

Hampshire Achieves Self-Assessment Report 2022/23

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Links to individual provision type Self-assessment Reports:

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

[Apprenticeships](#)

[Young People's Learning](#) (Provision for Education Programmes for Young People & Learners with High Needs)

Introduction & Context

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 and community learning (ACL); 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 self-assessment report reflects on those aspects of HA's provision that is funded by the Education and Skills Funding Agency (ESFA), this comprises the direct delivery of Apprenticeships, Young People's Learning (YPL) through Supported Internships & Pathways and ACL (directly delivered, internal and sub-contracted).

In the 2022/23 academic year, the Service delivered courses and qualifications to:

- 4248 Adult & Community Learning learners 19+yrs
- 36 19+ Adult Skills learners
- 18 learners on Supported Internships 16-25yrs
- 20 learners on Pathways 16-25years
- 159 Apprentices
 - 10 x 16-18yrs
 - 26 x 19-24yrs
 - 123 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 participation increased by 10.7% compared with 2021-22 mirroring the 10.7% increase in the national figures at Q3 (Aug-Apr) 2022-23. The three-year trend shows a decline in learner numbers of 21% from 5,398 in 2019-20 to 4,248 in 2022-23. However, this is a significantly smaller decline than the national picture which shows a decrease in community learning participation of 44% over the three years 2018-19 to 2021-22, the most recent full year figures.

Detail providing the categories/qualifications for ACL, Apprenticeships, Young People's learning (Supported Internship and Pathways programmes) can be found in Appendix 1.

HA management use an online tool MESMA which is mapped to the Education and Inspection Framework (EIF) and the Further Education and Skills Handbook (FES). 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 2022/23 academic year, and summarises progress made and impact of the Quality Improvement Plan.

Summary Judgements

	SAR 2019/20	SAR 2020/21	SAR 2021/22	SAR 2022/23
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	Requires Improvement	Good	Not delivered
Study Programmes: Supported Internship & Pathways	Good	Requires Improvement	Requires Improvement (Moving towards Good)	Good

Heat Map

Oct 2023 (end of yr SAR)	Quality of Education			Behaviour & Attitudes			Personal Development			Leadership & Management								
Provision Types	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 & Pathways	G	G	A	G	G	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 throughout Hampshire via online, blended and face to face delivery. The Service directly delivered ACL and engaged with 2 internal and 5 sub-contracted partners (see Appendix 2), commissioned through the existing Framework (August 2020).

The overall priorities for 2022/23 were to:

- Support careers changers, unemployed and low-skilled people to improve their skills and confidence so that they may access or retain employment;
- 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 COVID;
- Provide a targeted, flexible, and holistic offer to support learning where there are pockets of local deprivation and skills needs are greatest.

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 (Appendix 1), Hampshire Thrives and Hampshire Works and had profiled to deliver learning to 4248 individuals with minimum target of 91% for attendance and 95% for achievement.

Apprenticeships

The ambition and intent for the Services' apprenticeship team is to design and deliver high quality engaging apprenticeship programmes (predominately at L3 & L4) 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.

The overall priorities for 2022/23 were to:

- Provide an education that will prepare apprentices for a successful future by ensuring; the curriculum offer has a clear intent, the curriculum delivery is logically sequenced, implemented effectively and that outcomes demonstrate positive impact.
- Plan and deliver high quality and inspiring curriculum provision supporting apprentices to engage, attain and progress.
- Ensuring business as usual with amplified support for apprentices and managers as we navigate through cost-of-living challenges.

Young People's Learning (YPL)

Our programmes for young people include Supported Internships and Pathways programmes and are focused on improving the employability and life chances of disadvantaged young people across Hampshire. The programmes have been carefully developed to fill a gap in provision and build resilience, employability skills, knowledge, and behaviours to enable the learners to achieve positive outcomes.

Supported Internships

The Services' Supported Internship programme (SI) was created to support the need for a post 16 Special Educational Needs provision across Hampshire and designed as a year-long Local Authority alternative offer providing meaningful progression into sustainable employment or further study. A Supported Internship is a 1-year study programme that is specifically aimed at young people aged 16 – 24 who have an existing Education Health Care Plan (EHCP) and who want to move into employment and require extra support to do so. It is designed to prepare SEND (Special Educational Needs and Disabilities) young people with the skills and knowledge they need for work through specific Skills Coach supported learning in the workplace and attendance at weekly training where they are supported to achieve an employability qualification and functional skills in English and/or maths and digital skills, to an appropriate level.

