



HILLINGDON
LONDON

London Borough of Hillingdon

Adult and Community Learning Service Strategic Plan, 2018-2020

REESPOC, January 2020

Appendix A: Adult and Community Learning Strategic Plan 2018-20, with updates

| Contents | Page number |
|---|--------------------------|
| 1. Introduction 1.1 Vision 1.2 Mission Statement 1.3 Funding 1.4 Introduction to Governance | 2 2 3 4 |
| 2. Background 2.1 National, regional and local priorities 2.2 What are the local needs? 2.3 The intention and scope of the provision we offer 2.3.1 English, Maths and Digital Skills 2.3.2 Learning for Work 2.3.3 Learning in and for the Community 2.3.4 Learning for Adults with Learning Difficulties and Disabilities 2.3.5 Careers and Education Advice | 4 7 9 |
| 3. Priorities for Action 3.1 Strategic Aims and Objectives, 2018-20 | 13 |
| 4. Governance and Implementation of the Strategy 4.1 Accountability 4.2 Measuring impact | 14 14 |

1. Introduction

Hillingdon Adult and Community Learning is a service of the Local Authority whose function is to provide inclusive, high quality learning opportunities that support residents to overcome barriers, help them to succeed and that are valued by learners and employers.

HACL produces a self-assessment report annually, measured against Ofsted's Common Inspection Framework. In 2017-18, the service self-assessed as Good, which reflects the last Ofsted inspection grade in February 2016, and is striving towards Outstanding. HACL was due to undergo its next Ofsted inspection in 2019 but the frequency of these inspections has recently been extended: therefore, whilst Ofsted could announce an inspection at any time, HACL may not be inspected again until 2021*. The service has also achieved the Matrix quality mark for the standard of the information, advice and guidance it provides to residents following a Matrix renewal inspection in 2019.

**Please note, the service was inspected in December 2019, (see below).*

1.1 Vision

We want every learner to receive an outstanding learning experience with HACL that supports them towards a clearly identified and ambitious goal and encourages their economic, social and emotional wellbeing.

1.2 Mission Statement

To achieve this, we have identified the key drivers below that will underpin our actions and which make up our mission statement:

- Put learners at the heart of everything we do, providing a safe, purposeful and focused environment in which to learn
- Provide consistently outstanding learning opportunities for all adult residents
- Increase the engagement of disadvantaged groups and residents from deprived communities in learning
- Improve the English, maths and digital literacy skills of residents
- Provide robust and successful vocational and second chance learning opportunities for residents, offering a clear line of sight to work
- Promote residents health, wellbeing and independent living through bespoke learning opportunities
- Provide free, high quality information, advice and guidance for every adult resident who requests it, whether or not they are enrolled with us.

1.3 Funding

HACL is funded by central government via the Education and Skills Funding Agency. Funding allocations are based on historic annual allocations across the region.

| | |
|---|------------|
| ESFA funding allocation | 18-19 £ |
| Funding allocation for qualifications | 761,061 |
| Funding for Community Learning | 728,296 |
| Total: | 1, 489,357 |
| Adult Learning Loans for Level 3 and above qualifications | |
| Adult Learning Loans (ALL) | 125,646 |
| ALL bursary | 1,815 |
| Total for Adult Learning Loans and Bursary | 127,461 |

The service has always taken opportunities to attract additional funding, two examples of which are:

| Duration | Income | Project | Impact |
|------------------------|--------|--|--|
| 2015-17 | £110k | Mental Health research pilot to find out whether education was as effective in combating depression and anxiety as medication and counselling. | Free classes to build residents emotional health and wellbeing are now embedded in the Community Learning provision |
| 2018-19 financial year | £60k | Flexible Learning Fund pilot, part of National Retraining Scheme, to research the most effective ways of using a blend of classroom and online delivery to reach adults who are learning whilst working or getting into work | Project is just finishing. Learners have gained transferable IT skills; Tutors are better equipped to deliver using a blend of classroom and IT-based teaching; Managers and tutors recognise what works and are embedding and developing this work in the future. National results awaited. |

