



CALAT (Croydon Adult Learning and Training) Subcontractor Guidance 2020-21

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1. INTRODUCTION

CALAT's Vision is:

To provide an outstanding curriculum which will tackle skills gaps, increase individuals earning potential and support economic growth; reduce social isolation, improve health and wellbeing and enable all learners to realise their aspirations and transform their lives.

Create
Aspire
Learn
Achieve
Transform

Description of the Service

Croydon Adult Learning and Training, (CALAT), a local authority adult learning service provider, is one of the largest adult learning services in the country delivering a wide range of part time provision. CALAT is part of the Place Department, located within the Growth, Employment and Regeneration division. The work of CALAT's is embedded within Croydon's Economic Development strategy and service plan.

CALAT curriculum development and provision supports delivery against the following key priorities identified in Croydon's Corporate Plan:

- Create the environment for thousands of new job opportunities to be made available to local people
- Increase apprenticeships and learning opportunities for all of our residents, particularly young people, the homeless, care leavers and people living with a disability or long term condition
- Support vocational routes into growth sectors of care, culture, retail, technology, and construction through Croydon Works, our job brokerage service

CALAT's mission is "To enrich the lives of adults of all ages, abilities and backgrounds enabling them to reach their full potential through learning and education. To focus on supporting adults to achieve success in learning, improve their skills for employment, and contribute to their personal and family lives. Empowering learners is at the heart of everything CALAT does"

Overview of provision:

In 2018-19, 696 part time courses were delivered (788 planned) to over 4,023 learners:



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Funding stream	No of learners	Funding generated
Accredited	2,822	£2,854,296
Community learning	1,026	£1,515,970
Apprenticeships	48	£91,029
Advanced learner loans	36	£48,376
16-18 year old	1	£14,435
Self-financing	91	£18,689

There were 8483 enrolments (6625 Accredited, 1614 Community learning, 155 Apprenticeships and 109 self-financing). 92% of learners on accredited courses were at Entry or Level 1.

Sub-contracting Framework and Good Practice Guide

Good selection and management of subcontractors along with good monitoring and review of delivery performance are key principles which underpin this sub-contracting framework.

CALAT recognises fully the role that sub-contracting can play in complementing its own expertise and quality of provision. CALAT pro-actively reviews its curriculum offer to ensure strategic fit and congruence of strategic direction with key opinion formers and its funding agencies. The sub-contracting framework utilises a cycle of plan, do, check and act (figure 1) to effectively manage a continuous improvement approach to quality of partnership relationships and sub-contracted provision.

Figure 1: Plan-do-check-act cycle



Provenance of Funding

The Education and Skills Funding Agency (ESFA) funds CALAT for the provision of accredited and non-accredited learning opportunities for adults. CALAT acknowledges fully that the ESFA uses its funding to match European Social Funds (ESF) and uses every opportunity to promote ESF investment to learners, stakeholders and partners alike.

CALAT is designated the 'Lead provider' in contracts and service-level agreements with its sub-contracted providers. As 'Lead provider', CALAT is responsible for monitoring the quality and performance of all provision delivered.



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All providers have a responsibility to ensure the quality of all programmes that they deliver and must have appropriate Quality Assurance systems in place to satisfy the criteria described by Ofsted in its published 'Education Inspection Framework' (September 2019).

Providers are also required to comply with the funding rules guidance issued by the Greater London Authority (GLA) and the Skills Funding Agency (ESFA). This can be found on the GLA and ESFA websites and is updated from time to time.

Providers can register for ESFA updates at:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Providers can register for GLA updates at: <https://www.london.gov.uk/what-we-do/skills-and-employment/skills-londoners/adult-education-budget/information-gla-aeb-providers>

For the avoidance of doubt an adult learner is an individual over the age of 19 on or before 31st August at the start of the academic year in which funding is sought.