Pathways

The Pathways (PW) Study programme is aimed at young people aged 16 to 24 who are SEND, have accessed additional support whilst in education, have a statement of special educational needs or have an EHCP (Educational Health Care Plan), and who want to develop their personal and independence skills. The Pathways programme supports young people to; build their confidence in making personal and independent choices; and to understand how these impacts on their wellbeing, confidence, social skills, planning skills, social awareness, and motivation. The Pathways programmes are delivered over 34 weeks and aims to support young people to complete a personalised study programme which includes the opportunity to study for an appropriate qualification alongside upskilling English and maths to an appropriate level. The programme also supports them to achieve a Duke of Edinburgh Award (Silver or Gold) as part of the core offer.

Aspect 1 - Quality of Education

What we do well

Intent

The management of and the planning for YPL delivery has improved in 2022/23 and is now consistently good. Improvements have been made in the timely recruitment of learners; holistic planning of assessment activity; and the volume and timeliness of work experience opportunities. A robust Admissions process ensures all young people, and their parents/carers are familiar with the programme offer and work experience requirements. At 'Meet the Team' days parents/carers and learners receive a clear understanding of the course requirements, and the qualifications they will be completing. Applications were fully completed to ensure learners were enrolled on the right course. The collection of additional information at recruitment such as access to IT (Information Technology) at home was much improved. EHCPs (Education and Health Care Plan) were collected during admissions and used to populate group profiles alongside ensuring reasonable adjustments, where required, were available to support learners' needs. Effective and personalised support from curriculum staff including tutors and skills coaches has resulted in 100% retention across both our Pathways and SI programmes this year 2022/23, compared to 91% in 2021/2022.

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. They use their experience well to plan and sequence course activities so that learners gain new knowledge and skills that build on what they know and can do, and which are appropriate to the course objectives and personal goals. Alongside the subject specific course objectives, these courses offer learners an opportunity to improve their self-confidence and provide beneficial socialising opportunities, as well as equipping learners with transferable skills that may support them in everyday situations from punctuality, timekeeping, and form filling, to improving English, maths, and digital literacy skills.

The ACL curriculum is varied and comprehensive and is well mapped to meet the needs of the local and national priorities and is developed to meet the needs of Hampshire residents via its Thrives and Works programmes. Our programmes are designed to meet the needs of local people supporting both their wellbeing (Thrives) and via Employability programmes (Works) assisting them back into work through sector specific courses and embedded employability skills. Providers work with a number of external organisations including the Department of Work and Pensions (DWP), Local Enterprise Partnerships, foodbanks and other charities including Mind, to ensure a targeted, flexible, and holistic offer is available to support learning where there are pockets of local deprivation and skills needs are greatest.

Where required, providers are flexible to respond to an immediate need. Examples of this include:

- Hampshire Achieves established new ESOL provision in response to request from Ukrainian Support Network and DWP
- Itchen College delivering a Construction Employability programme in Havant and Gosport at the request of Hampshire County Council.

HA collaborative approaches has led to a considered range of apprenticeship courses that meet the Council's needs well. Two Early Years programmes recently launched demonstrates this forward-thinking approach by providing opportunities for early years workers to develop the KSBs required to be highly effective in their roles. Alongside this, we deliver two non-ESFA funded programmes; we support the Council's Residential Childcare settings for staff to achieve the Residential Childcare Level 3 Diploma and our Level 2 Mentoring qualification support managers to be highly effective in their mentoring and support for apprentices and colleagues.

Implementation

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.

Robust initial assessment is in place, the assessment of 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 further learning opportunities. Of adult learners surveyed it showed an improving trend; 97% (96% in 2021/22, 94% in 2020/21,) of learners who felt they achieved their learning goals and 97% (91% in 2021/22, 90% in 2020/21) felt they had been supported in their next steps.

Teaching across all areas is good, and for Apprenticeships, YPL and internally delivered Adult Learning provision this 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. Established Curriculum Principles are embedded well within the Apprenticeship, and YPL teams. During 2022/23. Curriculum Principles for our Adult Learning provision were developed, shared, and implemented; however, this will be further developed with sub-contracted providers during 2023/24.