Funding from 2019-20

Skills funding for Londoners is being delegated to the Mayor via the GLA in August 2019, whilst funding for learners outside London remains the responsibility of the ESFA. HACL has adults enrol in course from both areas so moving forward HACL will receive two identical funding streams: one for Londoners through the GLA and the other for those outside London through the ESFA.

| For 2019-20 | AEB allocation for Londoners | Of which, CL funding allocation is... | Additional payment for learners continuing from 18-19 to 19-20 a/y during transition year only | Total |
|---|------------------------------|---------------------------------------|--|-----------|
| GLA (for Londoners) | 1,524,873 | 701,418 | 0 | 1,524,873 |
| ESFA (for learners living outside London) | 15,793 | 23,930 | 20,494 | 60,217 |
| Adult Learning Loans allocation | | | | 56,814 |

The London Mayor has confirmed that funding allocations will remain in place for at least the first transitional year. This Strategic Plan is for the period 2018-20 to accommodate this initial period of change.

1.4 Introduction to Governance

The Service Manager is line managed within Local Authority structures. The service sits within the Residents Services Directorate, is directly overseen by the Head of Green Spaces, Sport and Culture, and is answerable to elected Members.

HACL established its first Governing Body in September 2018 and is chaired by the Deputy Leader and Cabinet Member for Education and Children's Services. This paper has been prepared for approval by the Governing Body to reflect the transition period for funding between the Education and Skills Funding Agency (ESFA) and the Greater London Authority (GLA) as skills funding is delegated to the London Mayor. It is intended for use by all HACL staff members.

2. Background

As stated above, HACL is a service of the Local Authority, which provides leadership and governance to all the staff it employs. As such, HACL works towards council priorities and strategies and is bound by decisions made by elected Members. At the same time, the service is funded through central Government via the ESFA and is expected to work towards the priorities set through their funding rules and strategies. At the time of writing, preparation is underway to delegate skills funding for Londoners to the Mayor via the GLA, who in turn requires the service to meet the key priorities identified in the Skills for Londoners' Strategy.

From August 2019, the service will need to meet the priorities of all three stakeholders. For the most part, these differing stakeholders have identified similar priorities, but the service must demonstrate to each of them that it is working towards those priorities in tangible ways and provide evidence that demonstrates the impact on residents as a result of these planned actions.

2.1 National, regional and local priorities

National priorities

The government has charged the ESFA, amongst other departments, to ensure that the priorities identified in a number of strategic documents are actively pursued by those receiving ESFA funding. These include, but are not limited to:

New Challenges, New Chances, 2011, which highlights the need to maximise access to learning for adults, promote social renewal and inclusion, and maximise the impact of learning on the social and economic wellbeing of individuals, families and communities.

The *Industrial Strategy*, 2017, which prioritises productivity and skills in order to ensure our competitiveness in world markets. Key priorities for HACL within this focuses on the English, maths and digital skills needed to improve low-paid workers job and income prospects in order that they reach their economic potential; and encouraging and enabling residents to start and grow a business, such as the service's training of florists, horticulturalists and childminders.

The *Integrated Communities Strategy*, 2018, which prioritises community cohesion through a number of measures, such as boosting English language skills, supporting new migrants and the resident communities they join, and increasing economic opportunity for minority ethnic groups. The strategy promotes the provision of adult careers education and guidance, a theme that is also reflected in the *Post-16 Skills Plan* of 2016. This prioritises technical and vocational qualifications and careers advice for young people and adults, both of which are key aims of HACL's (see below).

The *National Retraining Scheme*, 2018, prioritises the need to respond to the structural trends that impact on the labour market and drive the need for lifelong training, (e.g. automation, longer working lives, productivity challenges), and reducing the barriers to learning that are faced both by employers and employees,(e.g. motivation, cost, time), especially for those who are low skilled and least able to adapt. HACL have already been part of this work through the Flexible Learning Fund project (see below).

