



**Hampshire
Achieves**
Skills & Participation

Hampshire Achieves Self-Assessment Report 2021/22



Hampshire
County Council

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Links to individual provision type Self-assessment Reports:

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[Apprenticeships](#)

[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 ACL (directly delivered, internal and sub-contracted)

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

In the 2021/22 academic year, the Service delivered courses and qualifications to:

- 3813 Adult & Community Learning learners 19+yrs
- 41 19+ Adult Skills learners
- 23 learners on Traineeships 16-25yrs
- 38 learners on Supported Internships 16-25yrs
- 178 Apprentices
 - 7 x 16-18yrs
 - 34 x 19-24yrs
 - 137 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 the pandemic, and ACL participation was down slightly (1%) compared with 2020-21. This contrasts to a 25% increase in the national figures at Q3 (Aug-Apr) 2021-22. The three year trend show a decline in learner numbers of 37% from 6,113 in 2018-19 to 3,836 in 2021-22. However, this is a significantly smaller decline than the national picture which shows a decrease in community learning participation of 52% over the three years 2017-18 to 2020-21, the most recent full year figures.

A table of the categories/qualifications for ACL, Apprenticeships, Traineeship Plus and the Supported Internship programmes 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 2021/22 academic year, and summarises progress made and impact of the Quality Improvement Plan.

Summary Judgements

	SAR 2018/19	SAR 2019/20	SAR 2020/21	SAR 2021/22
Overall Effectiveness	Good	Good	Good	Good
Leadership & Management	Good	Good	Good	Good
Quality of Education (incl. Outcomes)	Good	Good	Good	Good
Behaviour & Attitudes	Good	Good	Good	Good
Personal Development	Good	Good	Good	Good
Adult Learning Programmes	Good	Good	Good	Good
Apprenticeships	Good	Good	Good	Good
Traineeships	Good	Good	Requires Improvement	Good
Study Programmes: Supported Internship	N/A	Good	Requires Improvement	Requires Improvement (Moving towards Good)

Heat Map

Oct 2022 (end of yr SAR)																		
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
Apprenticeships	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Supported Internships	G	A	G	G	A	G	G	G	G	G	G	G	G	A	G	G	A	G
Traineeships	G	G	G	G	A	G	G	G	G	G	G	G	G	G	G	G	G	G
Blue = Outstanding																		
Green = Good																		
Amber = Requires Improvement to be good																		
Red = inadequate																		

Scope and Intent of Provision

Adult & Community Learning (ACL)

The Hampshire Learns ACL offer aims to deliver varied and innovative learning opportunities across via online, blended and face to face delivery. The Service directly delivered ACL and engaged with 2 internal and 9 sub-contracted partners (see Appendix 2), commissioned through the existing Framework (August 2020).

The overall priorities for 2021/22 were to:

- Support unemployed and low-skilled people to improve their skills and confidence so that they may access or retain employment and undertake further job-related training.
- Provide opportunities for Hampshire residents to improve their digital literacy and communication skills, equipping them to successfully engage with all aspects of life in the digital age and supporting progression 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 numeracy and literacy in all curriculum areas, including English for Speakers of Other languages (ESOL).
- Support learners' mental health and wellbeing, increasing skills and confidence and helping learners to recover from negative effects of the pandemic
- Devise and deliver Diversity programmes that improve BAME relationships, engage more BAME communities in learning, and tackle the root causes of discrimination.
- Provide a targeted, flexible, and holistic offer to support learning where there are pockets of local deprivation and skills needs are greatest.
- Support community development by building capacity and resilience in the voluntary sector.

Overall, the ACL intent was to deliver a wide and diverse curriculum to meet the objectives set in the annual Commissioning Plan under 1 of 2 strands, Hampshire Thrives and Hampshire Works and had profiled to deliver learning to 5800 individuals with minimum target of 91% for attendance and achievement.

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 fill a gap in provision and 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. SIs 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.

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 18 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 120 hours of placement activity that needs to be completed by each trainee. WEX is sourced using local labour market intelligence, by the Skills and Participation Development Team.

Aspect 1 - Quality of Education

What we do well

Intent

All priorities listed on page 5 for ACL were well achieved with the exception of devising and delivering diversity programmes that improve BAME relationships, engage more BAME communities in learning, and tackle the root causes of discrimination. Hampshire Learns providers have introduced programmes such as 'ESOL for Inclusion' that tackle inclusion and improve BAME relationships, engage more BAME communities in learning. However, a large number of these courses were funded by the Home Office and not the ACL funded provision.

