

Appendix 2 – Adult Skills, Education and Apprenticeship Service Independent Review March 2019 Recommendations

1. Recommendations for further improvement

The recommendations for further improvement from this review have been linked to the strategic goals for the skills Strategy 2019-2023.

1.1 The lives of our diverse adult learners are transformed through a unique educational experience

- Continue with the very effective partnership work with neighbouring boroughs and particularly local partnerships. The setting up of the provision with employers, such as with a local hospital and restaurant are excellent examples, as is the short food hygiene course.
- Continue to work with community partners to identify the needs of residents and to come up with learning opportunities that will support them to overcome any barriers to learning that may have previously prevent participation.
- Ensure that all learning opportunities are widely marketed to local residents and potential apprentices to increase the number of people benefitting from ASES provision.

1.2 ASES delivers high quality adult education, training and apprenticeships

- Develop a clear improvement plan for the ACL provision that demonstrates the plans to:
 - Increase the management capacity
 - Improve the quality of teaching and learning
 - Increase the numbers of learners
- Ensure that the quality of teaching and learning, especially in ACL, is effectively monitored and that managers have the time needed to provide tutors with effective support and training.
- Pilot and develop further the materials for the apprenticeship standards in business administration and customer service so that they all apprentices are able to develop new skills, knowledge and behaviours on and individualised learning programmes that is well-coordinated with their work-based learning.

1.3 All partners work towards the achievement of a diverse workforce which mirrors the diversity of the community

- Continue to develop the ACL curriculum and promote a learning environment where learners continue to value the diversity of local and the wider communities.
- Analyse the current take-up of apprenticeships according to the different groups of learners, including those with protected characteristics and identify where there could be better promotion of the provision to widen participation.

1.4 There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices

- Ensure a wider range of activities and information on progression pathways for apprentices and adult learners.

- In ACL, place greater focus on identifying learners' individual reasons for joining each course and enable them to plan how they may progress in their development and their careers, as applicable.
 - The use of group profiles and amendments to the current individual learning plans should ensure that tutors can plan learners' next steps with them and support their development to achieve them.
 - In apprenticeships, apprentices should receive more timely information on the options open to them in their careers as this can often motivate them to achieve and stimulate them to excel.
- 1.5 The City of London is home to a world-leading environment where partners can exploit the interconnectivity and collaboration between industry, school and business
- Continue to develop the ASES Steering Group so that it continues to provide this interconnectivity not only between industry, school and business, but also linking with the communities of the City of London and neighbouring boroughs.
 - Develop more specific links with the Family of Schools to support the promotion of the Corporation's apprenticeships, perhaps through the development of an apprenticeship alumni network.
- 1.6 There is strong strategic oversight of skills delivery which is focused on impact
- Continue to work with local partners, including other London boroughs to build on the current strategic priorities identified for the service and align these with the priorities in the Skills for Londoners Strategy.
 - Contribute to and influence the Greater London Authority's (and others') development of an outcome's framework for adult education, so that these will align with the impact measure for the City Corporation's Skills Strategy.
 - Consider the new Ofsted Education Inspection Framework 2019, due to be finalised this summer, that focuses on:
 - a) The intent of the curriculum – i.e. what you offer and why;
 - b) The implementation of the curriculum – how the teaching, training and assessment develop learners' knowledge, skills and understanding;
 - c) The impact of the curriculum – the difference the provision has made to all learners' development, their achievement of qualifications, and their progress in their work, daily lives and careers.

2. Recommended practical actions

2.1. Leadership and management

- Carry out data analysis for 2018/19 to identify judgements on retention, attendance, progress, achievement and destinations, for:
 - ESOL
 - English
 - Maths
 - Non-accredited provision in ACL
 - In-house apprenticeships
 - External City of London apprenticeships
 - External apprenticeships

- Review the structure of the organisation as it is currently reflected in the organisation chart.
- Review the current quality improvement plan, amending and adding action points and including targets dates, milestones, impact etc.
- Monitor the quality of teaching and training, especially the areas not included in the review (functional skills English and maths, ACL and apprenticeships, in-house and external off-the-job training).
- Review the action points from recent observation of teaching, learning and assessment.
- Develop a governance structure diagram which clarifies the structure and reporting requirements.
- Develop a development plan for ACL with roles and responsibilities, target dates, targets and milestones.
- Ensure all apprentices and learners have sufficient information to make informed decisions on their next steps and that tutors use this information to plan learning activities.

2.2 Adult and community learning

- Monitor learners' progress towards qualifications in English, maths and ESOL and provide interventions where needed.
- Monitor the implementation of RARPA (recognising and recording learners' progress and achievement) especially tutors' use of starting points and current levels to plan differentiated learning activities.
- Plan individualised learning for refugees based on their current skills and planned next steps.
- Review the most recent observation of teaching records for all English, maths and ESOL tutors and check their progress against the follow-up action points.

2.3 Apprenticeships

- Ensure that all employers, department managers and apprentices have the official version of the relevant apprenticeship standards.
- Pilot the business administration and customer toolkits and consider the flexibility so that apprentices' modular learning is co-ordinated with their learning at work.
- Ensure that there is a good variety in the approaches for apprentices to develop their skills and behaviours, by required for the standards.
- Ensure that all apprentices are in suitable job roles for their apprenticeships.
- Use baseline assessment data to plan and sequence an individualised curriculum for each apprentice.
- Monitor the updating of OneFile by all users.
- Consider the contractual arrangements for all City Corporation apprentices who are currently on temporary contracts.