



# Adult Community Learning Partnerships

## Tool for Effective Practice and Delivery



Ariennir gan  
**Llywodraeth Cymru**  
Funded by  
**Welsh Government**



**L&W SEFYDLIAD DYSGU A GWAITH  
LEARNING AND WORK INSTITUTE**

# PARTNERIAETH CYMRU DYSGU OEDOLION ADULT LEARNING PARTNERSHIP WALES



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# About the tool

**This tool aims to support Adult Community Learning (ACL) Partnerships across Wales to develop your practice in working collaboratively.**

## This tool:

- enables you to map how you are currently coordinating adult community learning, both strategically and operationally, and to identify how you can further develop your practice,
- focuses on the collaborative activity you undertake as a Partnership, not on the practices of individual partners,
- provides a consistent and effective model across Wales, while also reflecting local and regional differences.

This resource has been commissioned by the Welsh Government and co-developed with the sector, and is intended for use by all Partnerships as an aid to your collective approach to planning, review and continuous improvement.

Estyn supports the development and use of the tool, and its intention to help Partnerships evaluate their strengths and areas for improvement and identify their improvement priorities. The tool is not a replacement for the Estyn inspection framework, and the level descriptors are not intended to replicate Estyn's former judgements.



# How has the tool been developed?

This tool has been co-produced by Learning and Work Institute (L&W) and local ACL Partnerships, with input from national stakeholders including Welsh Government, Estyn, Addysg Oedolion Cymru | Adult Learning Wales, ColegauCymru, Careers Wales and Holex.

**It draws on evidence and insights from:**

- a rapid review of evidence on current practice in the work of ACL Partnerships in Wales and other ACL partnership models from across the UK and internationally,
- six scoping interviews with national strategic stakeholders who offered a range of perspectives on the current strengths and challenges of the Partnerships,
- in-depth interviews with five local Partnerships which were chosen to illustrate a range of evolving practice in ACL partnership working,
- an in-person workshop for Partnerships and stakeholders, to review and develop the tool
- two meetings of the project's strategic advisory group.

**Through these activities, key themes and topics were identified and the content of the tool was developed, reviewed and agreed.**



# What does the resource cover?

This tool is divided into five domains which reflect high-level themes of ACL Partnership practice.



## Strategic planning



This theme assesses the high-level structures, relationships and working arrangements that underpin the operation of your Partnership. It encourages you to identify how your overall strategic approach could be strengthened to create the conditions for more effective collaboration. Key areas covered are: membership and representation; vision, mission and strategy; funding; operating structures and processes; your Partnership's role in providing leadership for adult community learning; your partners' accountability for achieving your agreed objectives; and the use of learner voice in your Partnership's activities.

## Provision



This theme focuses on the ways in which your Partnership works to achieve the right mix and balance of provision to meet local needs. It supports you to explore how you can develop your practice in relation to: identifying local learning needs; planning provision; supporting learner progression; and enabling access to Welsh medium provision.



## Reaching and engaging learners

Covering the marketing and promotion of learning and outreach into communities, this theme looks at how your Partnership could strengthen collaboration between partners to connect both new and existing learners to suitable learning opportunities.



## Quality

This theme explores your Partnership's effectiveness in two key areas. First, it supports you to evaluate your approaches to measuring the outcomes and impact of partnership working and identify how you could develop these to generate more robust evidence and insights which can in turn inform future planning. Secondly, it looks at the ways in which more collaborative approaches to quality improvement could add value to the practices of individual partners.



## Workforce

Building on the Quality theme, this theme focuses on how to improve collaboration within your Partnership with regard to workforce planning and development. It focuses on: how partnership working could support tutor recruitment and retention; and joint approaches to continuing professional development (CPD).



# Statement of Objectives

Adult Community Learning (ACL) is delivered through Partnerships across Wales. By working collaboratively and strategically, the Partnerships aim to maximise the contribution of ACL to delivering the strategic vision for the Tertiary Education and Research (TER) sector in Wales. In 2023-24, ACL Partnerships collectively agreed the following set of objectives. These are intended to promote a shared understanding of the purpose of the Partnerships and support Partnerships with defining and developing their work. These could be adapted and enhanced to suit local contexts.