For ACL provision 97 observations took place, 93 of which met expectations and 4 requiring a re-observation. Of the tutors delivering on the programme 90.7% have been observed. Common strengths arising included:

- Active Learning
- Sequence of Learning
- Assessment of Learning
- Appropriateness of Content.

A total of 154 ACL courses were delivered online (261 in Autumn and Spring of 21/22). 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.

To meet the demand of increasing numbers of refugees in the county, the need for ESOL provision has grown to support these learners' integration into local communities and support their pathway to finding work. This has been reflected in delivery in 2022/23 with 1189 enrolments (826 individual learners) on 130 Hampshire Learns funded ESOL courses. This represents a 72% increase in enrolments and a 30% increase in courses delivered. Courses were delivered by 6 providers (Hampshire Achieves, EMTAS, the Library Service, Hampshire Cultural Trust, Itchen College, and Romsey Community School). ESOL courses engage BAME communities in learning and incorporate British Values. Progression from ESOL courses to employability programmes or functional skills qualifications is encouraged where appropriate.

YPL tutors use assessment effectively to check learners' understanding to inform teaching and to produce clear and achievable next steps for learners. Tutors ensure the assessment of the NCFE Personal and Social development and Independence for work qualifications are holistic and robust. Tutors have been well supported by the IQA to ensure assessments are effective and feedback enables learners to make timely progress and achieve assessment criteria. The EQA confirmed how the use of learner portfolios to record assessment evidence has been highly successful and enabled learners to see their overall progress and take an active role in the assessment process.

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

- 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. Support for young apprentices is good. A forum aimed to support young apprentices aged 16-19 was established in July 2022 and the group (currently 6) meet every 3-months. The forum acts as a platform for sharing apprenticeship-related experiences, team building skills, identifying targeted support alongside information, advice and guidance from staff and guest speakers. The attendance to the forum has been sporadic and could improve.
- 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. From the learner survey, 100% thought that the support from the tutor and Skill Coach was either helpful or very helpful.
- Again, for our YPL learners with EHCPs the impact of the changes made to the process for planning, recording and the timely completion of learner annual reviews were positive with all Annual Reviews completed in a timely manner.

Impact

Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Achievement rates for learners on Hampshire Learns programmes are high at 94.5% (94.9% Thrives and 92.9% Works). Compared to 91.5% in 2021/22, 90.5% in 2020/21. This includes 817 learners 15% who stated that they had a learning disability or difficulty at enrolment and had an overall achievement rate of and 91.6% (91% in 2021/22 and 88% in 2020.21).

ACL Providers track and monitor learner destinations eight weeks after completing their course. Of the 1106 learners who completed a Works course in 2022/23, 1087 (98%) have been contacted for destination tracking, an increase of 38% from 839 (60%) learners in 2021/22. A total of 353 learners (33%) progressed to paid, self or voluntary employment or enrolled on an apprenticeship or traineeship (24% in 2021/22, 44% in 2020/21); 76 learners (7%) had progressed on to further education courses (9% in 2021/22, 10% in 2020/21); and 190 (18%) had progressed onto a further ACL course (15% in 2021/22).

Overall Hybrid achievement rates for the apprenticeship provision is very good at 80.88% which is an improvement from the achievements in 2021-22 at 72.9%. (The in-year achievements are slightly higher at 83.33%). National achievement rates for Standards in 2021-22 was 51.4%.

The quality of the apprenticeship programme is very good and leads to good outcomes for learners. All learners that completed EPA, achieved. Of the 55 completers 31% (17) achieved a Distinction, 65% (36) achieved a Pass and 4% (2) apprentices achieved a Merit.

Achievements for three apprentices aged 16-18 is 66.67% as one Teaching Assistant apprentice withdrew due to health reasons. 19-24 and 24+ age groups achieved 72.3% and 83.3% respectively. Of the 55 apprentices who completed, 87% (48) are retained in the workforce, of these 21% (10) received a promotion. Sustained employment, nationally in 2019-20 was 75%.

