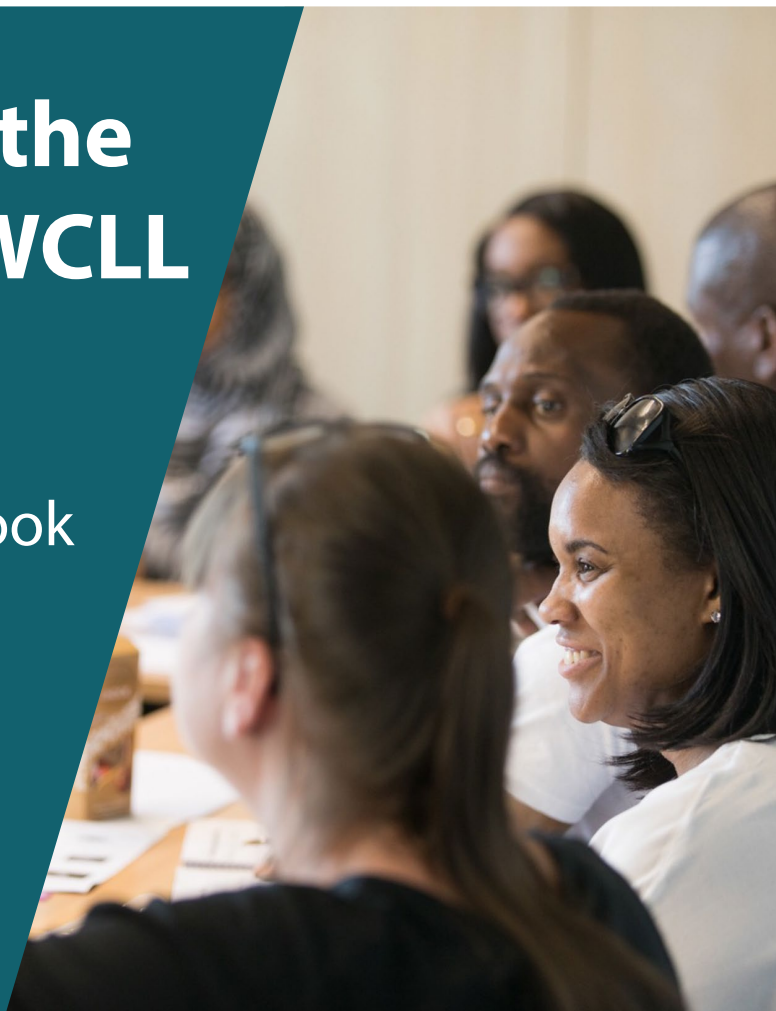


Evaluating the Quality of WCLL Provision

Guideline handbook
for WCLL and
subcontractors

2026-2027



Aiming to improve the quality-of-life skills and employability of residents in the borough, making Wandsworth a vibrant and prosperous learning community.

Version:	7
Original Policy issued:	June 2020
Reviewed:	July 2026
Next review date:	July 2027
Review Cycle:	Annually
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Target Audience:	All

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Lifelong Learning Mission Statement

All Wandsworth residents will have access to a wide range of high-quality learning opportunities in a safe learning environment. Provision will be responsive, flexible, and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the employment skills, career development, the quality of life and well-being of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.

Wandsworth Council Lifelong Learning Priorities

Priorities	Objectives
1. To lead and manage high quality learning	• Develop staff, resources and infrastructure to ensure effective delivery of local and national policy objectives. • Continue to improve quality assurance and standards across Lifelong Learning in line with the Education Inspection Framework. • Continue to develop partnerships, funding, and the procurement of high-quality learning providers to ensure the long-term sustainability of Lifelong Learning services.
2. To increase the number of learners achieving and gaining qualifications	• Provide effective and relevant careers information, advice and guidance to assist learner achievement, accreditation and progression to further education, training and employment. • Where appropriate, expand the potential for accreditation across the curriculum, maximising use of new technologies.
3. To meet the needs of individuals, communities and employers in Wandsworth and to support effective pathways to employment	• Consult and involve learners, employers, providers, and other stakeholders to ensure the development of services which meet individual, corporate and community needs. • Work with employers to increase job outcomes in Wandsworth for young people and adults and close skills gaps. • Promote and provide access to English, mathematics and other essential education and training required for the workplace. • Encourage learners to identify key experiences and skills to make the most of their opportunities to progress.
4. To widen participation in learning	• Provide an inclusive, responsive, innovative and broad offer to encourage and improve learner participation - promoting Lifelong Learning to all age groups. • Encourage learners to remain active, engaged and fitter for longer. • Create learning environments where learners feel safe, respected and listened to regardless of their background or personal attributes.
5. To link adult skills and Community Learning to other key strategies and initiatives	• Align the work of Lifelong Learning to wider local, regional and national strategies including employability, parenting and families and wellbeing for all ages. • Contribute to the Council's work with care leavers, vulnerable families, migrants and learners with disabilities and learning difficulties. • Participate in area reviews and partnerships, ensuring that appropriate provision is in place for Wandsworth residents.

Corporate Aims and Priorities for Wandsworth Council



We will do this by working with you to:

- identify and share good practice across the provision, and
- provide support and training to develop everyone's teaching skills and the learning resources you use to the same high standards.