As part of the development of this tool, a Statement of Objectives has been developed to provide Partnerships with a clear articulation of their roles and purpose. Agreeing a shared statement of objectives was an important step towards providing a starting point for both the development and implementation of this tool.

This Statement of Objectives can also serve as a standalone resource which you can use to raise the profile of your Partnership's work locally and support relationship-building with potential new partners and wider strategic stakeholders.



# Adult Community Learning Partnership Objectives



**To provide effective local and regional leadership for adult community learning, including promoting and strengthening the contribution of learning to Welsh Government and Medr's strategic policy priorities for lifelong learning, employability, health and wellbeing, social, civic engagement and environmental protection.**



**To bring partners together to collaboratively and strategically plan and deliver high quality, community-based provision to meet local needs, with a focus on:**



Addressing the national priority areas of literacy, numeracy, digital skills and ESOL.



Improving and maintaining quality standards across partners.



Addressing gaps in provision and minimising duplication.



Aligning funding from Welsh Government and other sources to increase and enhance opportunities.



Developing and supporting progression routes into, through and from ACL that are relevant to learners' needs and circumstances, including progression into employment, further learning, apprenticeships, and volunteering.



Promoting the opportunities offered by partners as a coherent offer, enabling both new and current learners to understand the full range of potential entry points and progression pathways.



Exploring and developing access to Welsh medium and bilingual provision.



Collaborating on workforce planning and development.