Implementation

Curriculum planning across most of the provision is good, and courses are well designed with experienced and knowledgeable tutors delivering well planned sessions that have clear learning objectives enabling learners to engage in meaningful learning opportunities.

Observations show that Tutors are subject sector specialists, and where relevant have experience of working with targeted groups. They use their experience well to plan and sequence activities so that learners gain new skills which are appropriate to their personal goals and course objectives. They apply motivational, coaching and development strategies to help learners progress and achieve. They deliver teaching and learning that is safe, inclusive, stretching, and relevant to learners' needs as evidenced in observations and learning walks, learner and IQA feedback plus EPA achievements.

Robust initial assessment is in place, the assessment of most learners' starting points were used to plan and personalise learning, meaningful and relevant individual learning goals support learners progressing towards and achieving both course objectives and personal goals. Tutors provide very good monitoring of learner progress; learners understand their progress and areas for improvement and are encouraged to take up of further learning opportunities. Of adult learners surveyed it showed an improving trend; 96% (94% in 2020/21, 92% in 2019/20) of learners who felt they achieved their learning goals and 91% (90% in 2020/21, 92% in 2019/20) felt they had been supported in their next steps.

Teaching across all areas is good, and for Apprenticeships and YPL is underpinned by the 10 key principles of Rosenshine's Principles of Instruction. It focuses on providing long-term, meaningful, and rich learning experiences, that take account of individual needs.

To ensure there is collective agreement on how and what the learners are taught, managers undertook an activity to create a suite of provision type Curriculum Principles. These principles were initially developed and embedded well within the Apprenticeship and Traineeship teams during 2021/22 however, further development activity was needed to include the whole of the YPL team. The draft set of principles were then shared with the team and consultation with the teaching and support team further refined this document and this will guide the team through delivery for 2022/23. Curriculum Principles are not yet in place for our ACL provision and will be developed during 2022/23.

For ACL provision 104 observations took place, 99 of which met expectations and 5 requiring a re-observation. Of the tutors delivering on the programme 91% have been observed. Common strengths arising included:

- Planning and sequencing of learning
- Clarity of purpose – setting out intent of the session, linking to Learning Objectives
- Assessment of learners including use of questioning
- Tutor communication/delivery and use of resources
- Learner participation and engagement

A total of 261 ACL courses delivered during the Autumn and Spring terms were delivered online. However, delivering online meant that learning was more accessible for many, and programmes were able to be offered county wide. This allowed those with disabilities, on low income, and who had childcare responsibilities, amongst others, the opportunity to attend courses they would normally have been unable to do so. HA continued to support partners to deliver online/remotely by sharing best practice and innovative approaches to delivery both online and face to face on a monthly basis.

Through audits 169 course files were reviewed (120 in 2020/21) from 90 (82 in 2020/21) tutors across all providers, and overall, the quality of the files was good with some improvements required for a few tutors:

- Feedback to learners and evidencing assessment of learner's achievement was good
- Files audits demonstrated an improvement on the embedding of the principles and practice of RARPA across the provision

Attention to individual learning and support needs continues to be very good.

- Access to IT resources were good. Young learners or apprentices who did not have access to laptops were issued with devices by HA for the duration of the programme, thus ensuring all learners had adequate resource to complete independent study. IT support from the Digital Learning Advisor was provided throughout and included remote and in-session support. One ACL provider was able to supply learners with laptops, dongles to give them access to the internet and vouchers for travel and food.
- ACL providers showed respect for learners concerns about being in close proximity to other learners post the pandemic and the majority adapted risk assessments with guidance accordingly.
- Apprentices can access support on the VLE, they participate in confidence building presentations skills workshop provided by Hampshire Cultural Trust which supports their presentation and professional discussion element of the End Point Assessment. More recently, a new forum has been set up to support young apprentices aged 16-19. The forum will act as a platform for sharing apprenticeship-related experiences, identifying targeted support alongside information, advice and guidance from staff and guest speakers.
- For our YPL learners this support was achieved through talking to learners and liaising with parents/carers and their referrers to ensure their individual learning plans were specific to their needs. Vulnerable learners were identified through various methods e.g., received history, application, or general

behaviours and emotions when engaging with them through the application and induction stages. EHCPs and previous SEN plans were available to Tutors and Skills Coaches and detailed group profiles and contact logs produced and maintained for each cohort identifying individual learner's SEND needs and the strategies developed to support them to succeed.