All learners achieved well on Young People's Learning courses in 2022-23. 100% of learners on both Pathways and Supported Internship courses have completed and achieved their qualifications in Personal and Social Development Entry Level 3 and Independence for Work Level 1 awarded through NCFE. This compares to 87% achievement 2021/2022, 100% 2020/2021 and 70% 2019/2020 for our Supported Internship programme. In terms of National benchmarks, we were above the published National Qualification Achievement Rates of learners with a learning difficulty or disability, all age groups, qualification level E/1 (82.4% 2021/22, 80.8% 2020/21, 81.6% 2019/20).

In completing their programme of study, YPL learners' positive progression and destinations show how well our programmes meet aspirations and enable our learners to progress onto further education and employment. Of the 20 Pathways learners 12 (60%) moved onto Pathways 2, 6 (30%) moved onto the Supported Internship course, 1 (5%) moved out of the area and 1 (5%) took up a barbering

course at a local college. Of the 18 learners who completed their Supported Internship within this academic year 2022-2023 13 (72%) learners (58% 2021-2022) have now moved on to successful destination and progression outcomes which included moving on to an apprenticeship; either full-time or part-time employment or further education; or voluntary work. This has included employment as a waiter at Café Monde, an apprenticeship with the Holiday Inn, a Land-based apprenticeship with Basingstoke and Deane Borough Council, a kitchen assistant apprenticeship at Oakley Hall Hotel and a level 3 Computing course at Southdown's College.

Functional Skills

Functional Skills achievement has seen a slight increase within the apprenticeship provision however, there has been a decline in Adult Skills and YPL provision respectively resulting in a decline in overall achievement. The levels across the provision have ranged from Entry 1 to Level 2, and most sessions were carefully differentiated to ensure progress and engagement for all. Most 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 to develop other skills needed within the workplace, and to develop problem solving through discussion.

Improvements agreed for 2023/24 Adult provision includes offering a full range of delivery options and improved initial assessment. For YPL the planning and sequencing of the functional skills curriculum needs to be improved so it builds on learner outcomes from initial and diagnostic assessments.

YPL Achievement for young people of Functional Skills maths and English requires improvement from 2022/2023 as the table below highlights.

Programme	2022/23		
	L	Ach%	Ach%
Supported Internships	23	7	30.43
Pathways	32	11	34.38
Apprenticeships	17	16	94.12
Adult Skills	33	25	75.76
All	105	59	56.19

For 3 year trends see table 4 in appendix 3.

What we need to improve Hampshire Learns (ACL)

- Curriculum Principles for our Adult Learning provision to be further developed and implemented with sub-contracted providers.
- Whilst most ACL tutors use initial assessment well, some require further development to incorporate initial assessment of learners ESOL, math's, English and Digital Skills abilities.
- A greater proportion of FS adult provision to be offered face-to-face courses and/or hybrid model of learning; improved initial assessment in line with new progress and commitment process; and expectations for Functional Skills learners needs to be consistent across all staff.

- Further improve signposting of progression opportunities to other ACL courses; work; volunteering opportunities; or on to local colleges where learners can gain accredited qualifications not available under ACL funding.

Apprenticeships

- To increase response rates to Manager end of programme and Learner survey feedback to be at least 80%.
- Achievement rate for those with additional learning support needs to be at least 80%.
- Further improve the numbers of apprentices achieving a Distinction at EPA.
- Further improve timely achievement to 70%, including those withdrawn has improved in 2022/23 to 47.06% from 37.5% in 2021-22. Of those who completed, 58.18% was timely.
- The Lead Adult Care Worker and Team Leader Supervisor Standards to have achievement to be at least 80%.

Young Peoples Learning (Supported Internships/Pathways)

- The planning and sequencing of the functional skills curriculum needs to be improved so it builds on learner outcomes from initial and diagnostic assessments.
- Achievement outcomes for Functional Skills maths and English needs to be improved from this year's outcomes of 33% achievement rate for English and 32% achievement rate for maths.

Aspect 2 - Behaviour and Attitudes

What we do well

Behaviour and attitudes to learning across all provision is good.

Attendance across the Hampshire Learns within ACL provision has improved with an overall attendance of 90% (88% in 21/22 and 89% in 20/21) for both Works and Thrives courses against a KPI of 91%. Four of the eight providers (CFW, EMTAS, HFRS and Itchen) exceeded their individual key performance indicators. The remaining 4 providers (HA, HCT, Library Service and RCS) have achieved between 87% - 88% attendance. Punctuality is high across all providers, averaging at 99%.