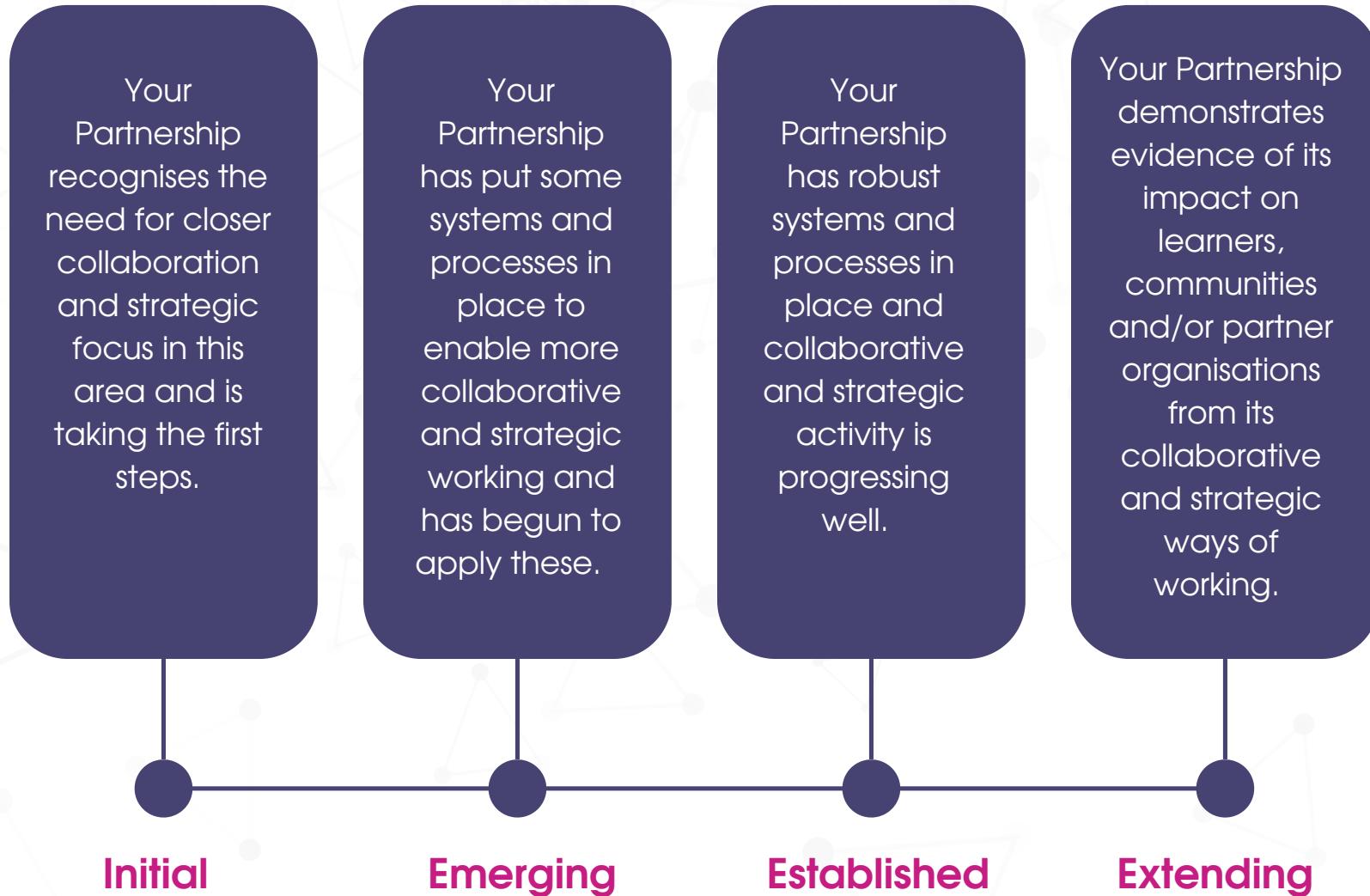


Providing diverse entry pathways back into learning, working with voluntary and community organisations, schools and other local services to reach and engage adults.



# How does the tool work?

This resource invites you to gauge your Partnership's stage of development in key aspects of partnership working under each of the five domains. There are four levels:





# How to use the tool effectively

## 1. The descriptors in the tool are designed to help you to identify where your Partnership currently is in relation to each area of partnership working and to identify priorities for action.

They are evidence based and summarise key characteristics of ACL Partnerships as they develop. For each topic, the descriptors in the column to the right of the level which best describes your Partnership's current position and ways of working, will provide guidance and inspiration on how to move to the next level. Descriptors at the 'extending' level aim to encourage increased innovation and ambition to achieve impact for learners and synergies through effective partnership working. Being able to point to outcomes at this level does not imply "job done" but should serve as a prompt to explore how it could be a springboard to achieve even more.

## 2. The resource works best when partners with a range of perspectives and experiences are involved and there is a process of co-creation in completing it.

Approach it as an opportunity for discussion, sharing ideas and finding things out. Although your Partnership's strategy group is likely to take the lead on working with the resource, working in partnership with learners and those in operational roles as well as others such as tutors, is critical. In this way, partners can listen to one another and moderate each other's contributions, which will help to produce a more honest and rounded picture of your Partnership and build trust. Evidence and actions identified through the process of completing the tool could be collated and included as an aid to your Partnership's self-assessment report.

## 3. This tool shows a journey and supports growth and change.

It recognises that your Partnership will not develop across all domains, or even across all topics within any single domain, at the same pace. Expect the overall profile of your Partnership in terms of its level of development to be uneven. Accepting this will support more nuanced, honest and reflective discussions about your Partnership's stage of development and priorities. You should not aim to arrive at a single-word overall assessment of your Partnership's current position, based on the levels in the tool.