CALAT will:

- Register sub-contractors with GLA & ESFA and be bound by GLA & ESFA rules and quality protocols;
- Register learners and complete ILR returns to the GAL/ESFA via the Data Service;
- Undertake rigorous quality and performance monitoring/review of contracts;
- Convene information sessions to address data and quality assurance requirements;
- Issue providers with CALAT Learner Handbooks to be distributed to learners; and
- Inform providers of any changes to its policies and procedures.

Providers will:

- Ensure sign up to the Register of Training Organisations and the Register of Apprenticeship Training Providers, managed by the ESFA;
- Give all learners a CALAT Learner Handbook as soon as they join a course;
- Make all learners aware that they are being supported by ESFA and European Social funding;
- Comply with the values and principles of CALAT;
- Fully engage with all CALAT quality and inspection requirements; and
- Use all CALAT tutor and learner documentation, unless otherwise agreed by CALAT and contact CALAT regarding any variation

2. COLLECTION & ANALYSIS OF DATA

All providers must collect and supply data about learners so as to meet CALAT and



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Information Authority requirements. This includes guidelines set out in the 'Specification of the Individualised Learner Record for 2017/18', as published on the Information Authority's website <http://www.theia.org.uk> .

Providers must also comply with the provisions of the General Data Protection Regulations (GDPR) in order to:

- support payments received on profile
- enable reconciliation to take place
- support the contract management and allocation processes

Where CALAT is concerned about the quality of data, including their completeness or accuracy, it may require providers to supply such data more frequently for a specified period.

CALAT reserves the right to require a provider, at its own cost, to carry out such work as CALAT deems necessary to improve the quality of data.

Data received will be checked by CALAT and returned, if necessary, for correction of errors and violations. These must then be returned within the specified timescale as agreed with the Funding and Data Manager.

Additional returns of data files may be requested for quality and performance management purposes.

All providers must complete an electronic course data sheet for each course and return it one month before the start date of the programme, unless otherwise agreed with their contract manager. CALAT will subsequently upload details of such programmes onto the National Careers Service Course Directory.

3. ENROLMENT FORMS

All enrolment forms must be completed fully and accurately and submitted to CALAT within two weeks of the start of the course.

If incomplete enrolment forms are sent to CALAT, they will be returned to the provider for full completion and return.

In accordance with ESFA requirements, enrolment forms must be stored in a secure, safe place for a minimum of seven years.

4. REGISTERS



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Tutors must complete registers accurately at the beginning of each session and then store them safely. Learners are expected to be punctual and attend all class sessions.

As learners bring funding only while they are on course, it is essential that non-attending learners are withdrawn promptly so as to avoid over-payments and subsequent reconciliation.

Providers delivering CALAT-funded programmes must complete a withdrawal form as soon as each individual learner withdrawal is confirmed.

5. RETENTION, ACHIEVEMENT AND SUCCESS

CALAT will measure the contract delivery outcomes based on the retention, achievement and success of the learners, in line with the GLA/ESFA's funding rules and formula.

6. TUTOR COURSE DOCUMENTATION

All teaching staff employed by providers are required to maintain and keep up-to-date tutor course records, such as:

- 'Course Plan & Tutor Course Evaluation'
- 'Scheme and Record of Work'
- 'Session Plan' and
- 'Group Record of Achievement'

These should be readily available for monitoring and inspection.

7. PERSONAL LEARNING PLANS (PLPs)

All learners are required to complete an ILP which has been agreed by CALAT. Essential features of PLPs include appropriate initial assessment, SMARTER learning outcomes written in learner-friendly language, personal learner goals, progress reviews and summative assessment.

8. INFORMATION, ADVICE and GUIDANCE (IAG)

Providers must ensure that all learners receive appropriate and impartial information and advice about relevant learning opportunities. The aim is to promote lifelong



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learning and enable learners to make well-informed and realistic decisions about their next steps.

These might include further learning, voluntary work, employment or other opportunities which help individuals to achieve their personal learning or work goals.

9. LEARNER COURSE EVALUATION

Providers must obtain course evaluation from all learners, using the CALAT Learner course evaluation amended to indicate course delivery by each subcontractor. Learner understanding should be fully checked by staff administering the completion of the evaluation.