For YPL learners with EHCPs significant improvements have been made to the process for planning, recording and the timely completion of learner annual reviews. The Programme Manager devised a new process to be adopted and followed by all. The positive impact of the changes made will be seen in the 2022/23 academic year. From the learner survey, 100% thought that the support from the tutor and Skill Coach was either helpful or very helpful.

The support for, and working with, employers is good. From a 62% (5 out of 8) return of employers surveyed, 100% (5 of 5 responses) stated the experience of taking on a trainee matched or exceeded their expectations; that the trainee grew in confidence during the placement; and the three-way reviews have been supportive in reviewing progress and in helping them to plan for their future training needs. There was marked improvement and increased use of OneFile e-portfolio by all staff and learners especially on our YPL provision. 15 (71%) out of 21 YPL learners responding to the survey stated they used OneFile; however, frequency of usage still varied with 73% (11 learners) only accessing weekly, 20% (3) monthly, and 1 (7%) daily.

Impact

Learners achieved well on Hampshire Learns (ACL) courses with 91.5% achievement for all learners between 1 August 2021 – 31 July 2022 (90.5% in 2020/21, 82% in 2019/20) This includes 920 learners who stated that they had a learning disability or difficulty at enrolment and had an overall achievement rate of 91.1% (88.8% in 2020/21, 90.2% in 2019/20). 93% of learners on Hampshire Thrives programmes achieved compared to 88% of learners on Hampshire Works programmes.

ACL providers track and monitor learner destinations up to three months after completing their course. Of the 839 learners who responded to either a follow up phone call or email (60% response rate), 198 (24%) were in paid or voluntary employment following attendance on the course (44% in 20/21, 20% in 19/20), 78 (9%) had progressed on to further education courses (10% in 20/21, 32% in 19/20) and 120 (15%) had progressed onto a further ACL course. Unemployment numbers have dropped since the ending of pandemic restrictions with 152 (18%) of Works learners claiming to being not in paid employment but looking for work and available to start (in 20/21 this was 24%).

Overall Hybrid achievement rates for the Apprenticeship provision is 72.9% (The in-year achievements are slightly lower at 71.4%). This is mainly due to low Level 4 Standards achievements which require improvements. However, the achievement of 72.9% is 21.1% higher than overall national achievement rate for apprenticeships at 51.8% in 2020-21, albeit we recognise this is a very low national achievement rate. (Source: 2020/21 apprenticeship achievement rate hit just 51.8% for standards (feweek.co.uk)).

The quality of the apprenticeship programme is very good and leads to good outcomes for learners, all learners that completed EPA, achieved. Of the 35 completers, 43% (15) achieved a Distinction (55% 21 in 2020/21), 11% (4) a Merit (3% (1) in 2020/21) and 46% (16) achieved a Pass (41% (15) in 2020/21). Of the 15 Distinctions, 67% (10) were school based apprentices who worked through a very challenging time as the pandemic still impacted on this sector.

One apprentice aged 16-18 achieved her Business Administration apprenticeship with a Pass. 19-24 and 24+ age groups achieved 72.7% and 72.2% respectively.

Supported Interns achievement was good. Of the 15 2020/21 extended learners completing a part of, or full second year, retention was 100% and 100% of the learners completed and achieved. The 2021/22 cohort consisted of 27 learners, with 4 being transferred to STEP. Of the 23 learners on programme, 20 (87%) completed and achieved; 1 (4%) completed and did not achieve and is undertaking a second year; 2 (9%) learners were withdrawn. The 2021/22 overall qualification achievement rate is 78.2%. In terms of National benchmarks, we were above by 0.2% based on published National Qualification Achievement Rates of learners with a learning difficulty or disability (78% 2020/21, 79% 2019/20 and 84.1% 2018/19).

Positive progression for supported interns at 62.86% has improved from 46.51% in 2020/21 and 38.24% in 2019/20.