Regional priorities

The London Mayor has developed a suite of strategic documents and key amongst these is the *Skills for Londoners' Strategy*, which has three key priorities stated as, 'To address the challenges and meet the Mayor's vision of a fairer, more inclusive economy and society in London, further and adult education must:

1. Empower all Londoners to access the education and skills to participate in society and progress in education and work
2. Meet the needs of London's economy and employers, now and in the future; and
3. Deliver a strategic city-wide technical skills and adult education offer.' (4)

As part of the preparations for the devolution of the skills budget, London was divided into four sub-regions: north, south, central and west. Hillingdon sits in the west sub-region, which is led by the West London Alliance (WLA). During the pre-devolution preparation, the WLA proposed a sub-regional *Adult and Community Learning Strategy*, whose priority target groups were identified as:

- those farthest away from the labour market
- adults in low paid employment
- new arrivals in the UK and those with English for Speakers of Other Languages needs, including provision supporting social integration outcomes as well as employment outcomes
- people with basic skills needs up to level 2
- people wishing to improve their health or wellbeing
- those with learning difficulties or disabilities

Local priorities

LB Hillingdon is best placed to identify the key priorities for its residents and the council's vision is 'putting our residents first', which underpins four priority themes:

- our people
- our natural environment
- our built environment
- Financial management

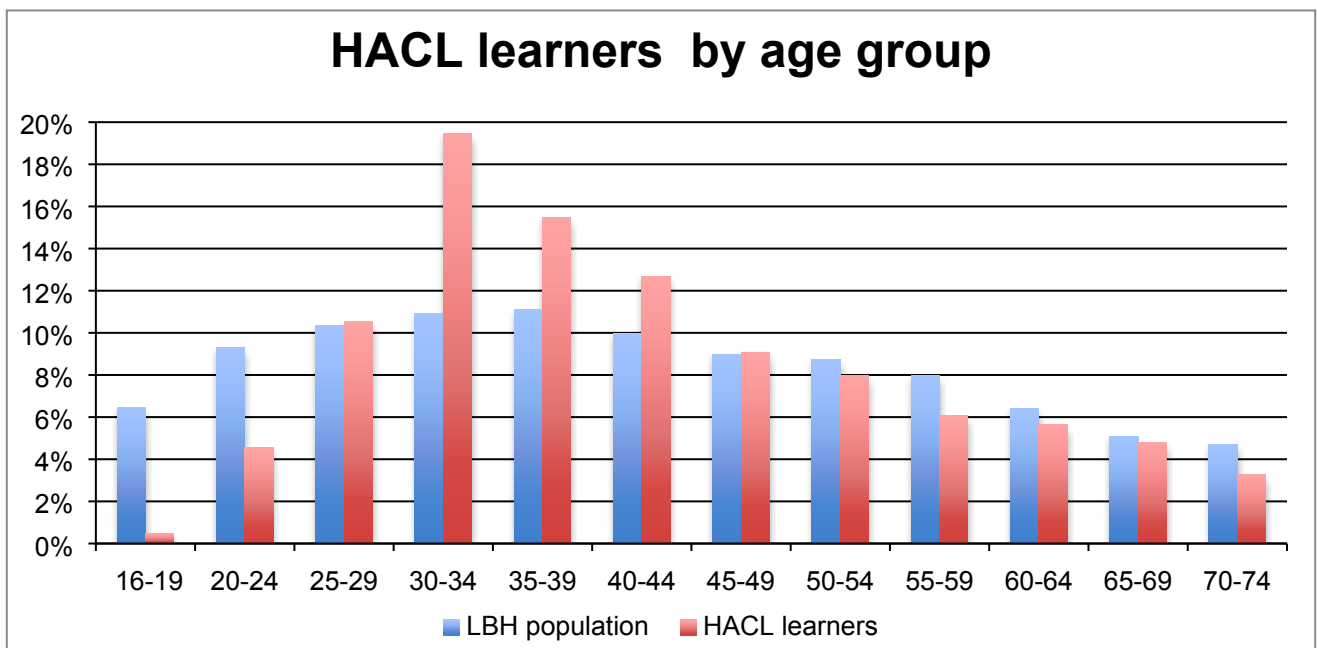
Within these sits the Joint Strategic Needs Assessment (JSNA), which looks at the information available for the community of Hillingdon and tells the story of the local population in terms of health and wellbeing. It has seven priority themes:

