

**Position Statement for Hampshire Achieves ESFA (Education and Skills Funding Agency) funded provision, March 2025.**

Hampshire Achieves (HA) is part of the Participation & Lifelong Learning Service in Hampshire County Council's directorate of Children's Services and is responsible for the delivery of the adult tailored learning (ATL); provision for young people aged 16-24 who are not in education and/or training; and delivery of the County Council's apprenticeship programme. This mid-year self-assessment report reflects on those aspects of HA's provision that is funded by the Education and Skills Funding Agency (ESFA). Note the ESFA is being incorporated into the Department for Education (DfE) from 1<sup>st</sup> April 2025. This comprises the direct delivery of Apprenticeships, Young People's Learning (YPL) through Supported Internships & Pathways and ATL (directly delivered, internal and sub-contracted).

In the first 7 months of the 2024/25 academic year (up to 18<sup>th</sup> February 2025) the Service delivered courses and qualifications as detailed below:

- 3249 (enrolments) on Adult Tailored Learning 19+yrs
- 48 (enrolments) on Adult Skills 19+yrs
- 41 learners on Pathways 1&2 16-25yrs
- 34 learners on Supported Internships 16-25yrs
- 82 Apprentices
  - 3 - 16-18yrs
  - 8 - 19-24yrs
  - 71 – 25+yrs

The majority of adult learners continue to undertake non-accredited ATL courses, which are delivered internally and through sub-contracted partner providers. Enrolments to date are 7% lower in comparison to this time last year, however we are profiling that we will meet enrolment targets by the end of the academic year.

The Self-assessment Report (SAR) 2023/24 summarised strengths and areas for improvement from the last academic year (mapped to the Education and Inspection Framework and the Further Education and Skills Handbook), and summarised progress made and impact of the Quality Improvement Plan during that period. The SAR resulted in all areas of provision rated good, with Education Programmes for Young People (EPYP) & Learners with High Needs (HN) moving towards Outstanding. This mid-year position statements outlines improvements made to date in 2024/25 academic year.

Attendance and retention are the first indicators of how well or how likely individual learners will complete their courses. Currently across all programmes, in-year retention is excellent: Pathways 1&2 97.6%; Supported Internship 97.2%; Apprenticeship – 19-24yrs 80% and over 24 83.3%; Adult Skills 100% and ATL 96.87%.

Overall attendance stands at 79% for Pathways 1; 67% for Pathways 2; 96% for Supported Interns; Apprentices 92%; and 88% for ATL. Monitoring of attendance continues to be high priority for Hampshire Achieves.

## Functional Skills

Mid-year Functional Skills maths and English for Adult Learner retention is currently very high for English at 100% (93.8% 2023/24, and 90.8% 2022/23) and maths at 94.9% (94.4% 2023/24, and 96.1% 2022/23). Achievement is currently 100% for English (13 achieved and 35 continuing), (79.2% 2023/24 and 68.4% 2022/23) and for 91.6% maths (77 achieved and 48 continuing), (76.9% 2023/24 and 78.6% 2022/23).

Functional Skills All levels	Enrolments	Continuing	Achieved	Withdrawn	Achievement	Retention
FS English	48	35	13	0	100%	100%
FS Maths	139	48	77	7	91.6%	94.9%

Across all provision types we have further improved initial and diagnostic assessments through the use of the Century Tech platform. Initial and diagnostic assessments have provided tutors with a more realistic baselining of learners together with their previous functional skills achievements.

In 2023/24 it was recognised that learners in the Young People's Learning provision (EPYP & HN) made significant progress in FS English and exceeded the 15% target with an increase of 17%. However, whilst improvements were also made in FS maths with an increase of 13%, this was just under the 15% target set. Following an analysis of non-achievement and the significant difference between the two cohorts (Fareham and Basingstoke) a higher staff to learner ratio; ability setting for interventions; and weekly tutor interventions is now in place for the 2024/2025 delivery plan.

Results in from the first cohort of 24 learners (EPYP & ND) taking their FS assessments in the latter part of the autumn term has seen 100% achievement across both maths and English.