We continuously revise and update our approach to how we evaluate the quality of our courses. We have built on our current policy and practices for observing teaching and learning and we have adapted our policy and guidelines so that they are in line with:

- national and regional strategies that inform and influence the curriculum;
- the strategic priorities for London for adult learning and skills;
- the aims and priorities for Wandsworth Council for 2026 and beyond, and
- the objectives and priorities of Wandsworth Council Lifelong Learning. This includes using Ofsted's Education Inspection Framework 2025.

The activities to evaluate the content and the quality of our ACL courses and the difference they make to the people of Wandsworth are:

- reviewing the content and aims of our courses (pages 5 to 8);
- Quality Assurance Support (page 9)
- observations of Learning Sessions (pages 9 to 18)

Each section, below, shows how you as staff, tutors, skills coaches and subcontractors participate in the review and evaluation of activities and how you will receive feedback. Learners and stakeholders, such as employers and community organisers, are also involved.

SECTION 1: Reviewing the Content and Aims of Our Courses

Planning and implementing Wandsworth Council Lifelong Learning's provision.

The planning cycle

Mission, Vision and Values

Our mission determines decisions about the courses we provide, why we provide them and what difference we want to make.



2. Strategic Priorities

The mission statement is the overarching strategy. Key strategic influences include national strategies for adult learning and skills; regional priorities led by the GLA; and Wandsworth Council's corporate objectives. WCLL interprets the strategies to implement up-to-date and relevant provision at a local community level.



3. Our Curriculum Offer

We use our strategic priorities and what we intend to achieve to agree the courses and apprenticeships that we offer each academic year. We consider who they are for and what difference they will make to individuals and local communities, including employers. How will they contribute to meeting Wandsworth Council's priorities for social and economic development.



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In implementing our curriculum offer, we need to make sure that all our staff, tutors and Apprenticeship team members have the up-to-date expertise and experience in their specialist subject and in teaching, coaching and supporting learners and apprentices. This is why we subcontract some of our ACL courses to specialist providers.



5. Evaluating the Outcomes

Thorough evaluation of the impact of our provision and the difference courses and apprenticeships make to our learners, our communities and local employers, including Wandsworth Council, allows us to assess how well are we achieving our mission to 'improve the quality-of-life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous community'.

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How Ofsted evaluate the provision:

From Further Education and Skills Inspection Handbook.

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This evaluation area considers:

- How leaders and those responsible for governance collectively ensure that the provision enables every learner and apprentice to belong and thrive.
- The commitment of leaders and those responsible for governance to raising standards of education and care to improve the lives of all learners and apprentices, particularly those who are disadvantaged, have SEND or high needs, are known (or previously known) to social care, or face other barriers to learning and/or wellbeing, including those without level 2 English and mathematics.
- Gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to effective leadership and governance.

These factors are:

- Leaders having high expectations of all learners and apprentices, reflected in all staff's day-to-day interactions with them.
- Leaders understanding the strengths and areas for development in the provision and taking effective action to improve and sustain high standards.
- Leaders, and those responsible for governance and/or oversight, understanding their respective roles and carrying them out in a way that enhances the effectiveness of the provider.
- Leaders engaging with relevant stakeholders to support learners' and apprentices' education and training, including, where appropriate, employers, local authorities, devolved agencies, community groups, parents and subcontractors.
- Those responsible for governance and/or oversight taking account of the workload and wellbeing of leaders, and leaders taking account of the workload and wellbeing of staff.
- Leaders making decisions in the best interests of learners and apprentices, prioritising the achievement and experiences of all, particularly those who are disadvantaged, have SEND or high needs, are known (or previously known) to social care, or face other barriers to learning and/or wellbeing, including those without level 2 English and/or mathematics.

How Wandsworth Council Lifelong Learning Reviews and Evaluates its Provision

1. Reviewing our mission, vision and values

Lifelong Learning Development Group (LLDG)

The work of the LLDG feeds into the Lifelong Learning Monitoring and Advisory Group (LLMAG). The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers, the LLDG maintains an operational focus and has an essential role in influencing service plans, ensuring that local managers and practitioners have the opportunity to shape local provision.

2. Reviewing our strategic priorities

Wandsworth Council's Corporate Objectives

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Cabinet Member for Children. Other members of the group include the Head of Lifelong Learning, members of the business community and the voluntary sector, a local employer and an education and skills quality champion. Members of the group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver the highest standards and quality to the learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a particular focus on the following statutory governance requirements:

- Ensuring safeguarding is effective
- Monitoring of Health and Safety arrangements
- Adherence to and compliance with the UK GDPR and the Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

In addition, group members focus on monitoring performance by reviewing:

- Participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics
- Learner profile information
- Progression data on all accredited programmes, including apprenticeships and identified no-accredited community learning courses
- The number of learners who are Wandsworth residents or non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities, including additional support needs
- Learner satisfaction and feedback
- How well the service has supported local residents to continue their learning since the pandemic, especially those who may have disengaged when a lack of digital skills or technology prevented them from participating in online learning