# ACL Partnerships: Tool for Effective Practice and Delivery

Initial	Emerging	Established	Extending
<p>a) The Partnership consists of local authority and college, with limited engagement of other potential partners.</p> <p>b) While links exist with other potential partner organisations, these rely on personal relationships rather than formal organisational commitment.</p> <p>c) The Partnership has limited local profile as an entity in itself.</p> <p>d) Communication channels between partners are limited.</p>	<p>a) Mapping has been carried out to identify core and wider partners and define their role within the Partnership.</p> <p>b) Core partners have a formalised strategic commitment to working together and developing the Partnership.</p> <p>c) The Partnership involves a wider base of other providers with which it works to meet the specific needs of learners (e.g. third sector, DWP, employability providers, HE).</p> <p>d) Representation of wider partners at Partnership meetings may be inconsistent. Staff may not be at a level to make decisions or represent the Partnership effectively within their own organisation.</p> <p>e) Communication channels between partners are in place but may be ad hoc or incomplete.</p>	<p>a) Core, wider and peripheral partners are strategically engaged and the roles of partners are defined and understood.</p> <p>b) Membership is regularly reviewed to identify opportunities to strengthen and extend the Partnership.</p> <p>c) Mechanisms are in place for learner voice to influence the work of the Partnership.</p> <p>d) New partners are actively engaged and recruited to address gaps and ensure that representation reflects local needs.</p> <p>e) Partnership meetings are consistently attended by partners and participants are able to make decisions and represent the Partnership effectively within their own organisation.</p> <p>f) The Partnership can draw on the expertise of staff across the membership to contribute to the mission and key priorities, achieving efficiencies, for example, in the areas of data management, marketing, progression planning.</p> <p>g) The Partnership communicates effectively with the full range of partners.</p>	<p>a) The Partnership has a mature, collaborative ethos.</p> <p>b) The involvement of wider stakeholders for example employers and strategic leads in health, brings tangible benefits to learners, which the Partnership can evidence.</p> <p>c) The Partnership regularly reviews national and local policy priorities to enhance impact.</p> <p>d) The Partnership secures active representation on strategic groups raising awareness of the role of ACL across policy areas and building a reputation around the impact of adult learning interventions.</p> <p>e) Learner advocates play a key role in the Partnership in terms of engagement, outreach and signposting and intelligence around demand and provision.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) The vision and aims for the Partnership are in development, but these have not yet been agreed and communicated.</p> <p>b) A strategic plan for the Partnership, with appropriate aims and objectives, is in development but has yet to be agreed by all partners.</p> <p>c) The Partnership has a vision and a strategic plan but these are not reviewed regularly by partners.</p>	<p>a) The Partnership has a clear vision statement which is supported by strategic aims and objectives and has been agreed by all partners.</p> <p>b) The Partnership has a strategic plan in place which has been agreed by all partners. The plan articulates how the Partnership's work connects to key national and regional policy drivers e.g. Wellbeing of Future Generations Act, Medr priorities, ESOL policy, Community Focused Schools; and to the work of e.g. Public Service Boards, RSPs.</p>	<p>a) Partners share and understand the vision and align the work of their organisations to deliver it. Individual partners understand what their role is in contributing to the strategic plan.</p> <p>b) The strategic plan is delivered through an action plan which is monitored at senior level.</p> <p>c) The strategic plan is reviewed and refreshed in response to local data and evidence about areas for improvement.</p>	<p>a) The Partnership's vision and strategy drive the work of the core partners in relation to ACL.</p> <p>b) The vision and mission are articulated to wider strategic groups at local and national levels and a proactive position is taken to explore, influence and link to new or changing policy drivers to enhance impact.</p> <p>c) The Partnership can demonstrate its impact with regard to the aims and objectives of wider national and regional strategies.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) Resources available for the local delivery of adult community learning are not treated as part of a joined-up system.</p> <p>b) Partners plan on the basis of their individual funding streams. Alignment of funding between partners is limited.</p>	<p>a) The Partnership has carried out mapping to identify all the resources currently available for adult community learning within the Partnership area.</p> <p>b) Funding is aligned to support delivery of Welsh Government priorities, and regularly reviewed to reflect changes in budgets and new opportunities.</p>	<p>a) Partners collaborate to align funding to support delivery of the strategic plan based on mapping and analysis of the available resources within the local area.</p> <p>b) Partners pro-actively identify opportunities to develop collaborative proposals for funding from external sources.</p>	<p>a) The Partnership routinely reviews the range of funding coming into public services across the local area and identifies where resources can be leveraged to extend and develop learning opportunities for adults.</p> <p>b) Value for money and impact on learners are routinely considered as part of decision-making on how funding should be allocated.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) A strategy group is in development, but it does not yet have a clear schedule of meetings.</p> <p>b) A suitable group structure for delivery of the Partnership's strategic and operational objectives is in development.</p> <p>c) Individual representatives may struggle to commit time within their job role to Partnership activity and there is not an agreed model for resourcing Partnership working.</p>	<p>a) There is a clear structure of strategic and operational groups in place to drive and oversee delivery of the Partnership's aims and objectives. Terms of reference have been agreed for each group.</p> <p>b) A regular schedule of meetings for the various groups is in place, with participation by staff from all partners as appropriate, although attendance may be inconsistent. Working protocols on key areas such as data sharing may be under-developed.</p> <p>c) Contributing to the work of the Partnership is recognised as a responsibility within the job role of partner representatives and some resource is allocated to Partnership working.</p>	<p>a) There is an effective group structure in place, with operational groups feeding into the work of a high-level strategy group.</p> <p>b) Regular, scheduled meetings of strategic and operational groups take place, attended by leaders and managers from all partners as appropriate, who contribute purposefully to the work of the Partnership.</p> <p>c) Working protocols appropriate to the activities of the Partnership have been developed and agreed by all partners and are regularly reviewed.</p> <p>d) Partners share the resourcing of the Partnership through a sustainable model. Partners ensure that adequate resources are allocated to Partnership working.</p>	<p>a) The Partnership has equitable, open and cohesive working arrangements and demonstrates strong communication and a high level of trust between partners.</p>