The overall achievement rate for the 23 trainees improved on previous years at 69.6% (58.8% 2020/21 and 59% 19/20), with excellent individual progress for the 16 young people who sustained a successful destination, with a further 3 trainees to track during Autumn 2022. The 2021/22 overall qualification achievement rate is 80% (65.52%, 2020/21 and 88.24%, 2019/20. In terms of National benchmarks, we were below by 9.5% (based on published National Qualification Achievement Rates of 89.5% 2020/21, 89.8% 2019/20 and 92.5% 2018/19).

Positive progression for Trainees is good at 88.89% and has improved year on year from 75% in 2020/21 and 41.88% in 2019/20.

Functional Skills

Functional Skills achievement was very good. The levels ranged from Entry 1 to Level 2, and sessions were carefully differentiated to ensure progress and engagement for all. Sessions were explicitly functional, relating topics to employability and real world uses and developing independence. Tasks and teaching were as interactive and functional as possible in order to develop other skills needed within the workplace, and to develop problem solving through discussion. All assessments were on demand, and therefore, assessment dates could be tailored to an individual's progress.

Programme	2021/22		
	L	A(=n)	A(=%)
Traineeship Plus	8	8	100
Supported Internships	28	27	96.43
Apprenticeships	16	14	87.50
Adult Skills	22	18	81.82
All	74	67	90.54

For 3 year trends see table 6 in appendix 3.

What we need to improve

Hampshire Learns (ACL)

- To consult and develop, curriculum principles with the HA ACL Learns delivery teams, including sub-contracted providers.
- To meet the demand of increasing numbers of refugees in the county, ESOL provision needs to increase across the county.
- Increase achievement rates for Works learners to meet agreed KPIs. In 2021/22, 88% of Works learners achieved against a KPI of 91%. The target for 2022/23 is for a minimum of 95% on both Thrives and Works programmes.

Apprenticeships

- Response rate to Managers' Surveys require improvements from a low return of 20% (7/35) to at least 60%.
- Timely achievement is 37.5% requires improvement. Timely achievement has dropped from 69.7% (2019/20) to 64.7% (2020/21) then further to 37.5% (2021/22), this was largely an impact of the pandemic and is also attributable to a Standard we no longer deliver.

Young Peoples Learning (Supported Internships)

- Improve the Admissions process to ensure all young people and their parents are familiar with the programme and WEX requirements.
- The amount of formative and summative assessment of the NCFE employability qualification requires improvement.

Aspect 2 - Behaviour and Attitudes

What we do well

Behaviour and attitudes to learning across all provision is good.

Observations show that the majority of tutors create a good atmosphere in classes, promoting positive, purposeful, and respectful relationships between their groups. This supports good personal development and academic progression and supports learners to realise their potential. End of course learner evaluations demonstrate there is good mutual respect between staff and learners. Learners are made to feel welcome and safe at venues where learning is delivered with staff at all levels creating a positive culture where tolerance and respect for each other are central to the values of the providers, 99% (93% in 2020/21, 98% in 2019/20) of learners felt respected and valued when attending their chosen Hampshire Learns course. Teaching and learning approaches are inclusive, and staff take opportunities to encourage and celebrate diversity. Learners work together and support each other well.

Curriculum audits have highlighted that the embedding of Equality and Diversity into sessions was good, with 77% of tutor files demonstrating that equality and diversity had been considered and covered with learners as an activity, however, 12% of tutors needed to translate the planning of embedded subjects better within their delivery, and 11% need to improve the planning and execution of both. These actions have been addressed in-year; however, impact is still to be seen.

High levels of learner satisfaction were evidenced in learner feedback with 98% of 1106 adult learners (96% in both 2020/21 and 2019/20) saying that they enjoy their classes, and observers noted in 47% of observed session that participation and engagement of learners were very strong, with no improvement actions noted in this area for any of the tutors observed e.g., 53% met expectations.

Relationships among learners and staff were very good, it reflects a positive and respectful culture; Observations demonstrate that learners are supportive of one another, and they build support networks that continue outside of the taught sessions, and for many particularly school-based apprentices these relationships continue and mature, well after their apprenticeship concludes. Trainees felt safe and did not experience any bullying, harassment, or discrimination. End point survey, March 2022 highlighted that 100% of those learners that responded (8 of 10 completed) agreed they felt safe, valued, respected and secure when in sessions. Of the 21 SI learners who completed end survey, 100% said they feel safe whilst on programme, 95% (20) said they felt valued, respected, and secure.