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment and/or
- Improve their health and well-being, including mental health and/or
- Develop stronger communities

The purpose of our apprenticeships is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment and/or
- Improve their health and well-being, including mental health and/or
- Develop stronger communities

Your role in reviewing the strategic priorities

WCLL managers are keen to have your views about the needs of local communities and local employment opportunities and skills shortages

3. Evaluating and reviewing our curriculum offer

The management team already conduct the following activities to evaluate and review the appropriateness of the courses and apprenticeships we offer, according to each delivery strand, and how well they contribute to our strategic priorities, as follows:

- Review of data on recruitment of learners/apprentices, according to learners' gender, ethnicity, age, wards
- Review of data on retention and attendance
- Learner, apprentice and staff surveys
- Learner Voice meetings
- Course evaluations
- Sub-Contractor monitoring meetings

4. Inclusion

- WCLL is committed to providing high-quality education and training that enables all learners and apprentices to feel included, achieve their goals and thrive. We welcome learners from all backgrounds, particularly those who are disadvantaged, have SEND or high needs, face barriers to learning, or require support with English, mathematics, digital skills or wellbeing.
- Leaders, staff and partners promote an inclusive and supportive culture where learners, applicants and visitors are treated fairly and with respect.
- Staff use assessment, learner voice and other evidence to understand learners' and apprentices' starting points, strengths and support needs, and respond to emerging needs.
- Additional Learning Support and reasonable adjustments are planned and reviewed to support participation, progress, achievement and progression.
- Teaching and training are inclusive and responsive, with learning, resources and assessment adapted to ensure all learners, including those with SEND, can access the curriculum and develop their knowledge, skills and confidence.
- Tutors and skills coaches encourage early disclosure of support needs and work with colleagues and partners to secure appropriate support. Leaders monitor participation, achievement, progression and learner experience to evaluate effectiveness and address gaps between groups.

Further information about our practices, processes, and how we support and adapt to meet the needs of all learners can be found in our Inclusion Policy, located at:

[Policies & Procedures - Wandsworth Lifelong Learning](#)

SECTION 2: Quality Assurance Support Activities

26-27 Quality Assurance Support

At WCLL, Quality Assurance Support Activities support RAPARD, Ofsted expectations and WCLL improvement priorities. A blended approach combines remote evidence review with targeted face-to-face activity where this adds value. Activities identify strengths, areas for development and actions to improve learner experience and outcomes. They also consider the quality of inclusive practice, including how teaching, learning, assessment, resources and support are adapted to enable all learners to participate, make progress and achieve. Spot-checks may take place with two working days' notice and focus on agreed aspects of provision.

Activities may include:

- RAPARD-aligned reviews of course files, learner records, ILPs, assessment evidence, feedback and quality documentation.
- Sampling of online platforms, learner work, attendance, progress and digital learning resources.
- Discussions with learners, tutors, managers and support staff, conducted virtually, by telephone or face-to-face.
- Targeted face-to-face activities, including lesson visits, learning walks, staff meetings and learning environment checks.
- Reviews of key quality areas, including enrolment, induction, initial assessment, attendance, progress, assessment, feedback, support and progression.
- Reviews of curriculum planning and sequencing, English, maths, ICT, wider curriculum themes, inclusive practice, EDI, safeguarding, Prevent, health and safety, and employability.

SECTION 3: Observation of Teaching, Learning and Assessment (OTLA)

The WCLL commitment is that all tutors and skills coaches will be observed at least once in every academic year.

The aim of session observations is to continuously improve the quality of teaching, learning and assessment for all our learners by way of a professional development process.

The observations of learning sessions will be in addition to the Quality Review visits outlined in section 2, above. You may or may not be involved in one or more Quality Review visits, depending on whether your courses are selected in the sample for each review.

1. The Purpose of the Observation of Learning Sessions

Observation of learning sessions will:

- Enhance all learners' and apprentices' experience of learning and support their development and progress towards their personal and/or career goals.

- Ensure that the quality of teaching, learning and assessment is continuously improving.
- Promote an open-door culture in which tutors/skills coaches and managers engage in professional discussion on tutors/skills coaches' current practice and development needs.
- Provide each tutor/skills coach, including those with subcontractors, with objective written feedback on how well their courses and teaching and assessing skills support their learners.
- Identify and share good practice across the service.
- Identify opportunities for training, coaching and support to further develop practice, as required.
- Enable WCLL to be accurate and aspirational in its self-assessment of teaching, learning, assessment and areas for development, alongside evidence from Quality Assurance Support.

For the Apprenticeship Team, learning activities include:

- online/face-to-face group training workshops;
- individual coaching sessions for apprentices at work, and
- progress reviews with apprentices at work.

Please note: Managers may log-on to any online review or training/coaching session or listen to recordings.

2. The Focus of the Observation of Learning Sessions

The criteria below will be used for all observations of learning activities.