YPL Achievement to date for 2024/2025	YPL Achievement Rates 2023/2024	YPL Achievement Rates 2022/2023
English: 100% (6 learners completed 2 components of the qualification) with remaining 31 continuing/working towards	English: 50% (15/30 with 4 continuing)	English: 33% (9/27)
Maths: 100% 4 learners (2 learners sat and achieved, and 2 learners have sat at entry level but not yet achieved (a/w EQA) with the remaining 34 continuing/working towards	Maths: 45% (14/31)	Maths: 32% (9/28)

Essential Digital Skills Strategy is currently being delivered to support the apprentices and young people to achieve at level 1, where appropriate to the learner.

## **Adult Tailored Learning (ATL)**

To date 3249 Adult Tailored Learning enrolments on Thrives and Works courses.

### **ATL current areas of focus:**

#### **Quality of Education**

Continue to develop progression pathways for all learners, and to include accredited ESOL qualifications for those learning English as a second language:

- ESOL Progression Pathways have been developed, published and promoted well across the ATL offer. The progression pathways offer courses which span across all levels and include an accredited offer. Bespoke courses include Life in the UK, Driving in the UK and Working in the UK. Take up on accredited ESOL qualifications has been low but still remains in the offer and will continue to be promoted.

Some new tutors need to clearly display and reference the learning objectives within each session, as well as ensuring learning objectives are specific, measurable, achievable realistic and time-bound:

- CPD sessions continue to be offered to all ATL teaching staff, the Clarity of Purpose sessions are designed to support tutors to ensure that learning objectives are SMART, which in turn will help them capture the impact of their course and aid assessment of learning. Following autumn term courses this remains an area of focus.

ESOL tutors need to ensure robust initial assessment is carried out to ensure learners are enrolled on an appropriate course:

- For 2024/25, enrolment days were set up in advance of courses starting in which applicants completed their initial assessment. This has made a positive impact on learners being enrolled on an appropriate course from day 1 on face-to-face courses. Initial assessment still needs to improve for online courses and tutors are researching other options. However, too many learners sign up late and need to be followed up by the tutor to assess their suitability before they are assigned to a course.

Achievement for ESOL learners to be monitored against other local authorities and increase from 86%:

- To date there have been a total of 833 ESOL enrolments across the provision with achievement rates across HA and its partners at 60.4%. Achievement rates continue to be monitored to identify any trends.

Improve FS English Achievement rates so that they are in line with previous historical rates:

- Level 1 English Functional Skills currently has no learners registered. Level 2 English Functional Skills 100% (1 of 4) achieved. Retention whilst is at 100% the 3 learners continuing are beyond their planned end date.

Continue to improve learner evaluation and destination response rates:

- The response rates continue to be monitored as the year progresses, to date, overall (by course) evaluation responses are 71% (78% 2023/24 and 67% 2022/23) and learner destination response rates for Works courses are 54.8% (72% 2023/24 and 98% 2022/23) includes courses that have just finished so lagged response until 3 month deadline has passed. This continues to be a key focus for adult tailored learning.

## **Behaviour and Attitudes**

Monitor attendance against KPI of 91%. Where attendance is lower than the KPI to work with internal teams and partner providers to ensure appropriate actions are put in place to address and improve in-year attendance:

- Overall, currently at 88% (88% Thrives and 89% Works).

Individual performance is as follows.

- Hampshire Achieves: 87% (T – 85%, W – 92%)
- Library Service: 88% (T – 88%, W – 86%)
- HCT: 82% Thrives only
- Itchen College: 95% (T- 95%, W – 94%)
- GCS: 89% (T – 90%, W- 88%)

## **Personal Development**

Promote enrichment activities (such as local events and activities) to learners that would enrich their experience as well as enable them to develop their talents and interests:

- Volunteering opportunities are promoted in employability courses with additional resources being available on the VLE for ESOL and ATL staff and learners. ESOL tutors promote Learning in Libraries Conversation Cafes and other courses that are run locally and online.