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, 98% (99% in 2021/22, 93% in 2020/21) of adult 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. High levels of learner satisfaction with 98% (3044) of learners (98% in 2021/22 and 96% in 2020/21) saying that they enjoy their classes.

Apprentices have good attendance; overall attendance was 87% for the year for all Standards. School Business Professional attendance requires improvement at 78% however, this was mainly due to work demands. Apprentices are punctual, this includes participating in any distance-learning activities, such as online learning. Only 12 hours of lateness was recorded across all Standards, for the year.

Overall attendance of YPL has improved to 86.82% in 2022/23 from 80% in 2021/22 and 82% in 2020/21. Attendance by group this year was 85.31% for Basingstoke and 88.34% for Fareham, meaning Fareham attendance is up over 20% on last year's 67% attendance rate. Attendance is closely monitored, and actions are taken to encourage high attendance. All learners with poor attendance are monitored and concerns are communicated to both learners and parents/carers in a timely manner. Attendance prize draws are used to further encourage good attendance.

The excellent wrap around support and encouragement the learners receive throughout the programme enables them to build strong confidence and independence skills whilst feeling safe to make 'real' mistakes. Learners are given the opportunity to work outside their comfort zone. This includes engaging in class discussion, learner voice, 'Meet the Team' days, talks to prospective applicants, and through independent work activities. The end of year learner surveys showed that 100% (10) of the Supported Interns who completed the survey felt their employability skills had improved, compared to 80% in July 2022. 100% (16) Pathways learners felt their social skills and self-awareness had improved. In addition, setting and establishing good group dynamics in each area, with and among learners, is a strong feature of the programme. Learners trust staff as they build professional

relationships with them. This is reflected in the 100% retention of learners on both the Pathways and SI programmes.

What we need to improve

Apprenticeships

- School Business Professional attendance to improve by 10% (from 78% to 88%)

Young Peoples Learning (Supported Internships/Pathways)

- To continue improve attendance, and to work towards an overall attendance rate of 90%.

Aspect 3 - Personal Development

What we do well

Hampshire Learns (ACL) promotes progression opportunities for learners and this has been essential in getting Hampshire Works learners nearer the workplace. 24% (255) of learners in 2022/23 compared to 16% (120 learners) in 2021/22 of those reported on the Hampshire Works destination tracking progressed to another ACL course either with Hampshire Learns or another provider.

Across Hampshire Learns (ACL) there was a good improvement in intended destination tracking for all Works and Thrives learners, and a further improvement in the number of responses from all providers tracking Works learners beyond the post course destination tracking. Of the 1106 learners who completed a Works course in 2022/23, 1087 (98%) have been contacted for destination tracking, an increase of 38% from 839 (60%) learners in 2021/22. A total of 353 learners (33%) progressed to paid, self or voluntary employment or enrolled on an apprenticeship or traineeship (24% in 2021/22, 44% in 2020/21); 76 learners (7%) had progressed on to further education courses (9% in 2021/22, 10% in 2020/21); and 190 (18%) had progressed onto a further ACL course (15% in 2021/22).

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 regarding improvement of confidence, self-worth, and the impact of learning on their quality of life detailed on end of course evaluations and learner surveys.

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. Retention in the Council's workforce is good. Of the 55 apprentices who completed, 87% (48) are retained in the workforce, of these 21% (10) received a promotion. Sustained employment, nationally in 2019-20 was 75%.

The fifth 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 is the 3rd year that an apprentice from HA has won the Apprentice of the Year.

In YPL, the Duke of Edinburgh award scheme element of the curriculum has enabled further engagement with the community by undertaking volunteering work. Examples have included beach cleans and a local visit to a hospital visiting patients with reading material. 59.45% of learners achieved all elements of their Silver Duke of Edinburgh Award. 100% of those registered for DofE completed at least one element at silver award level, with 97% achieving the skills element and 87% achieving the physical element. One learner completed the 6 months elements for gold award in all elements.

Safeguarding, Prevent and British Values (BV) 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 Equality, Diversity, & Inclusion and Safeguarding are explicitly covered within the induction curriculum, and all learners complete four ETF modules covering Prevent and safeguarding modules and essential digital skills. Healthy relationships and sexual health are directly taught as part of our tutorial's curriculum.