Curriculum planning and sequencing

- Ensuring the relevance and clarity of learning aims and objectives for Community Learning learners.
- Ensuring the relevance and clarity of learning aims and objectives for apprentices in a workshop or for the individual apprentice in a coaching session or progress review through:
 - The clarity of learning objectives and how effectively they link to the overall aims of the course and learners' individual aims and goals or how an individual coaching session or progress review will enable the apprentice to achieve a specific development target.
 - Ensuring that all learners and apprentices are clear about their learning objectives for that session or learning activity.
 - The involvement of employers to ensure that the off-the-job learning activity is coordinated with the apprentices' training and development at work.
- Relevance of planned learning and assessment activities
 - That the learning and assessment activities are appropriate to the achievement of the learning objectives and the course as a whole.
 - Learning and assessment activities are appropriate to the achievement of the learning objectives and relate to the apprenticeship standards.
- The use of initial assessment to identify individual learning goals, build on prior learning and meet priorities for new learning.

- Flexibility in the planning according to learners' or apprentices' different rates of progress
 - Tutors and skills coaches use of initial assessments and their understanding of each individual's progress and development needs in order to plan and adapt learning activities to ensure that all learners and apprentices will make progress towards the objectives for that learning activity.
- Planning of the use of resources
 - The quality and range of learning resources and activities, relevant to the learning objectives for that lesson and, for apprentices, relevant to their role at work.

Curriculum, teaching and training

- Ensuring all apprentices are engaged and that:
 - Learners and apprentices understand the purpose of each activity and their role in it.
 - That activities are adapted as required so that they are at an appropriate level for each learner or apprentice.
 - That all learners and apprentices can participate and benefit from each activity, including through online or blended learning.
 - That additional support is well planned and provided, as required, including the use of peer support or specialist support tutors. For apprentices this may be a fellow apprentice or work colleague
- Presenting concepts and skills and checking learning and progress by ensuring that:
 - Learning activities are sequenced, so that new knowledge and skills build on learners' and apprentices' existing knowledge, and they can work towards defined end points.
 - Tutors and skills coaches enable learners and apprentices to understand key concepts, presenting information clearly and promoting discussion.
 - Tutors and skills coaches check learners' and apprentices' understanding and identify and correct misunderstandings.
 - Tutors and skills coaches use assessment to check learners' understanding in order to inform teaching.
 - Apprentices are clear how assessment and feedback relate to the skills and behaviours required for the work and not just criteria for the qualification.
 - Tutors and skills coaches ensure that learners and apprentices embed key concepts in their long-term memory and apply them fluently and consistently within contexts that are relevant to their next steps and learning goals or workplace.
- The promotion of a positive learning environment, ensuring that the learning session:
 - Enables all learners to develop behaviour and attitudes, including employability skills, which support their learning and prepares them for their next steps.
 - Enables apprentices to develop the behaviour and attitude required for their current role at work and prepares them for the next steps in their careers.
- The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding to ensure that:

- Learners and apprentices both feel and are safe and follow appropriate safe working practices.
- Learners and apprentices develop their understanding of Equality & Diversity, British Values, Health & Safety, Safeguarding and the Prevent duty within the context of their course, where appropriate.
- Learners and apprentices development of English, maths, ICT & Employability Skills
 - Learners and apprentices develop the English, maths, ICT and Employability Skills within the context of their course or work and to support their progress to their next steps and/or for their daily lives.

Learner achievement, participation and development

- Learners and apprentices progress towards the lesson objectives and their personal goals
- Learners and apprentices develop new skills, knowledge and behaviour and their ability to apply them independently and in appropriate contexts.
- Learners and apprentices develop their understanding, and increase their ability to gain, extend and improve their skills and not simply to memorise facts.

3. The Process for the Observation of Learning Sessions

Before the observation

Tutors and skills coaches will ensure that they are familiar with the criteria above, and contact their line managers if they have any queries.

WCLL managers will ensure that all observers, including those with subcontractors, have the appropriate qualifications and experience to conduct observations and have completed the required training successfully.

The observer will give the tutor or skills coach two days' notice of the observation using the standard form.

During the observation

Tutors and skills coaches are expected to continue teaching the session as originally planned. They should not prepare any documents specifically for the observation.

The observer will let the tutor or skills coach know in advance if another manager or member of a subcontracted provider will accompany them.

The observer(s) will introduce themselves to the learners.

Tutors and skills coaches will ensure that the observer has access to the register, a group profile (or similar), notes relevant to the planning of the session and copies of handouts.

The observer will agree with the tutor or skills coach and learners the most appropriate opportunity to talk to learners, using the criteria in this handbook (above).

The observer will take notes using these criteria during the visit.

Observations should not normally last longer than an hour.

The observer and the tutor or skills coach will agree a time for the professional discussion soon after the observation.

Feedback to tutors, skills coaches and line managers

Observers will provide tutors or skills coaches with a summary of the feedback within a week of the observation. This may be over the phone or on Microsoft Teams. It will cover the overall evaluation of the session, including the strengths and development areas.

All tutors and skills coaches will receive the completed observation form within three weeks of the observation. This will be after the professional discussion has taken place.

Note: Observers and tutors or skills coaches will use the 'Guidelines on the Session Observation Criteria.' The purpose of the categorisation is to enable managers to gain an overview of the quality of the provision for self-assessment, curriculum planning, supporting the planning of CPD for staff and sharing best practice.