- *promoting healthier lifestyles*
- improved coordination of joint health and social care working
- *safeguarding, prevention and protection*
- *community-based, resident-focused services*
- *promoting economic resilience*
- preserving and protecting the environment
- *reducing disparities in health outcomes*

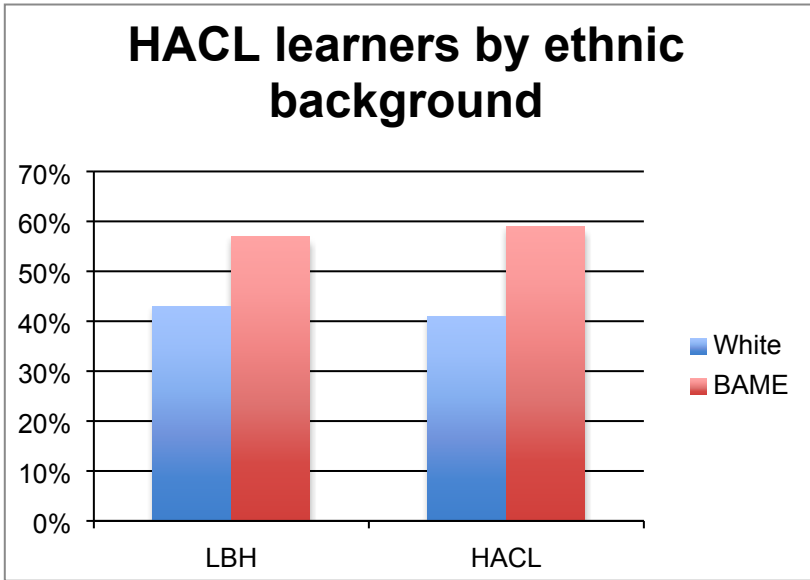
HACL contributes to the five italicised priorities in its work with residents.

2.2 What are the local needs?

Hillingdon has 312,600 residents and the population is increasing. 'The working age population of those in the age bracket 16-24 make up 16.6% of the population, whilst the 25-59 age group make up 67.7%, the remaining 15.7% are from the 60-74 age group,'(1). HACL's adult learners are predominantly aged 25-59, with 15.6% over 60 years of age.



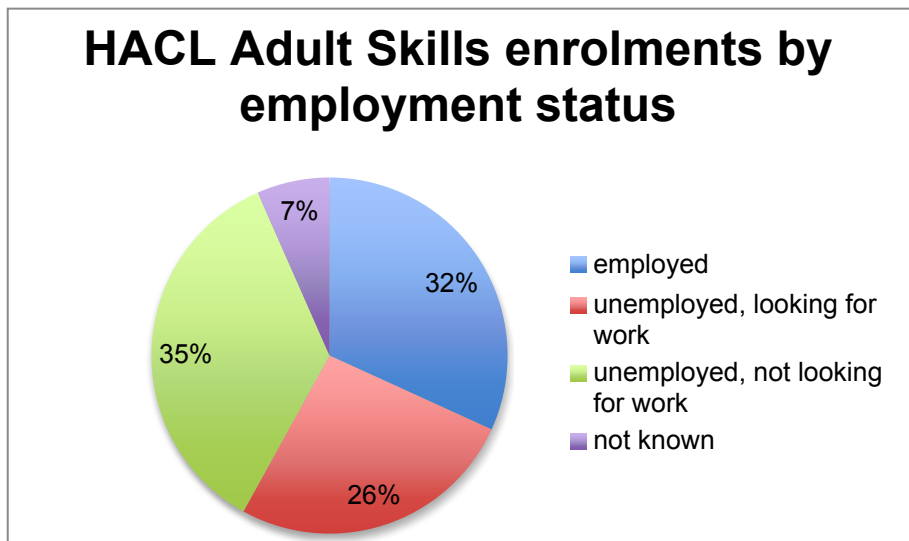
Hillingdon's White British population in 2017 is 43% and the BAME population is 57%. 41% of HACL's learners consider themselves to be White British and 59% of learners are from the BAME population.