What we need to improve

Hampshire Learns (ACL)

- To continue to ensure tutors all access resources and are confident in delivering PREVENT at induction, and where relevant, embedding British Values into the curriculum.
- Tutors to ensure additional opportunities / progression (including volunteering) offered to learners outside of the course.

Apprenticeships

- Identify strategies to improve attendance to the young apprentice's forum.

Aspect 4 - Leadership and Management

What we do well

Hampshire Achieves has a strong vision and aspirations for its Young Peoples Learning provision to ensure high-quality learning is offered and delivered. The YPL offer was redeveloped for the 2022/23 academic year to incorporate a new Pathways Programme, a 'supported' Study programme for SEND learners, to help young people develop their personal and social skills, and to promote independence. In addition, to provide for those learners not yet ready to access the Supported Internship route a further Pathways Year 2 course has been developed for 2023-24 to further promote personal and social skills alongside developing learners' employability skills so they are ready to access the Support Internship programme or further training, education, or employment.

New staff induction resources and Participation & Lifelong Learning 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, all new staff have a Mentor and appropriate support; inviting new staff to meet the team days, staff meeting and planning sessions. To achieve team cohesion, there is regular attendance at training venues and offices bases so that staff can support each other and develop a positive team dynamic. In addition, well-managed inductions for new tutors have enabled them to start positively, with energy and good ideas. 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. 86% of ACL staff (56 of 65) who responded to the tutor survey said that they felt well supported working for their provider (up from 83% in 2022).

Access to careers advice continues to be very good across the HA provision. A dedicated Careers Advisor worked alongside the curriculum delivery teams. Hampshire Futures 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, for example:

- Hampshire Learns introduced a new website in March 2023. The new webpages have led to an increase in the number of enquiries via the Hampshire Learns Course Directory which lists all courses that both internal and external providers have added to EBS. We aim to increase usage on the website in 2023/24 as well as introduce a specific ESOL webpage. Marketing materials for future Hampshire Achieves courses were also posted on the Participation and Lifelong Learning social media platforms such as Facebook and Twitter pages.
- The Employment & Skills Hub (ESH) team have worked to improve links with new employers as well as maintained good contact with existing employers linking up with local communities to support the delivery of our new Pathways programme. Weekly meetings with the ESH team, senior tutors and skills

coaches have also supported better engagement with employers. 100% of employers responding to our survey this year felt that the experience of having an intern matched their expectations and that interns were suitably supported by Hampshire Achieves staff during their placement. 83% of employers reported that they would provide a work placement to another intern.

- 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. This includes learners progressing from Thrives to Works courses with another provider and signposting to ESOL courses.
- For providers delivering ACL 'provider events' 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.
- Apprenticeship - The response to manager end of programme manager surveys improved with a return of 63% (35/55) from 20% (7/35) in 2021/22

Staff engagement is good and staff workload was monitored on a regular basis. There are a number of resources provided to staff to support health and wellbeing. These include specific mental health and wellbeing learning platforms (corporate and via the VLE) which are regularly shared, in addition to regular 1:1 meetings with senior team members. To further support staff well-being 14 staff have undertaken Mental Health First Aid training this academic year, with 6 of these becoming named MHFA officers within Hampshire Achieves. Wellness Action Plans have been introduced across the Service for staff to use in a confidential manner to support their mental health and well-being. A survey of HL sub-contracted provider tutors showed that 86% (56) of tutors said that they felt well supported working for their provider (82% in 2021/22); 85% (55) agreed that their provider is considerate of their well-being (76% 2021/22) and 83% (54) said that the provider is well led and managed (72% in 2021/22). 82% (33/40) (76% 2021/22) of Hampshire Achieves staff responded that HA is well led and managed and 88% (35/40) (65% 2021/22) said Managers are considerate of my workload and wellbeing.

For the apprenticeship team, a secondment and shadowing plan led to good CPD with all established tutors completing at least 2 days secondment to up-skill their occupational knowledge. For example, one tutor observed day centres and nursing homes which enhanced understanding of the changes in the mental capacity policy and how this will affect person centred care and duty of care in the community which led to enhancements within the curriculum. Furthermore, one tutor spent time in a SEND school which enhanced understanding of resources and adaptations of lessons, to meet individual needs.