OTLA feedback: "All were polite and considerate of each other, listening well and giving positive feedback to show listening, they asked questions to bring quieter members into the small group activities and referred to colleagues in whole group discussions.

In YPL the overall attendance for Supported Interns in 2021/22 was 80%, 82% in 2020/21 and 93% in 2019/20 and for Trainees the overall attendance at training was 80%, 2019/20 overall was very good at 91%). For the new academic year, and to support improved attendance we have improved the design and delivery of the

curriculum by adding in a Pathways programme and Outdoor Education into both programmes.

**What we need to improve
Hampshire Learns (ACL)**

- Increase attendance from 88% (89% in 20/21 and 90% in 19/20).to a minimum of 91%, in line with agreed KPIs
- Learner and tutor feedback needs to be captured more systematically by most providers.
- Work with the new HA Equality, Diversity, and Inclusion Development Manager to identify new ways of embedding equality, diversity, and inclusion across all Hampshire Learns provision.

Young Peoples Learning (Supported Internships; Traineeships)

- Overall attendance on YPL programmes needs to improve from 80% to at least 90%.

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 with excellent resources for wellbeing, physical and mental health, resilience, and independent study skills being accessible on the VLE. Some ACL 'Thrives' courses focussed on learners physical and mental health, and whilst this can be challenging to show real impact, providers report good feedback from learners about improved confidence, self-worth, and the impact of the learning on their quality of life from end of course evaluations and learner surveys.

ACL providers have supported and equipped tutors well with enhanced knowledge of progression routes to signpost learners to e.g., further learning, volunteering etc. including information of other services e.g., for physical and mental health well-being and support. There has also been good improvement in collaborative working between providers in supporting learner progression from a Thrives to Works programmes achieved through circulation of monthly newsletters; discussion in Contract Management meetings; and the reintroduction of provider events.

For apprentices, successful completion and improved knowledge, skills and behaviours often lead to more responsibilities at work, promotions, or higher / next level of training and retaining apprentices in Hampshire County Council workforce is very high, both for corporate departments and schools.

Of the 35 that completed:

- 86% (30) were retained in the workforce, of these, 22% (7) received a promotion.
- 14% (5) left HCC: 1 Business Administration left for a promotion closer to home, 1 School Business Professional left to be Business Manager for a private school, 1 Lead Adult Care learner moved to NHS as a reablement practitioner Level 4, 1 Children, Young People and Families Practitioner moved to Children Services in Essex and 1 Teaching Assistant wanted a change and is working in a Solicitors office.
- 80% (4/5) of the completed Teaching Assistants remain in their schools and are looking at progression/promotion/increased responsibility; 1 will be working alongside and ECT in September to help her decide whether she wants to train to become a teacher, 1 is in discussion with the head teacher about undertaking a L5 Learning & Skills Teacher apprenticeship, 1 completed and passed Makaton during the apprenticeship and is now the Makaton lead in school, she is also in discussions about doing a L5 Early Years Lead Practitioner apprenticeship.

The fourth annual Hampshire Education Awards showcased the fantastic dedication and talent across the county's schools and colleges where they have gone above and beyond. This year, 2 of our apprentices (ZD School Business professional and TF Teaching Assistant) were awarded with the 'apprenticeship award'.

The Hampshire County Council Chairman's Apprenticeship Award 2022 saw:

- a former Business Administrator Level 3 apprentice who completed her training in March 2021, receive The Rising Star Award

- two 2020/21 trainees and a Supported Intern were nominated for HCC Chairman's Awards 2022; the two trainees were joint winners of the award.

Finally, EH, a Teaching Assistant was a regional finalist at the national Apprenticeship Awards autumn 2021.

Safeguarding, Prevent and British Values are embedded well in the programme curriculum plans and for some learners are part of the qualification criteria. Topics are covered implicitly by modelled behaviour, expectations, challenging views, and choice of language. BV and Prevent resources are used as the initiation of a group agreement – commonly agreed values and behaviours. For our YPL learners EDI and Safeguarding are explicitly covered within the induction curriculum, and all learners complete ETF online safeguarding modules 'what can you trust' and 'online safety and Essential Digital Skills (EDS)'. In the YPL learner midpoint survey the feedback around the promotion of British values saw an increase from 87% to 100% on the previous year's results, and 94% of adult learners that returned surveys (88% in 2020/21, 94% in 2019/20) agreed British Values were shared and discussed during induction, and where appropriate, during classroom delivery.

