

# WORKFORCE DEVELOPMENT IMPACT FORUM

Christine Prescott

Cardiff & Vale  
Caerdydd a'r Fro

Community Learning Partnership  
Partneriaeth Dysgu Cymunedol

# Cardiff & Vale Community Learning Partnership

The aspiration of the partnership is:

*“To develop our workforce to deliver excellent standards of teaching, learning and assessment”*

The partnership was established on 1st Sep 2013 and consists of the following providers:

- Cardiff and Vale College
- Adult Learning Wales
- Cardiff Council Adult Learning Service
- Vale of Glamorgan Adult Learning Service

The structure of the Partnership has gone through various refinements over the past five years to the current arrangement:



The *Learning and Development Group* which includes representation from all the partner organisations is responsible for workforce development.

# Challenges

The situation facing the L&D group in 2013 held considerable challenges:

- The **Estyn** Inspection of that year had not been a positive experience.
- The tutor cohort, particularly in the local authorities, had received very little CPD for many years leading up to the inspection
- The CPD that was offered tended to be very generic and not tailored to the Adult Learning workforce
- There was no systematic process for identifying and addressing gaps in the quality of teaching
- Tutors were isolated and, apart from annual tutor meetings, there was very little input from management to tackle poor performance in any planned and supportive way.
- With hourly paid contracts tutors didn't feel valued/ professional

# Facing the Challenges

These challenges left the Learning and Development group with some serious obstacles to overcome:

- What training do tutors need?
- What training do tutors want?
- Who'll deliver the training?
- When shall we deliver it?
- Where shall we deliver it?
- What do we do about the tutors who for some reason can't access classroom based training?
- How do we go about identifying poor performance?
- How do we measure the impact of CPD
- How do we make sure that all tutors access some relevant training each year?

# What did we do?

We established annual *Cross Partnership Class Observations* – all the partner organisations visit each other's classes in the autumn term. We use a common class observation form. With no prior knowledge of the tutor we're visiting, we can be honest and objective in our evaluations. We also provided training for observers to ensure that standards in class observation are more robust.

The L&D sub group meet to moderate these observations - we discuss performance, we agree grades, we identify actions that the tutor's manager needs to address.

We carry out *Learning Walks* in the spring term across the partnership so that partners can evaluate the whole learning experience with a fresh set of eyes.

# What did we do?

We share data with each other relating to *our “in house” observations* – how many tutors did we each observe? What grades did tutors achieve? What was the good practice that we observed and what are the areas of development?

*The result of these observations and learning walks feeds into our CPD planning. We plan our CPD to address the gaps that we’ve identified.*

We ask tutors what they need via CPD evaluation forms, during class observations, in tutor meetings and informally. *These requests also feed into our CPD planning.* For example, as a result of UC tutors have told us that lots of learners are presenting with mental health problems so CPD was arranged to address this. Some tutors wanted more information on Transgender.



# How we deliver CPD

- We always pick *familiar venues* – generally Severn Road for Cardiff, Palmerston for the Vale, and CAVC for the CPD day. Tutors from across the Partnership can access any of the training in any of the venues.
- We pick *twilight* for delivery and generally keep training to 1 ½ hours
- We use “Skillsgate” *online training* to supplement our face to face CPD
- We ask tutors to *share good practice* with their colleagues
- By *working together*, partners are able to meet the demand for CPD – we all contribute our expertise.

Going forward we will set up all Partnership tutors as a Microsoft team.

Tutors will be able to share good practice, access information on CPD, make requests for help and support.

# Impact

- Tutors welcome the opportunity to meet with colleagues in partner organisations to share good practice and informally discuss work experiences.
- CPD gives tutors the opportunity to reflect on their own teaching and to make adjustments for the better.
- Tutors have regular access to good quality CPD which supports their delivery
- Tutors feel more valued –this is reflected in their teaching

# Impact

*“CPD is beneficial in three ways. It benefits Adult Community Learning in that it ensures that it keeps highly motivated tutors who are constantly updating and extending their knowledge thus providing a knowledgeable/skilled workforce. Secondly as a tutor I feel valued and you feel more loyalty towards an employer who is willing to invest in its staff as it is a formal recognition of development. It also helps increase job satisfaction and self – confidence. Thirdly it benefits the learners who are taught by tutors who have up-to-date training and who bring their recently acquired skills into the classroom. This helps improve the learning experience”*

**Judith Henry tutor CAVC and Cardiff Adult Learning**