The predominant religions in the borough are:

| Religion | Population | Percentage |
|-------------|------------|------------|
| Christian | 134,813 | 49.2% |
| Muslim | 29,065 | 10.6% |
| Hindu | 22,033 | 8.0% |
| Sikh | 18,230 | 6.7% |
| No religion | 46,492 | 17.0% |
| Other | 23,303 | 8.5% |
| | | Source (1) |

71.1% of working-age residents are economically active. Approximately 30% of these are working in professional and associate professional and technical roles, significantly above the national average. Another 10% are managers, directors, officials. A further 33% is made up of administrative and secretarial roles, caring, leisure and service occupations, and skilled trades, which is in line with national averages, or slightly more prevalent in the borough. The remaining 27% of economically active residents are employed in elementary occupations, sales and customer service, and as process, plant and machine operatives. These residents are the most likely to be in low-paid, low skilled roles that are identified in the London Mayor’s Skills Strategy.



'The proportion of the population in an area experiencing deprivation relating to low income is 22.5%, ranking Hillingdon as 21st out of the 32 London Boroughs in this respect,' (1). Those who are unemployed or in low-paid employment are target groups for HACL and 61% of HACL learners are not in paid employment.

18.8% of HACL learners live in postcodes in areas of deprivation based on the current Index of Multiple Deprivation.

Hillingdon has pockets of deprivation and wards in the south of the borough are less affluent and more ethnically diverse than in the north. 'At ward level, the percentage of people who live in income deprived households ranges from 4.8% in Ickenham to 21.7% in Townfield. 20.8% of children in Hillingdon live in families that are income deprived. The proportion of the working age population involuntarily excluded from the labour market is 22.5%,(1)'. The south has higher unemployment levels and more residents with low level English language skills. Women are the least likely to have strong language or employability skills, are the most likely to be unemployed or in low paid work, and older women who settled here some years ago are the least likely to engage in learning (2). Women from deprived areas are a target group for HACL. 16% of HACL learners are female and live in postcodes in areas of deprivation.

The proportion of Hillingdon residents who are both aged over 60 and income deprived is 15.7%. 0.31% of residents are identified as having learning difficulties and disabilities, (1). There are high levels of depression, diabetes and obesity in Hillingdon (1) and the GLA have identified Hillingdon's most deprived wards as having high levels of mental health and wellbeing issues (3). The 'risk of premature death and the impairment of quality of life through poor physical or mental health has been identified as 13.5% in Hillingdon,' (1). Promoting healthier lifestyles and reducing disparities in health outcomes are two key JSNA priorities designed to improve health and reduce inequalities in the borough.

17.6% of HACL learners have a learning difficulty or disability.

'The lack of attainment and skills in the local population is 13.5%', (4) in Hillingdon, which is ranked 'eighth of 32 London Boroughs and 149 out of 326 authorities in England for the Adult Skills subdomain of the Indices of Deprivation (Rank 1 is most deprived, 326 is least deprived)'. (1). 8,240 residents (16.8%) stated they cannot speak English well or at all in the last census data. Apart from English, the most spoken languages in the borough are Panjabi (8,837 residents, 3.4%) and Polish (3,994 residents, 1.5%), (1). There is no central learning and careers information, advice and guidance service for adults in Hillingdon and addressing this is a priority for the service.

(1).LB Hillingdon, *Joint Strategic Needs Assessment Indices of Multiple Deprivation 2015*, March 2017) and <https://www.hillingdon.gov.uk/article/29581/Demographics>

(2) NOMIS data <https://www.nomisweb.co.uk/reports/lmp/la/1946157271/report.aspx>

(3) GLA data, <https://www.hillingdon.gov.uk/article/29581/Demographics>

What is the intention and scope of the provision we offer?

