



**Hampshire  
Achieves**  
Skills & Participation

# **Hampshire Achieves Self-Assessment Report 2020/21**

## Contents

Introduction & Context.....	3
Summary Judgements.....	4
Scope and Intent of Provision .....	5
Aspect 1 - Quality of Education .....	7
Aspect 2 - Behaviour and Attitudes .....	8
Aspect 3 - Personal Development.....	9
Aspect 4 - Leadership and Management.....	10
Provision Type Programmes .....	12
Sub-contracted & Internal Partners.....	13
Achievement Tables.....	14

## Links to individual provision type Self-assessment Reports:

[Adult and Community Learning](#) (Adult Learning Programmes)

[Hampshire Achieves Adult and Community Learning](#) (Adult Learning Programmes)

[Apprenticeship](#)

[Support Internships](#) (Provision for Learners with High Needs)

[Traineeship Plus](#) (Education Programmes for Young People)

## Introduction & Context

Hampshire Achieves (HA) is part of the Skills & Participation Service in Hampshire County Council's directorate of Children's Services and is responsible for the delivery of the adult and community learning (ACL); provision for young people aged 16-24 who are not in education and/or training; the management and delivery of the County Council's apprenticeship programme; and the delivery of a full education and enrichment programme to young people in specialist and secure settings. This self-assessment report will reflect only on those aspects of the HA's provision that is funded by the Education and Skills Funding Agency (ESFA), this comprises the direct delivery of Apprenticeships, Traineeships, Supported Internships, and sub-contracted ACL.

The Covid-19 (C19) pandemic continued to have an impact on the delivery of all curriculums, our learners, and staff.

In the 2020/21 academic year, the Service delivered courses and qualifications to:

- 3872 Adult & Community Learning learners 19+yrs
- 31 learners on Traineeships 16-25yrs
- 43 learners on Supported Internships 16-25yrs
- 139 Apprentices
  - 4 x 16-18yrs
  - 29 x 19-24yrs
  - 106 x 25+yrs

The majority of learners continue to be on non-accredited ACL courses delivered mostly through internal and sub-contracted delivery partners. Learner numbers on ACL courses continued to be adversely affected by national lockdowns, and ACL participation was down 28% compared to (12% 2019/20), however, this is a significantly smaller decline than the national picture which shows a decrease in community learning participation of 40.5% Aug-Apr 2020 (compared to 26.9% in 2019/20).

A table of the categories/qualifications for ACL, Apprenticeships, Traineeship Plus and the Supported Internship programme can be found in Appendix 1.

HA management use an online tool MESMA which is mapped to the Education and Inspection Framework (EIF), this records strengths and areas for development with evidence and metrics and provides a RAG report. This Self-assessment Report (SAR) document is a summary report based on strengths and areas for improvement from the 2020/21 academic year, and summarises progress made and impact of the Quality Improvement Plan.

## Summary Judgements

	SAR 2017/18		SAR 2018/19	SAR 2019/20	SAR 2020/21
Overall Effectiveness	Good	Overall Effectiveness	Good	Good	Good
Leadership & Management	Good	Leadership & Management	Good	Good	Good
Teaching, Learning & Assessment	Good	Quality of Education (incl. Outcomes)	Good	Good	Good
Outcomes for Learners	Good				
Personal Development, Behaviour & Welfare	Good	Personal Development	Good	Good	Good
		Behaviour & Attitudes	Good	Good	Good
Adult Learning Programmes	Good		Good	Good	Good
Apprenticeships	Good		Good	Good	Good
Traineeships	Good		Good	Good	Requires Improvement
Study Programmes: Supported Internship	N/A		N/A	Good	Requires Improvement

## Heat Map

Provision Types	Quality of Education			Behaviour & Attitudes			Personal Development			Leadership & Management								
	QE1	QE2	QE3	BA1	BA2	BA3	PD1	PD2	PD3	LM1	LM2	LM3	LM4	LM5	LM6	LM7	LM8	LM9
ACL	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
ACL (HA)	G	G	G	G	G	G	G	G	G	G	G	G	G	O	G	G	G	G
Apprenticeships	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Supported Internships	G	A	R	G	R	G	G	R	G	G	G	G	G	G	G	G	R	A
Traineeships	G	A	R	G	A	G	G	R	G	G	G	G	A	G	G	G	A	A
<b>Blue = Outstanding</b> <b>Green = Good</b> <b>Amber = Requires Improvement to be good</b> <b>Red = inadequate</b>																		