What we need to improve Hampshire Learns (ACL)

- Improve intended destination tracking for all Works and Thrives learners, and further improve the number of responses from all providers tracking Work learners beyond the post course destination tracking.

Aspect 4 - Leadership and Management

What we do well

It was recognised the management of and the planning for delivery of Supported Internships required improvement, including the recruitment of learners; holistic planning of assessment activity; and the volume and timeliness of work experience opportunities. In-year improvements were secured and included a new Admissions policy and processes; revised curriculum and delivery plans; improved processes for accessing timely work experience opportunities; and the programme now contains improved components to enhance the personal development/independence part of the curriculum, including elements of outdoor learning for example, learners will be completing a Duke of Edinburgh Award. Managers researched and met with Oxfordshire County Council colleagues who run a successful SI programme to share best practice which supported the redesigning of the offer for 2022/23.

Going forward the YPL offer has been redeveloped for the academic year 2022-23 to incorporate a new Pathways Programme, a 'supported' Study programme for SEN learners, to help young people develop their personal and social skills, and to promote independence. Some young people completing this programme will be able to progress onto our full SI programme, whilst others may find alternative progression opportunities through local FE and Training provision; employment; and volunteering.

Recruitment on to the Traineeship Plus programme has been deferred for 2022/23, primarily due to low numbers being recruited; no traineeship provision ran in the second half of 2021/22, due to low demand.

Well-managed inductions for new tutors have enabled them to start positively, with energy and good ideas. New staffing induction resources and Skills and Participation processes have been used alongside keeping in touch activities during the onboarding stages which has promoted a smooth transition for the first days in work. For example, inviting new staff to meet the team days, staff meeting and planning sessions.

Access to careers advice continues to be very good across the HA provision. A dedicated Careers Advisor worked alongside the curriculum delivery teams. HF and Island Futures were successfully reassessed for the Careers IAG MATRIX Award in July 2022 in which the final report noted: 'Overall, the provision of (careers) IAG is highly professional – well considered, planned, and organised, with robust monitoring and evaluation, and an agenda of continuous improvement. This supports the delivery of a very high quality, sustained service for young people within Hampshire and on the Isle of Wight.'

Leaders and managers across HA including its sub-contracted partners engaged very effectively with their communities following the lifting of C19 restrictions, for example:

- YPL managers engaged with agencies across Hampshire to promote the YPL programmes with referrals coming from schools and charities (Princes Trust, Eastleigh and Fareham College and STEP) working with young people not in employment, education, or training.

- Staff attended promotional events such as All our Talents, Farnborough BC Job Fair, HCC SEN team meeting, Alton College Open event, networking with Brockenhurst College, Eastleigh College, and Oxford CC to promote the programme and develop conversations around good practice. New promotional materials were developed after consulting with the SIP team, learners, and HCC marketing/design departments.
- The ESH team have worked to improve links with new employers as well as maintained good contact with existing employers and evaluated the governments changing COVID 'roadmap' dates and guidance to track the businesses reopening and their 'appetite' to engage with and support the needs of the young people on the programme.
- On SI two complaints were received, one from a learner and one from a parent of a learner. The complaints were acknowledged, actioned, responded to timely and in line with our Feedback and Complaints policy, with one being upheld and one partially so.
- ACL partners 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 providers collaborate with partners including the Department of Work and Pensions, the Local Enterprise Partnerships and Palladium allowing us to identify local need and develop targeted programmes.
- There has been some good partnership development between partner providers, which enables referral and signposting to take place for learners across the provision. Including learners progressing from Thrives to Works courses with another provider and signposting to ESOL courses.
- The Apprenticeship Development Manager effectively engages with HCC corporate departments and Hampshire maintained Schools and is a HA representative on the Apprenticeship Ambassador Network; and the Apprenticeship Team actively engage with Amazing Apprenticeship service utilising training and resources.
- For providers delivering ACL 'provider events' were reinstated and covered topics relating to the contract compliance and quality monitoring of the provision, as well as providing an opportunity for providers to share good practice and network.
- And finally, Hampshire Achieves received the 'Apprenticeship Employer of the Year' award at Fareham College's annual awards in June 2022. The first recipients of this new award. This is a reflection of the commitment and support to Apprenticeships from across the organisation and schools, as well as the strong programme management from colleagues in HA delivery and levy teams.

