611

Web: www.slough.gov.uk/communitylearning

Facebook: www.facebook.com/boroughcommunitylearning

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Appendix Three: East Berkshire Community Learning and Skills Service

East Berkshire Community Learning and Skills Service (the Service) delivers adult skills and community learning across Slough, Windsor and Maidenhead. Slough Borough Council manages the provision of community learning in the Royal Borough of Windsor and Maidenhead. This allows us to offer a wider range of courses to both boroughs including English language, Functional Skills qualification up to level 2 for maths and English, Digital Skills, skills for work, Employability, personal development and family learning courses.

The service prioritises working with those residents who do not have a level 2 qualification, in particular those furthest away from employment, unemployed people and those in areas of deprivation and disadvantaged communities who would not normally access learning opportunities. We work in partnership with an increasing number of local providers to deliver learning to the targeted groups of learners; this is achieved through a commissioning strategy (see adult learning on Slough Borough Council website).

Our mission is:

“Supporting residents through learning to improve their skills for employment and quality of life”

With a vision to:

“Deliver quality learning, advice and skills to residents to enable them to improve their opportunities for education and employment and to contribute to the success of the local economy and their quality of life”

Our values:

- Delivering high quality provision which meets local needs and priorities
- Putting the needs of learners first
- Ensuring that public funding is targeted effectively at those facing the most barriers to learning and work.

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Appendix Four: Commissioning Strategy

Slough Borough Council has overall responsibility for the delivery of the Education and Skills Funding Agency (ESFA) funded provision for community learning and adult skills funding streams for Slough and the Royal Borough of Windsor and Maidenhead, through the East Berkshire Community Learning and Skills Service (CLASS). The service 'sub-contracts' out provision for community learning and skills.

The values of our service that we also expect from our partners are:

- delivering high quality provision which meets local needs and priorities,
- supporting and putting the needs of learners first,
- ensuring that public funding is targeted effectively at those facing the most barriers to learning and work opportunities.

The service, and its commissioned provision, is quality regulated by Ofsted and is judged in relation to the Ofsted Education Inspection Framework.

The service aims to make the most effective contribution it can to national and local priorities. These include Slough Borough Council's Five Year Plan and RBWM's Corporate Plan.

It also complies with the ESFA priorities and uses its community learning grant to work in partnership with local organisations towards the following priorities.

- Ensuring that funding is targeted at those furthest away from learning and work.
- Skills funding to be used to ensure that learners move into work or meaningful further learning to move learners closer to work.
- Community learning funding targeted at engaging with people with the most need and for delivering learning that makes a contribution to local priorities.
- The principle of "those who can afford to pay should pay" to be applied to any universal curriculum offer.

As part of this strategy the Service engages with local organisations to work with them to deliver learning opportunities to contribute to local needs and priorities. We are either commissioning local organisations to deliver or co-delivering with them. We will continue to engage with new local organisations using the above strategy and working within our budgetary limits.