## **Scope and Intent of Provision**

### **Adult & Community Learning**

The Hampshire Achieves Adult and Community Learning (ACL) offer aims to deliver varied and innovative learning opportunities across a broad range of mediums, including online, and where appropriate, face to face delivery.

In the 2020/21 academic year the Service engaged with 3 internal and 6 sub-contracted partners, commissioned through the existing Framework (August 2015).

Following a pilot in 2019/20 a full Hampshire Achieves directly delivered ACL offer was new in 2020/21, developed with the specific intention to identify gaps in the wider ACL provision and to deliver a targeted curriculum specifically aimed at widening participation, motivating disadvantaged groups, and creating progression pathways, which include skills-focused learning, training, and employability activities.

Overall ACL the intent was to deliver a wide and diverse curriculum to meet the priorities set in the annual Commissioning Plan under 1 of 2 themes, Hampshire; Thrives and Hampshire Works (See Appendix 1) and had profiled to deliver learning to 6743 individuals with minimum target of 80% for attendance and 90% for achievement.

### **Priorities for 2020/21**

The overall priorities were to:

- support unemployed and low-skilled people to improve skills and confidence to prepare them for training or employment
- improve essential skills for learners to progress to further learning, paid/unpaid work and involvement in the community
- improve maths and English skills for learners by offering specific maths and English courses and by embedding maths and English in all other curriculum areas, including English Speakers of Other Languages (ESOL).
- devise and run Diversity programmes that improve Black, Asian and Minority Ethnic (BAME) relationships and tackle the root causes of discrimination
- provide a targeted offer to support learning where there are pockets of deprivation/needs are greatest
- provide opportunities for Hampshire residents to improve digital communication or literacy skills
- support community development to build capacity and resilience in the voluntary sector to enable the population to help stay fit and active and create progression routes for those who want to move to more formal learning and employment.

### **Apprenticeships**

The ambition and intent for the Services' apprenticeship team is to design and deliver high quality engaging apprenticeship programmes that deliver career and personal development benefits to the apprentices and support the County Council to continue to deliver its high quality services to its residents and stakeholders and to retain well trained employees.

Our programmes for young people include **Supported Internships** and the **Traineeships**, both programmes are focused on improving the employability and life chances of these disadvantaged young people across the county. The programmes have been carefully developed to build resilience, employability skills, knowledge, and behaviours so that they can achieve positive outcomes.

### **Supported Internships**

The Services' Supported Internship (SI) was created to fill a gap in post 16 Special Educational Needs provision across Hampshire and was designed as a Local Authority alternative to completing continuous foundation college courses and to improve the lives of these young people by provide a meaningful progression into sustainable employment or other positive outcomes. SI's are aimed at young people who have an existing Education Health Care Plan (EHCP) and is intended to provide them with the skills, knowledge, and behaviours they need to improve their work readiness, this is the second year of the SI programme.

### **Traineeships**

The Traineeship Plus (TP) offer has been developed with the intention to support young people not in education or training (NEET) and/or those who have not as yet made a successful transition post 16 to improve their work readiness and to secure a meaningful progression to further study or work. This 20 week programme was delivered across the county, from community venues. Work experience (WEX) placements are a core deliverable of the programme with a minimum of 100 hours of placement activity that needs to be completed by each trainee. This dropped to 70 hours as a result of the pandemic so as not to disadvantage learners and providers who struggled to engage with employers and businesses during the lockdown. The Skills and Participation Development team source and place trainees with a focus on developing relationships with employers who have actual vacancies that the young person will be able to apply or be considered for at the end of their placement.