Our provision sub-divides into five categories:

1. English, Maths and Digital Skills
2. Learning for Work
3. Learning in and for the Community
4. Learning for adults with learning difficulties and disabilities
5. Careers and education advice

| HACL provision category | Intention of the provision | Working towards these priorities |
|-------------------------------------|---|---|
| 1.English, Maths and Digital Skills | <p>To improve the skills base of residents, enabling them to apply these skills in their everyday lives and careers.</p> <p>To encourage progression into further learning and work</p> <p>To contextualise learning to encourage participation in society and work, whilst increasing understanding of commonalities and differences within the community</p> <p>To provide a wider perspective to learning, enhancing residents understanding of and encouraging debate about societal, cultural and political norms and what citizenship means.</p> <p>To enhance learners understanding of how to keep themselves and others safe and healthy</p> | <p>Industrial Strategy Integrated Communities Strategy National Retraining Scheme Skills for Londoners Strategy West London Adult and Community Learning Strategy LB Hillingdon JSNA: Community-based, resident-focused services Safeguarding, Prevention and Protection Promoting economic resilience</p> |
| 2.Learning for Work | <p>To provide a route map of industry-standard qualifications for residents to begin or progress their career or manage a career change in order to improve their economic resilience and prosperity</p> <p>To scaffold the vocational qualifications they require through tailored support with their learning, including English, maths, digital and work skills</p> <p>To strengthen learners' understanding of culture and norms to improve their ability to flourish in their chosen sector and/or community</p> <p>To enhance learners' understanding of how to keep themselves and others safe and healthy</p> | <p>Industrial Strategy Integrated Communities Strategy Post-16 Skills Plan National Retraining Scheme Skills for Londoners Strategy West London Adult and Community Learning Strategy LB Hillingdon JSNA: Community-based, resident-focused services Safeguarding, Prevention and Protection Promoting economic resilience</p> |

| HACL provision category | Intention of the provision | Working towards these priorities |
|---|--|--|
| 3.Learning in and for the Community | <p>To provide a wide range of learning experiences that engage and challenge adults and which are valuable to them in their everyday lives</p> <p>To reach and engage residents from disadvantaged groups and deprived communities and to support them to progress</p> <p>To enhance learners' understanding of how to keep themselves and others safe and healthy</p> | <p>Integrated Communities Strategy Skills for Londoners Strategy West London Adult and Community Learning Strategy LB Hillingdon JSNA: Promoting Healthier Lifestyles Safeguarding, Prevention and Protection Community-based, resident-focused services Reducing disparities in health outcomes</p> |
| 4.Learning for Adults with Learning Difficulties and Disabilities | <p>To encourage independence based on individualised learning programmes and high expectations of behaviour created by a culture of respect</p> <p>To provide support for those who are overcoming barriers to achieve</p> <p>To challenge stereotypes and encourage residents to engage in un/paid work experience or volunteering opportunities</p> <p>To enhance learners understanding of how to keep themselves and others safe and healthy</p> | <p>Integrated Communities Strategy Skills for Londoners Strategy West London Adult and Community Learning Strategy LB Hillingdon JSNA: Promoting Healthier Lifestyles Safeguarding, Prevention and Protection Community-based, resident-focused services Promoting economic resilience Reducing disparities in health outcomes</p> |
| 5.Careers and Education Advice | <p>To listen to every individual, supporting them to clarify their goals and empowering them to take steps to achieve those goals</p> <p>To enable residents to understand their options and to make informed choices about how they will progress in order to achieve their potential.</p> <p>To create and strengthen links between employers, residents and the self employed within Hillingdon.</p> <p>To develop volunteering opportunities as progression routes for residents, providing additional support for partners and learners</p> | <p>Integrated Communities Strategy Post-16 Skills Plan Skills for Londoners Strategy LB Hillingdon JSNA: Community-based, resident-focused services Promoting economic resilience</p> |

2.3.1 English (including ESOL), Maths and Digital Skills are essential for life and work and there is a clear need to improve these skills across the borough, but particularly in the south. We provide specialist support for our vocational learners that helps them develop the skills they need for work as well as improving their chances of achieving their qualifications. We also provide a wide range of stand-alone qualification courses, which improves learners fluency and accuracy in each skill, helps them to manage their everyday lives and to progress into work, vocational courses or volunteering.