Staff engagement was good and staff workload was monitored on a regular basis. Staff were given resources for accessing mental health and wellbeing platforms (corporate and via the VLE) which are regularly shared, as well as regular 1:1s with senior team members. HA and the majority of internal and sub-contracted providers implemented hybrid working during the pandemic and for a number of providers this is still in place.

Support for the delivery teams has been good. HA and some providers ensured new tutors were supported with a peer mentor or buddy who were able to support with

teaching practice and paperwork and to understand and deliver in line with HA ethos. 83% of ACL staff (44 of 81) who responded to the tutor survey said that they felt well supported working for their provider.

Overall arrangements for safeguarding of learners are appropriate and effective. The Head of Service, as DSL and Programme Manager as DSO effectively provided support across the Service, with staff continuing to raise concerns in a timely manner. The DSL/O worked closely with parents and learners when safeguarding concerns were raised or identified by the team. All staff completed their mandatory training, which this year included update Safer Recruitment training for all HCC managers. All staff and partners continued to receive relevant and timely Safeguarding updates via the monthly updates and the VLE. The Department for Education Regional Prevent Coordinator again provided a very good update which included emerging risks both local and national.

Robust quality measures continue to be adopted and acted upon across the provision. Monthly Programme Manager Group (PMG) meetings are held to; report, monitor and record the programme progress; discuss support and strategies for improvement, including monitoring quality improvement plan actions; and to share good practice. The new monthly Curriculum Operation Group provides good curriculum leadership and a forum for discussion to support Curriculum Managers, Coordinators and Development Managers.

What we need to improve

Adult learning

- To enhance the performance management of the sub-contracted ACL provision the contract and quality monitoring needs to be strengthened

Apprenticeships

- All established tutors to complete at least 2 days secondment to up-skill their occupational knowledge, to be monitored through Valuing Performance.

Young Peoples Learning

- The YPL management team to determine if demand exists for future Traineeship programmes.
- Develop and support the newly recruited YPL team.

Adult and Community Learning (Learns)

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.

Apprenticeships

- Business Administrator, Level: 3 (Standard)
- Customer Service Practitioner, Level: 2 (Standard)
- Customer Service Specialist, Level: 3 (Standard)
- Lead Adult Care Worker, Level: 3 (Standard)
- Lead Practitioner in Adult Care Level: 4 (Standard)
- Residential Childcare, Level: 4 (Standard)
- School Business Professional, Level: 4 (Standard)
- Teaching Assistant, Level: 3 (Standard)
- Team Leader / Supervisor, Level: 3 (Standard)
- NCFE Level 3 Diploma for Residential Childcare
- NCFE Award in Mentoring Level 2
- NCFE Level 3 Residential Childcare Diploma Level 3

Supported Internship Programmes

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

Traineeship Plus 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
Hampshire Fire and Rescue Service
Itchen College
RCS Ltd
Qube
Trinity Winchester
WEA

Internal Partners

HCC Library Service
HCC Ethnic Minority and Traveller Achievement Service

Achievement Tables

Appendix 3

Table 1: Adult and Community Learning

Programme	2018/19			2019/20			2019/20 excl. C19 withdrawals			2020/21			2021/22			
	E*	A(=n)	A(=%)	E*	A(=n)	A(=%)	E*	A(=n)	A(=%)	E*	A(=n)	A(=%)	E*	A(=n)	A(=%)	**P(=%)
Non-accredited	8509	7786	91.5	6903	5651	81.86	6197	5651	91.19	5239	4741	90.49	4970	4545	91.45	
Princes Trust	15	15	100	16	14	87.5	16	14	87.5	11	11	100	11	11	100.00	
Qualifications				42	42	100	42	42	100	-	-	-	21	20	95.24	
All	8524	7801	91.5	6961	5707	81.99	6255	5707	91.23	5250	4752	90.51	5002	4576	91.48	93.7