## Aspect 1 - Quality of Education

### What we do well

HA Managers and sub-contracted partners ACL sub-contracted partners are ambitious for all learners and collectively provide creative and innovative programmes which aimed to meet the needs of young people, adult, apprentices, other key stakeholders, and local and regional priorities.

All managers and partners developed comprehensive, well-planned, and sequenced curriculums that met the needs of learners, apprentices, and employers. Feedback from 17 (43% response rate) employer managers agreed; Hampshire Achieves delivered training that was up to date, relevant and met industry standards; the apprentices were able to apply the learning to their work. Skills support: 94% TP and 100% SI found the support they received helpful or very helpful. ACL Learner evaluations recorded 93% of adult learners agreed they were well supported in achieving their learning goals; 94% agreed they had achieved their individual learning and/or course goals; 97% were given helpful feedback that supported them to develop and succeed in their chosen subject.

Experienced and knowledgeable subject specialist tutors across the provision delivered well planned sessions that had clear learning objectives enabling learners to engage in meaningful learning opportunities, and observations concurred that teaching, learning and assessment across all provision was consistently good. Within ACL 86% (88% in 2019/20) of tutors received either a graded observation, an ungraded graded developmental observation or 'online' supportive learning walk. For those observations where a grade was awarded 89.6% were good and 10.4% outstanding (99% in 2019/20). All HA tutors received a developmental observation, and all met or exceeded expectations.

Support for all learners and apprentices, including those who were more disadvantaged by the pandemic was good. Laptops were loaned to learners and apprentices who did not have appropriate equipment for coursework or End Point Assessment. During online delivery some tutors provided learners with additional support through 1:1 sessions, by email, phone, and weekly digital updates.

Overall achievement for learners is good. Learners achieved well on ACL courses with 90.5% (82% in 19/20, 91.5% in 2018/19) achievement, including 88.8% (90.2% in 2019/20 and 91.6% in 2018/19) achievement for learners with a learning disability or difficulty. There were 68 apprentices in the Hybrid year 2020-21, 41 apprentices successfully completed and overall achievement is 78.85%, on par with overall results 2019-20. Overall achievement on the accredited elements of the Supported Internship programme is good at 88% (95.5% in 19/20, 87% in 2018/19) and overall, in-year qualification achievement for Traineeships is 74% [2019/20 = 94%]. However, overall achievement on YPL programmes were severely affected by the lack of work experience opportunities.

Most young people, adult learners and apprentices achieved very good results in Functional Skills (FS) English and maths. Overall, 91.34% of learners achieved their functional skills, by programme equates to 82% of trainees, 96% of supported interns, 90% of apprentice and 97% of adult on bespoke adult skills programmes.

Where learners were not working towards a specific FS qualification subjects were embedded well, 81% (90% in 2019/20 88.2% in 2018/19) of ACL learners agreed, where relevant, there were opportunities to develop their English and maths skills.

### **What we need to improve**

Within ACL to devise and run Diversity programmes that improve BAME relationships and tackle the root causes of discrimination. This was a priority for 2020/21 but not taken up by any provider and needs to be a focus for this next year.

The timeliness in the planning and completion of EHCP Annual Reviews and Reports within Supported Internships requires improvement. Reviews were planned to be carried out early on in the summer term, however, these were late in being undertaken and reports were not finalised or shared in a timely manner.

The comprehensive use of OneFile e-portfolio by staff and learners on Young People's Learning programmes requires improvement.

For the majority of our ACL and Young People's provision the recruitment of new learners continued to be a challenge and disrupted due to C19 restrictions. Overall completion on young people's learning is poor SI at 35%, TP at 53%. Due to the effects of C19 access to work experience placements (physical and virtual) for both programmes were limited. By the end of the planned programme many of the learners had not accessed or completed their work placement. As a result, progression opportunities for this cohort were severely impacted, and limited.

## **Aspect 2 - Behaviour and Attitudes**

### **What we do well**

Behaviour and attitudes to learning across all provision is good. High expectations were set at the start programmes for all learners and apprentices to engage in their learning through remote/online; 1:1; blended; or where relevant, face to face classroom opportunities.

Attendance for adult learning programmes and apprenticeships provision was good with overall attendance at 89% and 100% respectively.