**Comments:**

Initial	Emerging	Established	Extending	
<p>a) A joined-up approach to adult community learning is championed by some local leaders but is not yet in place.</p> <p>b) Leaders within partner providers work together effectively, but do not consistently promote understanding of roles and responsibilities within the Partnership and collaboration between staff at different levels as appropriate.</p>	<p>a) Senior leaders within partner providers give a consistent message to their staff about the importance of a joined-up approach to adult community learning.</p> <p>b) Leaders within partner providers aim to model and promote values and behaviours that contribute to understanding of roles and responsibilities within the Partnership and collaboration between staff at different levels as appropriate.</p>	<p>a) Strategic and operational leaders consistently and actively champion the importance of a joined-up approach to adult community learning.</p> <p>b) Staff at different levels within partner organisations understand their roles and responsibilities within the Partnership and collaborate effectively as appropriate.</p> <p>c) The Partnership's strategic group has good links with external stakeholders, to support wider collaboration to address local issues and priorities.</p>	<p>a) Other local strategies refer to the Partnership's strategy for adult community learning.</p> <p>b) Leaders within the Partnership form strategic links with other Partnerships to support the effective delivery of activity and sharing practice.</p> <p>c) Leaders within the Partnership are linked into strategic groups across the partnership area and can influence decisions and change which supports the impact of ACL delivery.</p>	

**Comments:**

# 6 Strategic Planning: Accountability

Initial	Emerging	Established	Extending
<p>a) Partners recognise they have individual and collective responsibilities for ACL but have not defined these.</p> <p>b) The strategy group have identified and developed key roles and responsibilities that ensure effective management duties and partnership activities.</p> <p>c) There are limited links to key roles and responsibilities which would enable accountability structures to be developed effectively.</p>	<p>a) An identified strategy group has lead responsibility for delivering Partnership objectives.</p> <p>b) Partners are willing to share responsibility, design solutions and take action.</p> <p>c) Partners have a shared understanding of objectives, success measures, risks and their role in delivering them.</p>	<p>a) A broad and active strategy group is responsible for delivering Partnership objectives.</p> <p>b) Risks to strategic outcomes are clearly identified and articulated across the Partnership and there is a robust strategy in place to highlight and take action.</p>	<p>a) All partners take responsibility for delivering the Partnership's strategic outcomes.</p> <p>b) Partners have an effective working relationship, trust each other and hold each other to account.</p> <p>c) Partners at all levels understand the risks management processes, including how to escalate concerns about the effective functioning of the Partnership.</p>

**Comments:**

## 7 Strategic Planning: Learner voice

Initial	Emerging	Established	Extending
a) Partners individually capture and use learner voice, but collaborative and strategic approaches are not yet in place.	<p>a) The Partnership has a learner involvement strategy.</p> <p>b) Collaborative approaches are in place at Partnership level to capture learner voice (e.g. annual learner surveys, learner forum meetings).</p>	<p>a) There is a clear reporting channel for learner voice captured at Partnership level into the strategic planning process.</p> <p>b) Planning is in place to establish Learning Ambassadors and to use community learning representatives to reach into communities and support the signposting to provision.</p>	<p>a) Intelligence from Partnership-wide learner voice activities consistently informs strategic planning.</p> <p>b) The Partnership evaluates the effect of learner voice and uses the findings from this to develop its approach.</p> <p>c) Learners are actively engaged as partners in planning and evaluating provision.</p> <p>d) Learning Ambassadors are in place and supported for their role as community advocates and sign posters.</p>