English and maths qualifications are free to all learners who do not already have them up to and including GCSE. ESOL and digital skills attract fees, but these are subsidised by the funding grant. New digital skills standards were introduced in 2018 and the development of associated national qualifications are underway and are expected to be ready for use in September 2020.

2.3.2 Learning for Work focuses on our vocational offer and tries to address the disparities identified above in economic and employment prospects for those with the lowest skills levels. Courses are aimed at those who are entering or changing their direction within the job market, or who wish to improve their prospects for promotion or improving their current income. To this end we focus on these key sectors:

- Childcare
- Health and Social Care
- Floristry
- Horticulture
- Community Interpreting

We increasingly provide professional development courses for qualified professionals in subjects like the Award in Safeguarding or the Award in Mentoring.

These courses attract fees but are subsidised through the funding grants. Many learners attract concessions on their fees and some are entitled to financial help with other associated costs, such as books.

2.3.3 Learning in and for the Community is divided into four sub-groups. There are no qualifications attached to these courses.

Personal Development and Community Learning (PCDL) is designed to provide learning opportunities that encourage learning for its own sake, whether to relax after work or learn a new hobby, and older/retired adults make up approximately 25% of these enrolments. Classes include languages and arts classes and attract a fee, subsidised by the external funding grants and the council.

Family English, Maths and Language (FEML) is delivered in schools, children's centres and other community venues to parents/carers who want to learn how to best support their children's education whilst improving their own English, maths and digital skills. Typically, speaking and listening for ESOL learners and spelling and maths strategies are the most sought after skills, and parents often report that they feel more able to converse with teachers and help with homework as a result. These courses are paid for by the grant and are free to learners.

The *Wider Family Learning* (WFL) programme engages families in multi-generational learning that allows them to enjoy fun activities together, which improves communication and encourages them to try something else together afterwards. Courses focus on keeping safe and being healthy. These courses are paid for by the grant and are free to learners.

Neighbourhood Learning in Deprived Communities (NLDC) allows the service to target disadvantaged groups and deprived areas in the community to engage residents who might not otherwise think that learning as an adult was for them. We aim to encourage everyone to progress

into other learning, or into volunteering or work once they have taken their first tentative steps. Examples of these targeted groups include those with mental health issues, dementia and stroke groups, minority ethnic groups, and residents from deprived areas such as Austin Estate. These courses are paid for by the grant and are free to learners.

2.2.4 Learning for adults with learning difficulties and disabilities encompasses a wide range of courses aimed at developing the independence and social skills of these residents. Most of our learners have been learning with us for many years and are joined each year by others, a small minority of whom have been supported to take up un/paid work placements. We also provide learning for adults with profound and multiple difficulties through our work with other council teams at the Resource Centre in Ruislip. These courses attract fees but are heavily subsidised by the funding grant and the concessions attracted by this cohort of learners.

2.2.5 Careers and education advice is an essential component of the service's offer. Residents frequently arrive with a mixture of motivations to learn and often with tentative ideas about the kind of work they want to do, and HACL provides impartial and accurate information and advice to help them clarify those thoughts and identify the key steps to achieve their goals, whether or not they enrol on a course. The advice continues whilst the learners are on-course. Opportunities are sought to enhance learning wherever possible, such as careers fairs and visiting speakers, and progression events, interviews and sessions with the National Careers Service guide learners towards their goals.

3. Priorities for Action

3.1 Strategic Aims and Objectives, 2018-2020

1. Further strengthen leadership, management and governance to ensure outstanding provision for learners
 - 1.1. Maximise effectiveness of governing body to drive improvement
 - 1.2. Modernise the systems available and improve the use of data to support monitoring to drive improvement
 - 1.3. Maximise additional funding streams and value for money to increase opportunities for residents

2. Provide learners with outstanding teaching, learning and assessment opportunities
 - 2.1. Develop reflective practitioners across the service, supported by targeted CPD
 - 2.2. Ensure consistency of TLA to maximise potential for learning both in and out of class
 - 2.3. Ensure consistent assessment that facilitates progression
 - 2.4. Ensure that all learners are supported to have an equal opportunity to learn and achieve