## **Leadership and Management**

To continue to streamline Tribal EBS processes (application, enrolment and reporting) for internal and partner provider delivery. Learner applications and enrolments for internal provision have been online since the start of the academic year. This is through a mixture of Tribal EBS and Google Forms. This is still an area that needs to be further improved to ensure that all applications and enrolments are processed using the Tribal EBS system-

Improve marketing of ATL courses using a number of different formats to reach and attract an increased number of learners:

- To date improved marketing activity is proving successful with initial enquiries leading to new learners joining courses and an increase in programmes offered. For example, improved marketing resources (videos) published via social media for the 'Mood & Food' course generated 46 enquiries and as a result a second course has been scheduled to take place in January 2025. A further 3 courses have been planned for February & March 2025. In addition, an early Spring course flyer was created and shared on the VLE / and with tutors to send to existing learners for progression opportunities. ATL courses were promoted in the HAF flyer and links made with Voluntary Sector Newsletters (Hart and Rushmoor); Newsletter shared with members of Homes for Ukraine & Hong Kong Welcome; ATL poster on display in Libraries and community venues.

## **Apprenticeships**

In September 2024 there were 82 apprentices on programmes across 8 different standards, with planned end dates across the academic years 24/25 & 25/26. To date, in this academic year, a total of 26 apprentice learners have completed and achieved, and 9 are continuing.

In February 2025 the final decision was made by the Council that Hampshire Achieves Apprenticeship programme will cease operation. The team liaised with the Leadership and Organisational Development team to transfer (withdraw) 39 apprentices to Fareport Training. This included 4 apprentices who were on a break in learning. The team is continuing to provide support for the remaining 21 apprentices to fulfil their Gateway requirements and to complete End Point Assessments before end of March 2025. 12 have already completed and achieved.

## **Apprenticeships current areas of focus:**

### **Quality of Education**

Implement modified curriculum content for the current Team Leader Supervisor learners, as too many learners did not pass first time:

- Support received from IQA and Project Management - End Point Assessment preparation form designed to help learners prepare for EPA presentation and professional discussion.

Timely achievements to exceed 80%:

- At the end of February 2025, timely achievements were 48% (10/21).

### **Behaviour and Attitudes**

Ensure study skills are embedded in all standards/diplomas:

- Study skills embedded in 2 adult care standards; this includes dedicated scheduled sessions within the training plan. This has improved the quality of work, and fewer learners are being asked to resubmit work. Study support has also been provided for 19 RCC learners who need extra support, identified with managers. This has been offered for 1 hour a month until July 2025. 14 have completed enrolment forms. Learners are starting to engage with this, either on Teams or in the workplace if already attending. The tutor is liaising with home managers and senior managers to encourage further engagement. 8 learners have attended 1 session. There are 2 more learners booked in over the next two weeks, verbal feedback from learners is that they are finding it useful, however it is too early to measure the impact.

Continue to ensure all learners log their OTJ hours:

- All staff supported learners to keep their OTJ hours up to date, and whilst 5 learners were over 24+hours behind, as of 16-01-25 all remaining learners were on track to meet 100% by end of Jan 25.

Continue to highlight high levels of attendance:

- Attendance continued to be discussed at 3-way reviews and a slide was produced for tutors to embed within their presentations. Attendance is currently 92% across all provision (118/128 possible sessions). All taught sessions were completed by 16.01.25.

### **Personal Development**

- No areas for development were identified for 2024/25.

### **Leadership and Management**

Tutors to upskill in advanced technologies, digital tools and AI to enhance learning experiences and ensure learners are proficient in the latest industry standards in their field:

- Recent INSET day had a good focus on AI, and staff attended a session on Padlet and Wakelet at the Teaching and Learning Conference (October 2024). All tutors are confident with technologies incl. AI plagiarisms etc

### **Supported Internships/Pathways**

There are 75 active registered learners in this academic year. 42 learners in Basingstoke (19 SI, 10 Pathways 2 and 12 Pathways 1) and 34 learners in Fareham (15 SI and 19 Pathways 1), these include 14 non-EHC plan pilot learners. Retention is 97% due to 2 withdrawals; one from Pathways 2 Basingstoke; and one from SIP Basingstoke.

## **Young Peoples Learning (Supported Internships/Pathways) Areas of Focus:**

### **Quality of Education**

Improve functional skills achievement rates in the North by incorporating teaching methods and support delivered in the South. Maintain high achievement rates in the South (see above FS section).