- **Every skills coach will discuss their action plan** following this discussion. The action plan will identify and ensure:
 - that the tutors and skills coaches promote good practice across the service, for instance videos and document sharing;
 - improvement of the practice of tutors and skills coaches and development of their skills. For instance, courses, coaching or mentoring, the adoption of different approaches or practices, peer observations of tutors, among others;
 - that any gaps or deficiencies in organisational processes or resources are addressed, and
 - that action plans will have target dates for review or completion, to be followed up by the line managers.

Follow-up observations

Tutors and skills coaches may request a follow-up observation for feedback on improvements they have made in aspects of their teaching or their course(s). These will be used to update the action plan.

Managers and tutors or skills coaches may arrange for peer observations to share good practice or to pilot new approaches or resources etc

Monitoring the quality of the session observations

The WCLL Quality Manager has overall responsibility for the quality of session observations and the role includes:

- Approving each observer as competent for the role, including those with subcontractors or as stated in the SLA
- Moderating the quality of the observations through sampling the completed forms and action plans and conducting joint observations with each observer
- Attendance to CPD sessions as stated in the SLA

4. Learning Walks:

Learning walks support WCLL quality improvement plans and will focus on specific themes. Learning walks are most effective when they have a focus.

Learning Walk Aims:

- To gain a clear picture of what's happening across WCLL in terms of quality of provision.
- To drill down into a particular aspect of our provision, for example, induction, IAG, ILP's and Next Steps information.
- To identify training needs and areas for professional development.
- To help tutors and skills coaches become used to having others in the classroom, making formal lesson observations less daunting.

Supporting documents for session observations

See Appendix 1 for the 2026-2027 Observation form and action plan.

See Appendix 2 for the 2026-2027 Observation Notification form.

See Appendix 3 for the 2026-2027 Learning Walk form

Evaluating the Quality of WCLL Provision

Handbook on policy and guidelines for WCLL staff and subcontractors

2026-2027



This handbook is for the evaluation of our adult skills funded and apprenticeship provisions

Version:	7
Original Policy issued:	June 2020
Reviewed:	July 2026
Next review date:	July 2027
Review Cycle:	Annually
Name originator/author:	Paul Brimecome - Quality Assurance Manager of Lifelong Learning
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- Leaders, and those responsible for governance and/or oversight, understanding their respective roles and carrying them out in a way that enhances the effectiveness of the provider.
- Leaders engaging with relevant stakeholders to support learners' and apprentices' education and training, including, where appropriate, employers, local authorities, devolved agencies, community groups, parents and subcontractors.
- Those responsible for governance and/or oversight taking account of the workload and wellbeing of leaders, and leaders taking account of the workload and wellbeing of staff.
- Leaders making decisions in the best interests of learners and apprentices, prioritising the achievement and experiences of all, particularly those who are disadvantaged, have SEND or high needs, are known (or previously known) to social care, or face other barriers to learning and/or wellbeing, including those without level 2 English and/or mathematics.

How Wandsworth Council Lifelong Learning Reviews and Evaluates its Provision

1. Reviewing our mission, vision and values

Lifelong Learning Development Group (LLDG)

The work of the LLDG feeds into the Lifelong Learning Monitoring and Advisory Group (LLMAG). The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers, the LLDG maintains an operational focus and has an essential role in influencing service plans, ensuring that local managers and practitioners have the opportunity to shape local provision.

2. Reviewing our strategic priorities

Wandsworth Council's Corporate Objectives

Lifelong Learning Monitoring and Advisory Group (LLMAG)

This strategic group is chaired by the Council's Cabinet Member for Children. Other members of the group include the Head of Lifelong Learning, members of the business community and the voluntary sector, a local employer and an education and skills quality champion. Members of the group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver the highest standards and quality to the learner experience. The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a particular focus on the following statutory governance requirements:

- Ensuring safeguarding is effective
- Monitoring of Health and Safety arrangements
- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

In addition, group members focus on monitoring performance by reviewing:

- Participation rates on all programmes
- Achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics
- Learner profile information
- Progression data on all accredited programmes, including apprenticeships and identified no-accredited community learning courses
- The number of learners who are Wandsworth residents or non-Wandsworth residents
- How well the service meets the needs and priorities of Wandsworth and travel-to-work communities, including additional support needs
- Learner satisfaction and feedback
- How well the service has supported local residents to continue their learning since the pandemic, especially those who may have disengaged when a lack of digital skills or technology prevented them from participating in online learning

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment and/or
- Improve their health and well-being, including mental health and/or
- Develop stronger communities

The purpose of our apprenticeships is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment and/or
- Improve their health and well-being, including mental health and/or
- Develop stronger communities

Your role in reviewing the strategic priorities

WCLL managers are keen to have your views about the needs of local communities and local employment opportunities and skills shortages

3. Evaluating and reviewing our curriculum offer

The management team already conduct the following activities to evaluate and review the appropriateness of the courses and apprenticeships we offer, according to each delivery strand, and how well they contribute to our strategic priorities, as follows:

- Review of data on recruitment of learners/apprentices, according to learners' gender, ethnicity, age, wards
- Review of data on retention and attendance
- Learner, apprentice and staff surveys
- Learner Voice meetings
- Course evaluations
- Sub-Contractor monitoring meetings