**Comments:**

Initial	Emerging	Established	Extending
a) Partners carry out analysis of local data to identify needs and develop their provision, but limited sharing of intelligence takes place across the Partnership.	<p>a) Partners use and share data from a range of sources to inform the joint planning of provision.</p> <p>b) The Partnership actively identifies gaps in data and intelligence and makes plans to address them.</p>	<p>a) Data sources are defined and needs analysis is conducted consistently across the Partnership to ensure that delivery planning is informed by robust evidence.</p> <p>b) Local population data, labour market intelligence and learner data, e.g. WIMD, are routinely used to inform joint planning of provision.</p> <p>c) Cross-Partnership learner voice activities (e.g. surveys) are undertaken to collect data on learning needs in the community to inform curriculum planning.</p> <p>d) The Partnership has arrangements in place to meet emerging needs and provide flexible, responsive and coordinated adult learning support (e.g. redundancy, refugees, skills gaps).</p>	<p>a) The Partnership is forward thinking and makes good use of labour market intelligence and other data to anticipate and respond quickly to new and emerging needs.</p> <p>b) The Partnership strategically plans with other partnership areas to meet needs and find solutions.</p> <p>c) The Partnership highlights issues and potential risks to strategic partners and commissioners at a national and local level.</p> <p>d) The Partnership is agile enough to respond quickly to newly emerging needs and priorities, utilising the knowledge and capacity of all partners.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) While partners individually provide a range of courses to meet local need, there is a lack of strategic approach to planning the provision across the Partnership.</p> <p>b) Matching of provision to local, regional and national policy drivers is patchy.</p>	<p>a) A curriculum group has been established and coordinates Partnership-wide provision planning.</p> <p>b) Partnership-wide curriculum maps have been developed for some subject areas and include provision delivered by wider partners, e.g. Third Sector, Higher Education (HE).</p> <p>c) Provision is matched to local, regional and national policy drivers, and is regularly reviewed to ensure that the offer remains fresh and relevant.</p>	<p>a) Partnership-wide strategic curriculum planning takes place, with mapping and monitoring of provision across all subject areas to identify duplication and gaps.</p> <p>b) The Partnership works effectively to ensure that partners do not duplicate provision.</p> <p>c) Where the Partnership identifies an unmet local need, it works effectively with partners to address this and may bring in new providers as appropriate.</p>	<p>a) Residents have access to an appropriate mix and balance of provision to meet their learning needs.</p> <p>b) The Partnership strategically plans with other Partnerships to identify how learning opportunities can be made available to learners in subject areas where local demand is low, including via online learning.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) Progression planning is not sufficiently strategic. Mapping and developing progression routes for learners is under-developed and is not routinely carried out across subject areas.</p> <p>b) Learners' aspirations and goals for progression are identified by individual partners.</p>	<p>a) Progression maps have been developed for some subject areas which map the range and level of courses delivered by core partners.</p> <p>b) Partners provide information to frontline staff, tutors and learners about possible progression routes within and outside the Partnership and into employment.</p> <p>c) Tutors understand the full range of Partnership wide progression routes from their courses, and they are able to advise and signpost learners appropriately.</p>	<p>a) Comprehensive progression maps are in place showing pathways into, through and from Partnership provision across the range of subject areas. They include provision delivered by core and wider partners and progression routes into employment.</p> <p>b) Structured progression sessions are integral to each course and involve staff from across the Partnership as appropriate.</p> <p>c) Partners collaboratively plan and deliver practical support to prepare and enable learners to progress from community-based provision to FE and HE.</p> <p>d) Data sharing arrangements are in place to enable the Partnership to track learner progression.</p> <p>e) The Partnership plans for the use of Recognition of Prior Learning to be embedded within provision to enable engagement and progression of learners.</p>	<p>a) Learners experience a seamless and coherent offer, with a clear line of sight from their entry point onto Partnership provision to learning and employment goals.</p> <p>b) Recognition of Prior Learning is embedded across the partnership and is used to enhance learners' confidence in their existing skills and learning and is used as an aid to engagement and progression.</p> <p>c) The Partnership takes steps to track and measure progression into provision beyond its own members, through data sharing arrangements and research.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) Local demand for learning through the medium of Welsh is not routinely mapped by the Partnership.</p> <p>b) Collaborative planning to ensure that learners can access provision delivered through the medium of Welsh is limited.</p>	<p>a) The Partnership maps demand for Welsh medium provision and identifies new providers to bring into the Partnership to address gaps.</p>	<p>a) The Partnership is developing links with new potential partners e.g. Menter Iaith, to strengthen access for learners to provision delivered through the medium of Welsh.</p> <p>b) Welsh medium and bilingual learning opportunities are actively promoted by the Partnership to encourage uptake.</p> <p>c) Informal and incidental use of Welsh are actively encouraged across the Partnership, with resources made available to staff to help increase their confidence and skills in using Welsh terms.</p>	<p>a) Learners can access a range of Welsh medium provision, with identified progression routes.</p> <p>b) The Partnership strategically plans with other Partnerships to make Welsh medium provision available to learners in areas of low demand, including via online learning.</p> <p>c) Tutors across the Partnership have access to tailored professional learning to develop their skills to teach through the medium of Welsh.</p> <p>d) The Partnership actively plans its recruitment to increase the number of practitioners who can teach through the medium of Welsh/bilingually where possible.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) Some joint marketing and promotion take place, but this is ad hoc and inconsistent.</p> <p>b) The website and platforms of individual partners contain details of their provision, but these are not linked.</p>	<p>a) A Partnership wide marketing strategy has been developed. This supports joint marketing and promotion of provision and helps current and potential learners to access an overview of the course offer and progression pathways.</p>	<p>a) The Partnership has a dedicated promotion and marketing sub-group using expertise to identify and develop opportunities to promote learning as widely as possible through diverse channels.</p> <p>b) Partners work collaboratively to maximise the local impact of national promotion campaigns e.g. Adult Learners' Week.</p>	<p>a) Provision across the Partnership is marketed as a single offer. A unified website and social media channels provide residents with common points of information on and access to the full range of partners' provision.</p> <p>b) An extensive range of promotional activity is used and reviewed to target adults including working with Learner Ambassadors.</p> <p>c) Methods are reviewed and revised to reflect different target groups and their motivations and barriers to learning.</p>