*E = Enrolments

**P= Peer Authority Benchmark Average 2021/22

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

Level	2018/19			2019/20			2020/21			2021/22			
	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)	L	A(=n)	A(=%)	NR(=%)
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	28	24	85.71	58.4
Level 4				10	3	30	20	14	70	20	11	55.00	53.6
All	58	50	86.21	66	52	78.79	52	41	78.85	48	35	72.92	57.7

NR = National Rate 2020/21

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	67.8
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

NR = National Rate 2019/20

Table 4: Apprenticeship Overall Achievement Rates by Standard & Level

Standard (Level)	2018/19			2019/20			2020/21			2021/22			NR(=%)
	L	A(=n)	A(=%)	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	12	12	100	57.7
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	9	6	66.67	
Customer Service Practitioner (2)	-	-	-	-	-	-	5	5	100	-	-	-	
Customer Service Specialist (3)	-	-	-	-	-	-	1	1	100	1	1	100	
Children, Young People and Families Practitioner (4)	-	-	-	4	1	25	6	1	16.67	11	2	18.18	
School Business Professional (4)	-	-	-	6	2	33.33	14	13	92.86	9	9	100	
Team Leader or Supervisor (3)	-	-	-	-	-	-	-	-	-	1	0	0	57.7
Teaching Assistant (3)	-	-	-	-	-	-	-	-	-	5	5	100	
All	13	11	84.62	30	19	62.07	48	38	79.17	48	35	72.92	57.7

NR = National Rate 2020/21

Table 5: Young People: Vocational Qualification Achievement Rates

Programme	2018/19			2019/20			2020/21			2021/22		
	L	A(=n)	A(=%)	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	10	8	80
Supported Internships	24	20	83.3	34	31	91.18	28	23	82.14	28	22	78.57
Princes Trust	11	11	100	3	3	100						
All	71	64	90.14	54	49	90.74	57	42	73.68	38	30	78.95

Table 6: Functional Skills Achievement Rates by Programme

Programme	2018/19			2019/20			2020/21			2021/22		
	L	A(=n)	A(=%)	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	8	8	100
Supported Internships	20	19	95	31	31	100	23	22	95.65	28	27	96.43
Apprenticeships	79	68	86.1	88	78	88.64	39	35	89.74	16	14	87.50
Adult Skills	-	-	-	-	-	-	37	36	97.29	22	18	81.82
All	178	162	91	154	143	92.86	127	116	91.34	74	67	90.54

Young Peoples Learning: Destination data

Appendix 4

Supported Internship Destinations	2021-22		2020-21		2019-20	
Outcome	Number of Interns	% Interns	Number of Interns	% Interns	Number of Interns	% Interns
Negative	13	37.14%	23	53.49%	21	61.76%
NEET- Looking for work	11	31.43%	16	37.21%	2	5.88%
NEET- Looking not for work	1	2.86%	1	2.33%	1	2.94%
Supported Internship	1	2.86%	6	13.95%	18	52.94%
Positive	22	62.86%	20	46.51%	13	38.24%
Apprenticeship	2	5.71%	1	2.33%	1	2.94%
Full-time Employment	1	2.86%	4	9.30%	2	5.88%
Full-time FE	3	8.57%	2	4.65%	3	8.82%
Part-time Employment	5	14.29%	5	11.63%	6	17.65%
Part-time FE	5	14.29%	1	2.33%		
Voluntary work	6	17.14%	7	16.28%	1	2.94%
Grand total	35	100.00%	43	100.00%	34	100.00%

Traineeship Destinations	2021-22		2020-21		2019-20	
	Number of Trainees	% Trainees	Number of Trainees	% Trainees	Number of Trainees	% Trainees
Outcomes						
Negative	1	11.11%	6	25.00%	17	58.62%
NEET- Looking for work			5	20.83%	11	37.93%
NEET- not looking for work					1	3.45%
Voluntary work			1	4.17%		
Not known	1	11.11%			4	13.79%
Part-time Self-employed					1	3.45%
Positive	8	88.89%	18	75.00%	12	41.38%
Apprenticeship	3	33.33%	4	16.67%	2	6.90%
Full-time Employment	4	44.44%	11	45.83%	8	27.59%
Full-time FE	1	11.11%	1	4.17%	2	6.90%
Full-time Self-employment			1	4.17%		
Part-time FE			1	4.17%		
Grand Total	9	100.00%	24	100.00%	29	100.00%