4. Inclusion

- WCLL is committed to providing high-quality education and training that enables all learners and apprentices to feel included, achieve their goals and thrive. We welcome learners from all backgrounds, particularly those who are disadvantaged, have SEND or high needs, face barriers to learning, or require support with English, mathematics, digital skills or wellbeing.
- Leaders, staff and partners promote an inclusive and supportive culture where learners, applicants and visitors are treated fairly and with respect.
- Staff use assessment, learner voice and other evidence to understand learners' and apprentices' starting points, strengths and support needs, and respond to emerging needs.
- Additional Learning Support and reasonable adjustments are planned and reviewed to support participation, progress, achievement and progression.
- Teaching and training are inclusive and responsive, with learning, resources and assessment adapted to ensure all learners, including those with SEND, can access the curriculum and develop their knowledge, skills and confidence.
- Tutors and skills coaches encourage early disclosure of support needs and work with colleagues and partners to secure appropriate support. Leaders monitor participation, achievement, progression and learner experience to evaluate effectiveness and address gaps between groups.

Further information about our practices, processes, and how we support and adapt to meet the needs of all learners can be found in our Inclusion Policy, located at:

[Policies & Procedures - Wandsworth Lifelong Learning](#)

SECTION 2: Quality Assurance Support Activities

26-27 Quality Assurance Support

At WCLL, Quality Assurance Support Activities support RAPARD, Ofsted expectations and WCLL improvement priorities. A blended approach combines remote evidence review with targeted face-to-face activity where this adds value. Activities identify strengths, areas for development and actions to improve learner experience and outcomes. They also consider the quality of inclusive practice, including how teaching, learning, assessment, resources and support are adapted to enable all learners to participate, make progress and achieve. Spot-checks may take place with two working days' notice and focus on agreed aspects of provision.

Activities may include:

- RAPARD-aligned reviews of course files, learner records, ILPs, assessment evidence, feedback and quality documentation.
- Sampling of online platforms, learner work, attendance, progress and digital learning resources.
- Discussions with learners, tutors, managers and support staff, conducted virtually, by telephone or face-to-face.
- Targeted face-to-face activities, including lesson visits, learning walks, staff meetings and learning environment checks.
- Reviews of key quality areas, including enrolment, induction, initial assessment, attendance, progress, assessment, feedback, support and progression.
- Reviews of curriculum planning and sequencing, English, maths, ICT, wider curriculum themes, inclusive practice, EDI, safeguarding, Prevent, health and safety, and employability.

SECTION 3: Observation of Teaching, Learning and Assessment (OTLA)

The WCLL commitment is that all tutors and skills coaches will be observed at least once in every academic year.

The aim of session observations is to continuously improve the quality of teaching, learning and assessment for all our learners by way of a professional development process.

The observations of learning sessions will be in addition to the Quality Review visits outlined in section 2, above. You may or may not be involved in one or more Quality Review visits, depending on whether your courses are selected in the sample for each review.

1. The Purpose of the Observation of Learning Sessions

Observation of learning sessions will:

- Enhance all learners' and apprentices' experience of learning and support their development and progress towards their personal and/or career goals.

- Ensure that the quality of teaching, learning and assessment is continuously improving.
- Promote an open-door culture in which tutors/skills coaches and managers engage in professional discussion on tutors/skills coaches' current practice and development needs.
- Provide each tutor/skills coach, including those with subcontractors, with objective written feedback on how well their courses and teaching and assessing skills support their learners.
- Identify and share good practice across the service.
- Identify opportunities for training, coaching and support to further develop practice, as required.
- Enable WCLL to be accurate and aspirational in its self-assessment of teaching, learning, assessment and areas for development, alongside evidence from the Quality Reviews.

For the Apprenticeship Team, learning activities include:

- online/face-to-face group training workshops;
- individual coaching sessions for apprentices at work, and
- progress reviews with apprentices at work.

Please note: Managers may log-on to any online review or training/coaching session or listen to recordings.

2. The Focus of the Observation of Learning Sessions

The criteria below will be used for all observations of learning activities.

Curriculum planning and sequencing

- Ensuring the relevance and clarity of learning aims and objectives for Community Learning learners.
- Ensuring the relevance and clarity of learning aims and objectives for apprentices in a workshop or for the individual apprentice in a coaching session or progress review through:
 - The clarity of learning objectives and how effectively they link to the overall aims of the course and learners' individual aims and goals or how an individual coaching session or progress review will enable the apprentice to achieve a specific development target.
 - Ensuring that all learners and apprentices are clear about their learning objectives for that session or learning activity.
 - The involvement of employers to ensure that the off-the-job learning activity is coordinated with the apprentices' training and development at work.
- Relevance of planned learning and assessment activities
 - That the learning and assessment activities are appropriate to the achievement of the learning objectives and the course as a whole.
 - Learning and assessment activities are appropriate to the achievement of the learning objectives and relate to the apprenticeship standards.
- The use of initial assessment to identify individual learning goals, build on prior learning and meet priorities for new learning.