### **Behaviour and Attitudes**

All SI learner attendance to improve to at least meet set KPIs of 90%, Pathways 2 88% and Pathways 1 86%:

- Attendance on our Pathways courses is currently a concern. Data in January 2025 showed an attendance rate of 89% for Supported Interns, 66% for Pathways 2 and 76% for Pathways 1 across the provision. Attendance data has been shared with learners and parents/carers. Attendance contracts and targets have been put in place to address poor attendance and individual actions set up to address specific issues. In addition, meetings have taken place with learners and parents/carers to address poor attendance. Personalised timetables are in place for 4 learners. This continues to be a high priority for Hampshire Achieves.

### **Personal Development**

To increase the number of Supported Internship learners going into paid employment. (31% (5/16) in 2023/2024 moving into paid employment or an apprenticeship) 28% from 2022/2023 cohort when destinations were tracked in May 2024):

- This academic year, there is a new careers curriculum in place with focus on CV writing, and interview skills. Careers adviser support is now targeted at individual learners to support development of skills on an individual basis based on need. Mock interview event in November 2024 ensured all learners had early experience of an interview process and have received employer feedback to work on development areas. Feedback from interviewers was very positive.

### **Leadership and Management**

Follow up on feedback from employer review meetings and surveys and ensure this feedback is fed back into further curriculum development:

- WEX process updated and shared with Skills coaches. Three way review meetings are now completed earlier in the placement at week 4/5 to ensure learners have time to work on set goals.

To further engage with local employers and through their feedback, ensure their need and skill identification is incorporated into our curriculum provision:

- To date several meetings have taken place with colleagues from; Skills Basingstoke to look at local skills need, and they can support with getting more of our learners into local employment. Ventry construction to look at possible WEX placements and input into careers curriculum; SAMEE charity to look at their Supported Self-employment programme as a possible next step for learners interested in setting up their own business.

### **Safeguarding**

Safeguarding continues to be effective across the Service. The lead DSO (Designated Safeguarding Officer) has attended extensive CPD (Continuous Professional Development) to ensure they remain up to date with current legislation and practice.

All staff have completed the mandatory CPD (Continuing Professional Development) on Safeguarding and Prevent. They have read and completed Part One of the KCSiE (Keeping

Children Safe in Education) and successfully completed a quiz to ensure understanding. Staff are well-informed on how and when to report any concerns. Additionally, all learners have completed the required online training modules.

In December 2024, all staff attended the annual Safeguarding and Prevent refresher course. In March/April 2025, all staff are scheduled to complete the Prevent Duty Training. This course introduces the topic of Prevent and radicalisation, which is a part of the UK Government's counter-terrorism strategy. It covers the Prevent duty, forms of extremism and terrorism threatening the UK, and enhances knowledge about the risks of radicalisation and the supportive role staff can play.

### **Our CSR (Central Staff Record) is up to date.**

This term, we have emphasised the serious duty we all share:

- All staff and volunteers must attend Safeguarding and Prevent Duty Training as identified. Hampshire Achieves new staff are required to complete Introduction to Safeguarding – New Staff, hosted on our VLE, ([Course: Introduction to Safeguarding - New Staff](#)) which includes 3 modules and a quiz at the end to confirm completion.
- All staff and volunteers are expected to uphold the values embedded within the Equality Act 2010 and integrate these values into their practice. Examples of these values include respect for diversity, equality of opportunity, inclusion, and non-discrimination.
- All staff and volunteers should use relevant opportunities to promote these values.
- All staff and volunteers must report any safeguarding and/or Prevent concerns to the designated staff responsible within their organization.

At this midpoint in the year, 83 safeguarding concerns have been reported, recorded, and followed up on. This is a significant increase compared to 38 concerns reported at the same point last year. Within Young People's Learning, 26 incidents have been reported, primarily involving 6 learners, with a total of 10 learners affected. Similarly, in Secure & Specialist, 22 incidents have been reported. Hampshire Futures has the highest number of reported incidents, though these are mainly welfare concerns reported to schools.

**Report completed by Sue Muldowney; Debi Copeland; Karen Northover.  
March 2025**