10. LEARNER DESTINATIONS

Providers must report promptly on the intended progression of all learners, using the CALAT Learner destination survey

11. MONITORING VISITS

CALAT may undertake at least one monitoring visit per term to evaluate the learner experience and course documentation. A copy of the report will be sent to the provider within two weeks of the visit. The findings will be used both to enhance and disseminate existing good practice and address areas for development.

12. OBSERVATION OF TEACHING, LEARNING and ASSESSMENT (OTLAA)

Experienced and qualified CALAT observers will conduct observations of learning and teaching for those providers who do not have in-house observation capacity. A report and tutor action plan will be completed for each observation. Oral feedback, together with the overall grade, will be given to the tutor as soon as possible after the observation has taken place.

A copy of the completed observation report and action plan will be sent to the provider within two weeks of the observation. It is the subcontractor's responsibility to ensure that all actions listed are satisfactorily completed within the stipulated time frame.

When the quality of teaching learning and assessment in observed sessions are evaluated as below the required standard, a re-observation will take place within a given period and an improvement action plan and timeline will be agreed and monitored.

Such reports, suitably anonymised, may be used in further training activities. However, all OTLA records and feedback will be treated as confidential.



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Subcontractors' observations of teaching, learning and assessment will be recognised by CALAT only if their observation processes meet CALAT OTLA policy requirements.

All in-house observation reports must clearly indicate strengths, areas for improvement, overall grade and evidence to show that action plans are regularly and appropriately monitored.

13. JOINT LESSON OBSERVATION (JLO)

Where providers conduct their own observations of teaching, learning and assessment, a trained CALAT observer may undertake at least one joint session observation (JLO) with a sub-contractor's observer in order to standardise the evaluation of teaching, learning and assessment across all sub-contracted provision. During the observed session, both observers will evaluate teaching and learning, recording their judgements separately. Subsequently, the observers will compare their findings and the sub-contractor's observer will give feedback agreed by the CALAT observer to the observed tutor. If there are material disagreements about significant findings, including the overall grade, the CALAT observer's views shall prevail.

14. LEARNING SUPPORT

Where appropriate, providers must deliver learning support to meet the additional individual needs of learners. This will allow learners with an assessed need to achieve their learning goal and maximise their potential. Support needs must be discussed with CALAT before being implemented.

When submitting a claim for support needs, providers must submit evidence of:

- a robust assessment undertaken
- the outcome of the assessment
- delivery of learner support
- full support costs

All ASB Providers need to complete a 'Learner Support' form for each learner who has received learning support and submit them to CALAT at the end of the course to substantiate the claim.

15. CONTRACT REVIEW MEETINGS

CALAT will hold three periodic contract review meetings with each provider. Each subcontractor will be allocated a contract manager who will be responsible for giving support and guidance, as required.



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16. SELF-ASSESSMENT PROCESS

CALAT self-assessment is based on evidence from various sources, including data analysis, provider self-assessment reports, OTLA reports and learner feedback. Subcontractors and partners are expected to contribute to the self-assessment of curriculum areas where courses have been delivered.

17. PROVIDER FEEDBACK

CALAT welcomes constructive feedback from all providers both at review meetings and, as necessary, at other times.

18. TUTOR RECORDS

It is the responsibility of each provider to ensure that all their tutors are fully qualified and inducted prior to teaching on any subcontracted CALAT programme. CALAT will also be required to store tutor records for any courses/apprenticeships delivered via the sub-contracting arrangement.

19. LEARNERS' WORK

Providers should inform tutors that they must retain a sample of learners' course work for evaluation during inspection and observations of teaching and learning.

20. PARTNER POLICIES AND PROCEDURES

All providers must submit evidence of the following policies and procedures:

- Equality and Diversity
- Anti radicalisation
- Safeguarding
- Sustainability
- Health and Safety

All providers' employer and public liability insurance certificates will also need to be submitted.