- Flexibility in the planning according to learners' or apprentices' different rates of progress
 - Tutors and skills coaches use of initial assessments and their understanding of each individual's progress and development needs in order to plan and adapt learning activities to ensure that all learners and apprentices will make progress towards the objectives for that learning activity.
- Planning of the use of resources
 - The quality and range of learning resources and activities, relevant to the learning objectives for that lesson and, for apprentices, relevant to their role at work.

Curriculum, teaching and training

- Ensuring all apprentices are engaged and that:
 - Learners and apprentices understand the purpose of each activity and their role in it.
 - That activities are adapted as required so that they are at an appropriate level for each learner or apprentice.
 - That all learners and apprentices can participate and benefit from each activity, including through online or blended learning.
 - That additional support is well planned and provided, as required, including the use of peer support or specialist support tutors. For apprentices this may be a fellow apprentice or work colleague
- Presenting concepts and skills and checking learning and progress by ensuring that:
 - Learning activities are sequenced, so that new knowledge and skills build on learners' and apprentices' existing knowledge, and they can work towards defined end points.
 - Tutors and skills coaches enable learners and apprentices to understand key concepts, presenting information clearly and promoting discussion.
 - Tutors and skills coaches check learners' and apprentices' understanding and identify and correct misunderstandings.
 - Tutors and skills coaches use assessment to check learners' understanding in order to inform teaching.
 - Apprentices are clear how assessment and feedback relate to the skills and behaviours required for the work and not just criteria for the qualification.
 - Tutors and skills coaches ensure that learners and apprentices embed key concepts in their long-term memory and apply them fluently and consistently within contexts that are relevant to their next steps and learning goals or workplace.
- The promotion of a positive learning environment, ensuring that the learning session:
 - Enables all learners to develop behaviour and attitudes, including employability skills, which support their learning and prepares them for their next steps.
 - Enables apprentices to develop the behaviour and attitude required for their current role at work and prepares them for the next steps in their careers.
- The promotion of Equality & Diversity, British Values, Health & Safety and Safeguarding to ensure that.

- Learners and apprentices both feel and are safe and follow appropriate safe working practices.
- Learners and apprentices develop their understanding of Equality & Diversity, British Values, Health & Safety, Safeguarding and the Prevent duty within the context of their course, where appropriate.
- Learners and apprentices development of English, maths, ICT & Employability Skills
 - Learners and apprentices develop the English, maths, ICT and Employability Skills within the context of their course or work and to support their progress to their next steps and/or for their daily lives.

Learner achievement, participation and development

- Learners and apprentices progress towards the lesson objectives and their personal goals
- Learners and apprentices develop new skills, knowledge and behaviour and their ability to apply them independently and in appropriate contexts.
- Learners and apprentices develop their understanding, and increase their ability to gain, extend and improve their skills and not simply to memorise facts.

3. The Process for the Observation of Learning Sessions

Before the observation

Tutors and skills coaches will ensure that they are familiar with the criteria above, and contact their line managers if they have any queries.

WCLL managers will ensure that all observers, including those with subcontractors, have the appropriate qualifications and experience to conduct observations and have completed the required training successfully.

The observer will give the tutor or skills coach two days' notice of the observation using the standard form.

During the observation

Tutors and skills coaches are expected to continue teaching the session as originally planned. They should not prepare any documents specifically for the observation.

The observer will let the tutor or skills coach know in advance if another manager or member of a subcontracted provider will accompany them.

The observer(s) will introduce themselves to the learners.

Tutors and skills coaches will ensure that the observer has access to the register, a group profile (or similar), notes relevant to the planning of the session and copies of handouts.

The observer will agree with the tutor or skills coach and learners the most appropriate opportunity to talk to learners, using the criteria in this handbook (above).

The observer will take notes using these criteria during the visit.

Observations should not normally last longer than an hour.

The observer and the tutor or skills coach will agree a time for the professional discussion soon after the observation.

Feedback to tutors, skills coaches and line managers

Observers will provide tutors or skills coaches with a summary of the feedback within a week of the observation. This may be over the phone or on Microsoft Teams. It will cover the overall evaluation of the session, including the strengths and development areas.

All tutors and skills coaches will receive the completed observation form within three weeks of the observation. This will be after the professional discussion has taken place.

Note: Observers and tutors or skills coaches will use the 'Guidelines on the Session Observation Criteria.' The purpose of the categorisation is to enable managers to gain an overview of the quality of the provision for self-assessment, curriculum planning, supporting the planning of CPD for staff and sharing best practice.

- **Every skills coach will discuss their action plan** following this discussion. The action plan will identify and ensure:
 - that the tutors and skills coaches promote good practice across the service, for instance videos and document sharing;
 - improvement of the practice of tutors and skills coaches and development of their skills. For instance, courses, coaching or mentoring, the adoption of different approaches or practices, peer observations of tutors, among others;
 - that any gaps or deficiencies in organisational processes or resources are addressed, and
 - that action plans will have target dates for review or completion, to be followed up by the line managers.

Follow-up observations

Tutors and skills coaches may request a follow-up observation for feedback on improvements they have made in aspects of their teaching or their course(s). These will be used to update the action plan.