3. Ensure that the service provides outstanding learner engagement in every aspect of its provision, especially women from deprived backgrounds and disadvantaged groups
 - 3.1. Provide outstanding careers and education information, advice, guidance for all residents
 - 3.2. Maximise the impact of learner voice to improve learner experiences
 - 3.3. Strengthen the volunteering service that enhances learning and provides progression opportunities
 - 3.4. Develop a culture that promotes, enables and celebrates achievement

4. Ensure that learners and staff are safe and embrace British values
 - 4.1 Create safe and secure environments conducive to learning for staff and learners to feel safe
 - 4.2 Embed British Values into everything we do
 - 4.3 Promote awareness of radicalisation, domestic violence, FGM and modern slavery
 - 4.4 Ensure GDPR is adhered to at all times

5. Provide outstanding outcomes for all learners
 - 5.1. Increase achievement rates through a culture of continuous improvement, minimising any gaps
 - 5.2. Develop outcomes measures to demonstrate impact and drive improvement
 - 5.3. Further develop progression routes
 - 5.4. Prepare learners for progression into employment and/or into better paid or more sustainable employment

5. Governance and implementation of the strategy

5.1 Accountability

Within the local authority, the Service Manager is accountable to and managed through the existing council mechanisms. Governance of the service will be monitored through the Governing Body, and through Policy and Overview Committees when required.

The appropriate use of funding will be further scrutinised by the council's internal auditors, the GLA and the ESFA. The impact of the provision on learners will be reported through the service's annual Self-Assessment Report and further scrutinised by Ofsted through its inspection regime.

5.2 Measuring impact

Progress towards these goals will be measured by outcomes in the Senior Leadership Team Action Plan and at Operational Management Group meetings. Impact will be monitored through the service's key performance indicators, which will be updated annually.

D. Scarborough

2018/updated Jan 2019. Update for REESPOC below, Dec 19.

Position statement against key aims for REESPOC, Dec 2019

| Strategic aim | Position statement |
|---|--|
| Further strengthen leadership, management and governance to ensure outstanding provision for learners | <ul style="list-style-type: none"> • Governing Body was established in 2017. It currently has 11 members and 4 vacancies. • Data capture and intelligence improvements now support management decisions and drive improvement • Additional funding streams are actively sought out to increase opportunities for residents and enhance value for money. |
| Provide learners with outstanding teaching, learning and assessment opportunities | <ul style="list-style-type: none"> • Reviewed quality improvement processes are developing reflective practitioners, leading to increased consistency of teaching, learning and assessment across the service. • A Staff Forum and a CPD Forum creates online opportunities for sessional staff to share good practice and for all staff to engage in professional training that supports their own developmental needs. • Two staff conferences have highlighted new Ofsted requirements and explored safeguarding issues to ensure staff are well trained and can support residents to stay safe. |
| Ensure that the service provides outstanding learner engagement in every aspect of its provision | <ul style="list-style-type: none"> • Open Days and skills-based assessments support accurate placement in classes • A reviewed and energised course offer coupled with a bespoke brochure supports enrolments for students with learning difficulties and disabilities • The elected Learner Council is now 11 strong and active in the service. • We have established a volunteering service that enhances learning and provides progression opportunities. • Regular events and initiatives celebrate success for learners and volunteers. |
| Ensure that learners and staff are safe and embrace British values | <ul style="list-style-type: none"> • Safeguarding is reported to 5 designated safeguarding officers and monitored through the Staying Safe Board. • All staff and learners are required to wear photo-ID badges in centres • Fire/lockdown drills are carried out regularly • British values are embedded in the service through learning and enhancement activities during the year. |
| Provide outstanding outcomes for all learners. | <p>The thrust of our activities has been to encourage progression into further learning or work:</p> <ul style="list-style-type: none"> • Achievement rates have risen to 89.5% • There are 31 volunteers in the service in a/y19-20 • The targeted engagement of disadvantaged groups in the community and deprived areas has been increasing, with 1512 enrolments during 2018-19. • 94% of learners on non-accredited courses reported they achieved their social outcome, 93.2% achieved their wellbeing outcome and 91.9% achieved their employability outcome during their course. |