Within young people's learning there was good communication and parental engagement, which increased significantly during periods of lockdown. Parents actively supported and motivated their child to engage and remain on programme and 92% of parent/carers agreed Hampshire Achieves gave their young people the correct amount of support.

Across all provision types there is good mutual respect between staff, learners, and apprentices. Surveys and evaluations tell us a high proportion of learners and apprentices are made to feel welcome and safe, with staff at all levels creating a positive culture where tolerance and respect for each other being central to the values of the provision. 93% of ACL learners, (98% in 2019/20, 95.7% in 2018/19); 93% of apprentices and 100% of Trainees agreeing they felt safe, secure, respected and valued on their course.

### **What we need to improve**

The submission of course evaluations require improvement, on sub-contracted ACL provision the 53% returned shows a 7% decrease on the previous year.

Overall attendance of both Interns and Trainees needs to improve. Whilst overall attendance was good; Interns 82% (19/20 was very good at 93%); Trainees Spring term 2020 82%; and Autumn term 2020 85% (19/20 overall was very good at 91%), attendance had decreased by 11% for Interns and 6% for Trainees. Some attendance was impacted by C19 restrictions and the limitations of some learners in accessing remote and blended sessions, as well as anxieties of some learners, and their parents/carers.

### **Aspect 3 - Personal Development**

#### **What we do well**

There was good opportunity for all young people, adult learners, and apprentices to focus on wellbeing, resilience and building confidence throughout their learning journey. 89% of Interns and Trainees believed the course encouraged them to look after their emotional and mental health. Excellent resources for wellbeing, physical and mental health, resilience, and independent study skills have been developed shared and uploaded to the Virtual Learning Environment (VLE).

Most tutors provide very good monitoring of learner progress; learners understand their progress and areas for improvement and are encouraged to take up further learning opportunities. Of adult learners surveyed 90% (92% in 2019/20, 94.7% in 2018/19) felt they had been supported in their next steps.

Apprentices were very well supported toward the next phase of education, employment, or training; 93% of apprentices (38/41) remain in their post with Hampshire County Council, of these 22% (9/41) were promoted; and 2 progressing to higher apprenticeships and 1 to next level of training.

Safeguarding, Prevent and British Values are embedded well, and links to topics are identified and developed within session planning and delivery. All learners in the regulated learning part of Hampshire Achieves (Apprentices, Trainees, and Interns) completed training modules in Safeguarding, Prevent and Online Safety as part of their induction.

#### **What we need to improve**

The number of returns following Destination Tracking for learners on Hampshire Works ACL programmes needs to improve, in addition, to compare data to see if there is a difference between the long and short term unemployed gaining employment following attendance on a Works course.

The recording/evidencing of all learner's Safeguarding, Prevent and Online Safety training in One File is not fully up-to-date.

## **Aspect 4 - Leadership and Management**

### **What we do well**

Hampshire Achieves has a strong vision and aspirations across all its provision to ensure high-quality learning is offered and delivered to the residents of Hampshire.

Investing in professional development is good. Alongside INSET and Service Days (5) we invest in learning webinars from Education, Training and Employment (ETE) and Strategic Development Network (SDN). In addition, bespoke workshops were delivered, with 61 places (38 places 2019/20) taken up on 13 different workshop titles, these were planned to support improvement outcomes from observations and audits.

HA ACL staff and sub-contracted providers engaged very effectively with a wide range of local community services/agencies; employers; and other organisations responsible for local and regional economic planning. For targeted 'Works' programmes with the National Careers Service, Job Centre Plus and the Local Enterprise Partnerships to boost the employability of learners, and for targeted Thrives programmes working with the Recovery College; Inclusion Hampshire; Wellbeing Centres; and more.

Careers guidance was good, and for young peoples' learning is being further improved with dedicated Hampshire Futures staffing who will provide a full careers education programme.

Staffing and support for the delivery of the programme is good. To support all staff (internal and sub-contractors) and learners, and to share best practice guidance on health and wellbeing, HA sent weekly updates, and resources were shared on the VLE. Digital updates were also shared and utilised, including support from HA's dedicated Digital Learning Advisor.