Managers and tutors or skills coaches may arrange for peer observations to share good practice or to pilot new approaches or resources etc

Monitoring the quality of the session observations

The WCLL Quality Manager has overall responsibility for the quality of session observations and the role includes:

- Approving each observer as competent for the role, including those with subcontractors or as stated in the SLA
- Moderating the quality of the observations through sampling the completed forms and action plans and conducting joint observations with each observer
- Attendance to CPD sessions as stated in the SLA

4. Learning Walks:

Learning walks support WCLL quality improvement plans and will focus on specific themes. Learning walks are most effective when they have a focus.

Learning Walk Aims:

- To gain a clear picture of what's happening across WCLL in terms of quality of provision.
- To drill down into a particular aspect of our provision, for example, induction, IAG, ILP's and Next Steps information.
- To identify training needs and areas for professional development.
- To help tutors and skills coaches become used to having others in the classroom, making formal lesson observations less daunting.

Supporting documents for session observations

See Appendix 1 for the 2026-2027 Observation form and action plan.

See Appendix 2 for the 2026-2027 Observation Notification form.

See Appendix 3 for the 2026-2027 Learning Walk form

APPENDIX 1: Observation form and Action Plan 2026-2027

Name of Observer							
Name of Co-observer							
Name of Tutor/Skills coach							
Course Title & Level							
Provider Name & Site Location							
Online Session Details (Platform/log in details)							
Date and Time of Session							
Start Time of Observation				End Time of Observation			
Session Number / of				Length of stay on Programme (Apps)			
No. on Register				No. present at start			
No. Late < 10 mins				No. Late > 10 mins			
No. Late > 20mins				No. Withdrawn			
Register ☒	Y ☐ N ☐	Evidence of Planning ☒	Y ☐ N ☐	Learner Profiles ☒	Y ☐ N ☐	Course File ☒ (Does not impact on Teaching & Learning)	Y ☐ N ☐
Type of Learning Activity ✓							
Employability Skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning	
Context of the Session (including aims & objectives)							

Learning Activities Observed List the learning activities during the observation. This is so that the tutor can relate your feedback to the section of the session you observed.
Judgement Statement - Strengths Identify which aspects of the activities worked well for all learners. Consider why they were effective and the impact this had on the learners. This will enable you to identify the strengths. Use judgement words and a short description or example.
Judgement Statements – Areas for Development Identify which aspects of the activities that did not work well for all learners. Consider why they were not sufficiently effective and the impact this had on the learners. This will enable you to identify any developmental areas. Use judgement words and a short description or example.

Examples of Good Practice

Overall Evaluation

Tutor or Skills Coaches Feedback Comments:
Reflection statement based on comments and feedback in the professional discussion.

Please add in Development areas that were agreed last year: If the tutor is new to WCLL then just put N/A

25-26 OTLA Action Points	
Development Areas:	Progress Update on Previous Development Areas:

26-27 Development of Training Plan

26-27 OTLA Action Points				
Development Required	Support Required	By Whom	By When	Progress Update

APPENDIX 2: Observation Notification - 2026-27

As part of the WCLL 2025-2026 Observation policy, please accept this as 2 days' notice for your observation.

The aim of lesson/session observation is to continuously improve teaching, learning and assessment. The ethos of lesson observation is developmental, and lessons are not graded. The process involves an emphasis on self-reflection on professional practice from tutors and assessors and a coaching approach from observers, to elicit productive, analytical discussion that leads to strong, useful development plans.

Feedback should be given by the observer at the end of the observation. If this is not possible, a phone or Teams meeting will be scheduled within 5 days of the observation. The meeting takes the form of a Professional Discussion in which the observer uses coaching techniques to encourage the tutor/assessor to reflect productively on how their practice impacted on learning and progress within the session. The Tutor/Assessor will have a chance to reflect and comment on the process.

Name of Observer						
Observer Contact Details (email/phone numbers)						
Name of Co-Observer						
Name of Tutor or Skills Coach						
Tutor or Skills Coach Contact Details (email/phone numbers)						
Course Title & Level						
Provider Name & Site Location						
Date and Time of Session						
Delivery Method						
For online delivery, list the learning platform used and joining instructions here						
Please email the observer the following documents prior to your observation. Session plan/group profile/sequence of work document and any lesson documents.						
Note: If possible, the observer would like to talk to the learners at a convenient time within the observation						
Type of Learning Activity to be Observed ✓						
Employability skills	Health & Wellbeing	Apprenticeship	Health & Wellbeing 60+	Family Learning	Community Learning	Accredited Classroom Learning

I am very much looking forward to meeting you and observing your session

APPENDIX 3: WCLL Learning Walk Template - 2026-27

Learning walks support WCLL quality improvement plans and will focus on specific areas/themes. Learning walks are most effective when they have a specific focus and will support with professional development of staff in all areas.

Course	
Date of Learning Walk	
Name of Tutor/Skills Coach	
Name of observer completing the Learning Walk	

Theme of Learning Walk Leave blank if no theme identified	
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Emerging themes from your learning walks e.g. common themes, areas of best practice Comment on progress against development areas discussed from observations. Keep to a short concise paragraph.	
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Continuing professional development areas. Keep to a short concise paragraph.	
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