Overall arrangements for safeguarding of learners are appropriate and effective. The Head of Service, as DSL and Programme Manager as Deputy DSL effectively provided support across the Service, with staff continuing to raise concerns in a

timely manner. The D/DSL worked closely with parents/carers 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 Prevent update which included emerging risks both locally and nationally.

Robust quality assurance 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. In the summer term a mini-inspection of the Hampshire Learns ACL provision provided HA with a good oversight of the quality of the provision as well as key areas for improvement and action. The monthly Curriculum Operations Group continues to provide good curriculum leadership and a forum for discussion to support highly effective implementation with Curriculum Managers, Coordinators and Development Managers attending and contributing.

Enhanced performance management of the sub-contracted ACL provision was strengthened at the start of 2022/23 through the introduction of a new Compliance and Quality Provider Return which required providers to report monthly on performance against contract values/learner numbers; learner achievement, learner feedback, attendance and punctuality; tutor and learner evaluations; and progress against their individual quality improvement plans. In addition, regular face to face provider/contract meetings took place (frequency dependent on provision size), with all providers being seen at least once a term. If there were any concerns regarding a provider's performance, additional meetings are arranged. This has provided the team with more robust evidence supported by the data on which to monitor contracts.

What we need to improve Hampshire Learns (ACL)

- Ensure all curriculum leaders have current knowledge of performance against KPIs and can articulate aspects of provision service users, demographics needs, learner destinations, and benchmarking.
- To continue meeting the increased ESOL demand, Hampshire Achieves need to continue to work with Hampshire County Council's Reablement Team and other groups working with refugees to ensure that there is a county wide offer in 2023/24.

Apprenticeships

- Further improve manager survey response rate from 51% to be at least 80%.
- Further improve stakeholder (schools, early years and corporate) engagement and course promotion.

Adult and Community Learning (Learns)

Hampshire Thrives: This learning category delivers 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 Programmes, 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)
- Lead Adult Care Worker, Level 3 (Standard)
- Lead Practitioner in Adult Care Level 4 (Standard)
- Children, Young People and Family Practitioner, Level 4 (Standard)
- School Business Professional, Level 4 (Standard)
- Teaching Assistant, Level 3 (Standard)
- Team Leader / Supervisor, Level 3 (Standard)
- Early Years Educator Level 3 (Standard)
- Early Years Practitioner Level 2 (Standard)

Supported Internship Programmes

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

Pathways

NCFE Certificate in Personal & Social Development Skills Entry & Level 1

Sub-contracted & Internal Partners

Appendix 2

Sub-contracted Partners

Community First Wessex
Hampshire Cultural Trust
Hampshire Fire and Rescue Service
Itchen College
RCS Ltd

Internal Partners

HCC Library Service
HCC Ethnic Minority and Traveller Achievement Service

Achievement Tables

Appendix 3

Table 1: Adult and Community Learning

Programme	2019/20			2019/20 excl. C19 withdrawals			2020/21			2021/22			2022/23			**P%
	E*	Ach	Ach%	E*	Ach	Ach%	E*	Ach	Ach%	E*	Ach	Ach%	E*	Ach	Ach%	
Non-Accredit	6903	5651	81.86	6197	5651	91.19	5239	4741	90.49	4970	4545	91.45	5422	5125	94.52	
Princes Trust	16	14	87.5	16	14	87.5	11	11	100	11	11	100.00	11	11	100	
Qualifications	42	42	100	42	42	100	-	-	-	21	20	95.24	8	7	87.5	
All	6961	5707	81.99	6255	5707	91.23	5250	4752	90.51	5002	4576	91.48	5441	5143	94.51	93.8

*E = Enrolments

**P= Peer Authority Benchmark Average 2022/23

Table 2: Apprenticeship Overall Achievement Rates Standards by Level and Standard