Overall arrangements for safeguarding of learners are appropriate and effective. Concerns were raised in a timely manner with the Designated Safeguarding Officers. All staff completed their mandatory training, and the Single Central Record is up to date. Staff received regular Safeguarding updates and the Department for Education Regional Prevent Coordinator provided a very good update on risks including Incels during an Inset day. Safeguarding posters have been developed and will be visible in classrooms from Autumn 2021, these cover how to raise a concern and highlight online risks. Particular attention was paid to the Ofsted report into sexual abuse in schools and what that means for our young people.

Strong quality processes were adopted across the provision through; Observations of teaching, learning and assessment. The observation policy and guidance documents were updated to include specific elements relevant to online observations (based on HOLEX [Digital ACE – Quality Assurance](#) section 7 on what is considered best practice). In addition, we created a best practice guide for tutors with online delivery which was also shared with observers. Specific update training for observers in Sept 20 focussed on observing and grading online observations. In 2020-21 the majority (83%) of observations were online; Termly ACL audits (177 course files from 137 tutors were reviewed and the quality of the files was good) and annual audits of the

regulated provision; and very good internal quality assurance of qualification courses and apprenticeship standards have supported high achievement rates and EPA results of 78.85% against national rate of 64.2%, both evidenced by positive external quality assurance visits and EPA feedback reports.

### **What we need to improve**

Further improve the careers education delivered to young people by working with designated Hampshire Futures Careers staff and tutors.

The promotion of the Supported Internship and Traineeship offer to schools and stakeholders.

Governance: the external representation on the Partnership Forum to be developed to ensure a wider community representation.

The compliance of the Young People's Learning team with systems and procedures as evidenced by the Curriculum Audits.

Performance management processes were effectively used across most of the HA service, with staff aware of their targets and progress. A new process for observing Skills and Learning Coaches was agreed and implemented. However, some staff targets need to be better aligned to the needs of the Service.

### Adult and Community Learning

**Hampshire Thrives:** This learning category will deliver targeted programmes to support family learning, English and maths skills, digital inclusion, community cohesion (including ESOL), health and wellbeing. It will target learners without a full Level 2 and/or in receipt of Income Support or Universal Credit and/or have a learning difficulty and/or disability or who are at risk of/have mental health needs. Programmes should be aligned to new Family Support Service, Supporting Families Programme, Adult Services, as well as linking with Housing Associations, the National Careers Service and Public Health. All programmes will be free of charge to eligible learners.

**Hampshire Works:** This learning category will deliver targeted programmes to support individual (19+) that are unemployed or at risk of redundancy, in receipt of Universal Credit to access employment, including those with learning difficulties and/or disabilities. It will include support for English and maths skills. All programmes will be free of charge to eligible learners. Works providers must track their learners after 3 months to obtain destination data.

### Directly Delivered ACL

- Health & Social Care Sector-Work Based Academy (SWAP)
- Customer Service & Hospitality SWAP
- Childcare & Schools SWAP
- Employability & Life Skills Programme for Care Leavers (19+)
- Everyday English & Maths – with progression opportunity to Functional Skills Level 1 & Level 2
- Paediatric First Aid

### Apprenticeship

- Adult Care Worker Standard Level 2
- Lead Adult Care Worker Standard Level 3
- Business Administration Framework Level 2
- Business Administration Standard Level 3
- Customer Service Standard Level 2
- Customer Service Standard Level 3
- Teaching Assistant Standard Level 3
- Team Leader Supervisor Standard Level 3
- Children, Young People and Family Practitioners Standard Level 4
- School Business Professional Standard Level 4
- NCFE Level 3 Residential Childcare Diploma Level 3
- NCFE Mentoring Level 2
- Institute for Customer Service assessments for IBC.