**Comments:**

Initial	Emerging	Established	Extending	
a) Learning providers work with community partners to plan and deliver engagement activities such as learning fairs and taster sessions in outreach settings.	a) Learning providers deliver co-located engagement activities, including first steps learning, in partners' venues.	<p>a) Frontline staff delivering other public services, e.g. schools, housing, debt advice, are able to signpost potential learners to provision delivered through the Partnership.</p> <p>b) Outreach activity is planned to bring advice and information and taster activity into communities of interest and communities of geography.</p>	a) Partners work together to develop new ways of reaching learners, including community-led approaches such as Learning Ambassadors and Community Learning Reps.	

**Comments:**

Initial	Emerging	Established	Extending
<p>a) Individual providers measure learner outcomes such as completion, attainment, and progression, but joint performance measures for the Partnership have not yet been developed.</p> <p>b) The tracking of learner outcomes across the Partnership in an overarching manner is at an early stage.</p> <p>c) It is recognised that a joined-up approach to recording and measuring learner movement across or between levels is needed.</p>	<p>a) The Partnership undertakes joint analysis of learner outcome data, has agreed joint performance measures and targets.</p> <p>b) The Partnership is working to develop a method of tracking and evaluating learners' progression through its provision more effectively.</p> <p>c) Some analysis has been undertaken to understand differences in outcomes for learners from different demographics and those with protected characteristics.</p>	<p>a) The Partnership collectively measures outputs and outcomes against agreed performance measures and reports evidence at national, regional, and local levels.</p> <p>b) Each partner understands what its individual contribution is to the achievement of Partnership targets for learner outcomes.</p> <p>c) The Partnership has an effective model in place to track learner progression through its provision.</p> <p>d) The findings from evaluation of learner outcomes are routinely reviewed to identify blocks and barriers at learner and course level, and enable partners to work collaboratively to develop solutions.</p>	<p>a) The Partnership is able to demonstrate synergies in areas such as utilising staff expertise and knowledge from across partner providers, or creating cost savings and efficiencies.</p> <p>b) The Partnership is able to have transparent, trusting conversations about learner outcomes, agree remedial action where required, and use the expertise within and beyond the Partnership to support improvements where required.</p> <p>c) Analysis of data on learners' progression into, within and beyond provision offered through the Partnership demonstrates the effectiveness of collaborative planning.</p> <p>d) The Partnership makes strategic use of outcomes data to demonstrate the value and impact of adult community learning to national, regional and local policy priorities.</p> <p>e) There is clear evidence of the positive impact of Partnership-wide quality improvement processes on teaching and learning.</p> <p>f) The Partnership highlights the impact of provision through learner case studies, award ceremonies and linking to opportunities for national recognition.</p>