	2019/20			2020/21			2021/22			2022/23			NR%
	App	Ach	Ach%	App	Ach	Ach%	App	Ach	Ach%	App	Ach	Ach%	
Level 2	1	1	100.0%	5	5	100.0%	0	0		0	0		51.4%
Adult Care Worker	1	1	100.0%	0	0								
Customer Service Practitioner	0	0		5	5	100.0%							
Early Years Practitioner										0	0		
Level 3	19	15	78.9%	23	19	82.6%	28	24	85.7%	48	39	81.3%	55.1%
Business Administrator	17	13	76.5%	19	16	84.2%	12	12	100.0%	18	15	83.3%	60.4%
Lead Adult Care Worker	2	2	100.0%	3	2	66.7%	9	6	66.7%	5	3	60.0%	40.9%
Customer Service Specialist	0	0		1	1	100.0%	1	1	100.0%				
Early Years Educator										0	0		
Teaching Assistant				0	0		5	5	100.0%	18	16	88.9%	69.1%
Team Leader or Supervisor				0	0		1	0	0.0%	7	5	71.4%	49.1%

Level 4	10	3	30.0%	20	14	70.0%	20	11	55.0%	20	16	80.0%	49.3%
Lead Practitioner in Adult Care										0	0		
Children, Young People and Families Practitioner	4	1	25.0%	6	1	16.7%	11	2	18.2%	7	6	85.7%	27.1%
School Business Professional	6	2	33.3%	14	13	92.9%	9	9	100.0%	13	10	76.9%	63.0%
All	30	19	63.3%	48	38	79.2%	48	35	72.9%	68	55	80.9%	53.4%

*App = Apprentice Ach = Achievement Number Ach% = Achievement Percentage NR = National Rate 2021/22

Table 3: Young People: Vocational Qualification Achievement Rates

Programme	2019/20			2020/21			2021/22			2022/23		
	L	Ach	Ach%	L	Ach	Ach%	L	Ach	Ach%	L	Ach	Ach%
Traineeship Plus	17	15	88.24	29	19	65.52	10	8	80	-	-	-
Supported Internships	34	31	91.18	28	23	82.14	28	22	78.57	18	18	100
Pathways	-	-	-	-	-	-	-	-	-	20	20	100
Princes Trust	3	3	100	-	-	-	-	-	-	-	-	-
All	54	49	90.74	57	42	73.68	38	30	78.95	38	38	100

*L = Learner Ach = Achievement Number Ach% = Achievement Percentage

Table 4: Functional Skills Achievement Rates by Programme

Programme	2019/20			2020/21			2021/22			2022/23		
	L	Ach	Ach%	L	Ach	Ach%	L	Ach	Ach%	L	Ach%	Ach%
Traineeship Plus	35	34	97.14	28	23	82.14	8	8	100	-	-	-
Supported Internships	31	31	100	23	22	95.65	28	27	96.43	23	7	30.43
Pathways	-	-	-	-	-	-	-	-	-	32	11	34.38
Apprenticeships	88	78	88.64	39	35	89.74	16	14	87.50	17	16	94.12
Adult Skills	-	-	-	37	36	97.29	22	18	81.82	33	25	75.76
All	154	143	92.86	127	116	91.34	74	67	90.54	105	59	56.19

*L = Learner **A(n) = Achievement Number *** A(=%) Achievement Percentage

Young Peoples Learning: Destination data

Appendix 4

Supported Internship Destinations	2022-23		2021-22		2020-21	
	Number of Interns	% Interns	Number of Interns	% Interns	Number of Interns	% Interns
Negative	6	33.33%	13	37.14%	23	53.49%
NEET - Looking for work	6	33.33%	11	31.43%	16	37.21%
NEET - Looking not for work	0		1	2.86%	1	2.33%
Supported Internship	0		1	2.86%	6	13.95%
Positive	12	66.67%	22	62.86%	20	46.51%
Apprenticeship	2	11.11%	2	5.71%	1	2.33%
Full-time Employment	3	16.67	1	2.86%	4	9.30%
Full-time FE	2	11.11%	3	8.57%	2	4.65%
Part-time Employment	2	11.11%	5	14.29%	5	11.63%
Part-time FE	1	5.56%	5	14.29%	1	2.33%
Voluntary work	2	11.11%	6	17.14%	7	16.28%
Grand total	18	100%	35	100.00%	43	100.00%

Pathways Destinations	2022-23	
Outcome	Number of learners	% learners
Negative	1	5%
Unable to contact	1	5%
Positive	19	95%
Pathways 2	12	60%
Supported Internship	6	30%
Other Full-time FE	1	5%
Grand total	20	100%