### Supported Internship Programmes

NCFE Customised Qualification in Skills for Independence to Work Entry & Level 1

### Traineeship Programmes

NCFE Award in Employability Skills Level 1 & Level 2

## **Sub-contracted & Internal Partners**

## **Appendix 2**

### **Sub-contracted Partners**

Boogie Mites

Community First Wessex

Hampshire Cultural Trust

RCS Ltd

Trinity Winchester

Hampshire Fire and Rescue Service

### **Internal Partners**

HCC Library Service

HCC Ethnic Minority and Traveller Achievement Service

The Hurst Community College

## Achievement Tables

## Appendix 3

**Table 1: Adult and Community Learning**

Programme	2018/19			2019/20			2019/20 excl. C19 withdrawals			2020/21			**P(=%)
	E	A(=n)	A(=%)	E	A(=n)	A(=%)	E	A(=n)	A(=%)	E	A(=n)	A(=%)	
Non-accredited	8509	7786	91.5	6903	5651	81.86	6197	5651	91.19	5239	4741	90.49	
Princes Trust	15	15	100	16	14	87.5	16	14	87.5	11	11	100	
Qualifications				42	42	100	42	42	100	-	-	-	
All	8524	7801	91.5	6961	5707	81.99	6255	5707	91.23	5250	4752	90.51	91.6

\*E = Enrolments

\*\*P= Peer Authority Benchmark Average

**Table 2: Apprenticeship Overall Achievement Rates All Frameworks and Standards by Level**

Level	2018/19			2019/20			2020/21			NR(=%)
	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)	
Intermediate (2)	26	23	88.46	12	12	100	9	8	88.89	
Advanced (3)	32	27	84.38	44	37	84.1	23	19	82.61	
Level 4				10	3	30	20	14	70	
All	58	50	86.21	66	52	78.79	52	41	78.85	64.2

**Table 3: Apprenticeship Overall Achievement Rates by Framework & Level**

Framework (Level)	2018/19			2019/20			2020/21			NR(=%)
	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)	
Business Admin (I)	23	21	91.3	4	4	100	4	3	75	
Business Admin (A)	20	17	85	-	-	-	-	-	-	
Customer Service (I)	1	0	0	1	1	100	-	-	-	
Supporting Teaching & Learning in Schools (I)	1	1	100	6	6	100	-	-	-	
Supporting Teaching & Learning in Schools (A)	-	-	-	25	22	88	-	-	-	
All	45	39	86.67	36	33	91.67	4	3	75	67.8

**Table 4: Apprenticeship Overall Achievement Rates by Standard & Level**

Standard/Framework (Level)	2018/19			2019/20			2020/21			NR(=%)
	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)	
Business Administrator (3)	7	6	85.71	17	13	76.47	19	16	84.21	
Adult Care Worker (2)	2	2	100	1	1	100	-	-	-	
Lead Adult Care Worker (3)	4	3	75	2	2	100	3	2	66.67	
Customer Service Practitioner (2)	-	-	-	-	-	-	5	5	100	
Customer Service Specialist (3)	-	-	-	-	-	-	1	1	100	
Children, Young People and Families Practitioner (4)	-	-	-	4	1	25	6	1	16.67	
School Business Professional (4)	-	-	-	6	2	33.33	14	13	92.86	
All				30	19	62.07	48	38	79.17	

**Table 5: Young People: Vocational Qualification Achievement Rates**

Programme	2018/19			2019/20			2020/21		
	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)
Traineeship Plus	36	33	90.91	17	15	88.24	29	19	65.52
Supported Internships	24	20	83.3	34	31	91.18	28	23	82.14
Princes Trust	11	11	100	3	3	100			
All	71	64	90.14	54	49	90.74	57	42	73.68

\*L = Learner    \*\*A(n) = Achievement Number    \*\*\* A(=%) Achievement Percentage    \*\*\*\*NR(=%) National Rates

**Table 6: Functional Skills Achievement Rates by Programme**

Programme	2018/19			2019/20			2020/21		
	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)
Traineeship Plus	79	75	94.9	35	34	97.14	28	23	82.14
Supported Internships	20	19	95	31	31	100	23	22	95.65
Apprenticeships	79	68	86.1	88	78	88.64	39	35	89.74
Adult Skills	-	-	-	-	-	-	37	36	97.29
All	178	162	91	154	143	92.86	127	116	91.34