**Comments:**

Initial	Emerging	Established	Extending
<p>a) Partnership wide systems for accessing and using data to underpin shared quality improvement are under-developed.</p> <p>b) Collaborative planning on quality improvement is at an early stage.</p> <p>c) There is little or no cross-Partnership observation or monitoring to build shared understanding of the overall quality of provision.</p>	<p>a) The Partnership structure includes a dedicated group with responsibility for quality.</p> <p>b) A joint high-level plan for quality improvement has been developed and agreed by partners.</p> <p>c) Core partners take part in joint visits, observations and they have shared understanding of the overall quality of provision.</p>	<p>a) The Partnership has robust and well-planned self-evaluation processes in place to which all partners contribute, underpinned by effective systems to access and use data.</p> <p>b) The Partnership's quality group monitors and reviews its self-evaluation report and quality improvement plan.</p> <p>c) Clear priorities for quality improvement are defined and actions identified to deliver these. Learner voice is integral to the Partnership's approach to quality improvement.</p> <p>d) Good practice is systematically identified and shared across the Partnership.</p> <p>e) Learner voice is integral to the Partnership's approach to quality improvement.</p>	<p>a) The Partnership uses evidence from its self-evaluation and quality improvement processes to embed a culture of continuous learning and development shared by all partners.</p> <p>b) Learner voice provides clear evidence of the impact of collaborative working on the learner experience.</p> <p>c) Staff across the Partnership are able to collaborate and share expertise in order to improve their practice and support one another.</p>

**Comments:**

Initial	Emerging	Established	Extending
a) A Partnership workforce plan is in place.	<p>a) Common requirements and expectations with regard to tutor qualifications and experience are agreed across the Partnership.</p> <p>b) Regular staff surveys are undertaken across the Partnership to identify issues, concerns, and suggestions so that barriers to retention can be addressed.</p>	<p>a) Partners share tutor resource across the Partnership.</p> <p>b) Workforce recruitment and retention is reviewed across the Partnerships along with a plan to highlight risk.</p> <p>c) Medium- to long-term recruitment planning is in place for the Partnership to help tackle anticipated future gaps, new skills needs, and to diversify the workforce.</p>	<p>a) New partners are identified and engaged to address gaps in workforce capacity, including industry partners and online learning providers.</p> <p>b) The Partnership creates strategic links with other partnership areas to share workforce resources.</p> <p>c) The Partnership actively links with <u>Educators Wales</u> to make the most of opportunities around workforce recruitment.</p>

**Comments:**

Initial	Emerging	Established	Extending	
a) Core partners agree to work together on professional development issues and some joint training takes place.	<p>a) Professional development needs are mapped across the Partnership.</p> <p>b) Providers within the Partnership share good practice.</p> <p>c) The Partnership offers joint professional development opportunities to leaders, managers, tutors and other staff across the Partnership.</p>	<p>a) The Partnership-wide professional learning offer is informed by evidence of need from quality assurance and improvement activities.</p> <p>b) Staff from all providers who deliver on the Partnership's core provision have access to a common learning platform to share good practice, training and resources.</p> <p>c) Core mandatory CPD, such as safeguarding and health &amp; safety modules, are developed and offered collaboratively across the Partnership to make the best use of expertise and resources.</p> <p>d) Staff from across the Partnership have opportunities to work collaboratively, for example on action research, coaching and mentoring, conferences and knowledge exchange.</p>	<p>a) The Partnership agrees a minimum CPD requirement for all staff delivering on core provision.</p> <p>b) The Partnership's professional learning offer supports delivery of its strategic aims.</p> <p>c) The Partnership actively identifies opportunities for new areas of professional learning and opportunities to share knowledge across Wales, the UK and internationally.</p> <p>d) The Partnership works strategically with other partnership areas to share CPD resources regionally and nationally.</p> <p>e) The Partnership works strategically with other partnership areas to share professional learning resources regionally and nationally.</p> <p>f) The Partnership provides opportunities for peer learning amongst its tutor workforce.</p>	

**Comments:**



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This tool has been co-produced by Learning and Work Institute and local ACL Partnerships, with input from national stakeholders including Welsh Government, Estyn, Addysg Oedolion Cymru | Adult Learning Wales, ColegauCymru, Careers Wales and Holex.



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