



HILLINGDON
LONDON

Learn Hillingdon Adult Community Education

Self-Assessment Report, 2021-22

Grade 2: Good

Debbie Scarborough/2022.

Classification: Public
Children, Families and Education Select Committee - 2 February 2023

Context of the provision

Hillingdon is the largest and most westerly borough of London with a population of 306,000. Although there are large employers in the borough, for example Glaxo Smith Kline, approximately 90% are micro-businesses. Unemployment levels are low overall, but skills levels vary and wards in the south of the borough have lower qualification levels, greater levels of deprivation and higher claim rates of most benefits than those in the north.

Total number of grant-funded learners/enrolments	1681 learners	3639 enrolments
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Residency	2018-19	2019-20	2020-21	2021-22
Hillingdon resident	4798 92.8%	3566 90.9%	2978 90.3%	3275 90%
London resident, (outside LB Hillingdon)	256 5.0%	301 7.7%	249 7.5%	291 8%
Out of London resident	116 2.2%	58 1.5%	73 2.2%	73 2%
Total	5170	3925	3298	3639

Overall, learners are more likely to be female, of white heritage and 35-49 years of age. The Boundary Commission Review in 2022 prevents a direct comparison with ward data from previous years, but most learners (57.3%) live in LSOAs* that are ranked 2 to 5 on the IMD* scale, who in turn are most likely to study ESOL**, English and maths.

LSOA: Lower Super Output Area and MD: Index of Multiple Deprivation

ESOL: English for Speakers of Other Languages.

Breakdown of enrolments	No of learners	No of enrolments	Retention rate	Achievement rate
Female	1351 80%	2976 82%	92.4%	86.4%
Male	330 20%	662 18 % %	92.5%	86%
Unspecified	1	1	100%	0.0%
North of the borough	496 30 % %	1030 28% % %	94.4%	87.5
South of the borough	985 58 % %	2245 62% % %	92.6%	85.1%
Outside the borough	200 12% % %	364 10% % %	92.3%	83.2%

Hillingdon has identified health issues, such as mental health, obesity, diabetes and dementia as priorities. Wards in Hayes & Harlington have higher rates of obesity and Diabetes Type 1 in those aged over 18 and 17 respectively, whereas wards in the north have higher rates of cardiovascular disease and more care homes.

Improvements in 2021-22

The creation of service-wide progression reports. Whilst this needs further development, work this year means the underpinning information is now accessible from the management information system.

RARPA* scrutiny in-year, especially concerning evidence supporting non-accredited assessment judgements, led to a review of the quality of assessment evidence in-year across the service. This resulted in lower achievement rates for 2021-22, but the expectations and consistency of the judgements are more robust as a result and will ensure the integrity of achievement judgements moving forward.

The yearlong ILP**, which covers multiple courses, was embedded in the service this year, allowing new learners on non-qualification Emotional Health and Wellbeing courses to see how their initial courses fit together and to recognise their progress more clearly as they begin their learning journey.

The development of new curriculum programmes that further meet local need and develop staff expertise, for example newly funded SEND*** qualifications.

The web pages were revised to clarify the curriculum offer as we moved away from printed brochures, reflecting the service offer and supporting the council's sustainability strategy

*RARPA: *Recognising and Recording Progression and Achievement. A process for establishing whether a learner has passed a course that does not have a qualification attached.*

**ILP: *individual learning plan.*

*** SEND: *Special Educational Needs and Disabilities, also seen as ALDD: adults with learning difficulties and disabilities.*

Strengths

- The information, advice and guidance offered to learners is very effective and results in realistic placements with effective support in place for learners to learn and progress
- Vocational learners are well supported to turn their vision into a clear plan of action and follow it through
- Consistent and effective quality monitoring quickly identifies learners facing challenges and enables targeted and appropriate interventions to be actioned that support learners to achieve.
- Effective partnership working leads to good provision in the community for the most disadvantaged and furthest away from learning, for instance, encouraging those with mental health issues and asylum seekers to enter learning.

Areas for Improvement

- Further improve the capture of evidence of learning in RARPA
- Build on the new progression data to inform service decisions and extend options for learners.
- Further improve enrolment numbers that have not yet recovered from the pandemic.

Quality of Education

The intention of the provision: what does Learn Hillingdon set out to achieve?

Learn Hillingdon's mission statement is to help adults to use education to enhance their lives through learning opportunities that follow these themes:

- Economic security and prosperity
- Greater and/or sustained independence,
- Improved health and wellbeing for learners and their families,

The service's main target groups are those facing the greatest disadvantages in life, whether through:

- low skills, low income, deprivation, poor employment prospects or expectations, e.g., those with the lowest skills levels, asylum seekers;
- those who need help to increase or maintain their independence, i.e., those with learning disabilities;
- poor mental or physical health, especially emotional health and wellbeing, obesity, dementia, diabetes, often delivered in the community.

Mission Statement	Target group	Main provision
Economic security and prosperity	Low skills, low income, deprived postcode, poor employment prospects	English, maths, ESOL, digital and vocational provision, i.e. <ul style="list-style-type: none">• English/ESOL, maths• Digital skills and IT• Childcare and Early Years• Health and Social Care• Floristry and Horticulture• Accountancy/Book-keeping• Community Interpreting
Greater and/or sustained independence	Help to increase their independence	Provision for adults with learning difficulties and disabilities (ALDD)
Improved health and wellbeing for learners and their families.	Poor mental or physical health, community-based programmes	Emotional health and wellbeing, family learning, personal development

Many of our learners lack confidence, thinking that learning is not an option for them, and they may initially engage in very short courses before progressing into qualifications. As a result, they may learn with the service over a period of years as they begin to achieve qualifications, realise their own potential and build their ambition step by step.

One such learner was JM, who won a Festival of Learning Award in June 2022. J overcame significant barriers to gain qualifications over a 5-year period with Learn Hillingdon, including poor educational experience and attainment, dyslexia, gender transition surgery and mental ill-health. As her studies and confidence developed, she began volunteering in a mental health charity where she now works part-time. She is currently studying for level 2 Health and Social Care qualifications.

Classification: Public

Children, Families and Education Select Committee - 2 February 2023

She says, 'I was nervous coming back into learning because I didn't have a very good experience at school, but my confidence has grown with all the courses I'm doing. I'm working in mental health now myself and doing courses to get me a bit higher up in my work and being who I want to be.' (Festival of Learning video, 2022).

Implementation: how well do we deliver learning?

Learners receive a good quality of education from the Service. Lessons are planned and sequenced well, enabling learners to build on their previous knowledge and link it to new information. Teachers utilise a range of engaging methods and go beyond the syllabus, using their expertise and industry knowledge well to adapt their teaching to meet the needs of individual learners and prepare them for future learning and work. Where appropriate, learners take additional English, digital and/or employability qualifications that support their vocational qualifications well and enable progression to their next step.

'I took the course to change my career and to help build my confidence, which it did'. (*Learners quotes cited in Matrix report, 2022*).

'Doing this course has really helped build my confidence to go on to higher qualifications'. (*Learners quotes cited in Matrix report, 2022*)

We talked about how my confidence is improving, which really helps'. (*Learners quotes cited in Matrix report, 2022*).

Learners benefit from flexible and supportive approaches to formative assessment that scaffold their progression through their study. All learners receive regular feedback that helps them improve, and 97% of learners agreed or strongly agreed that the feedback given was helpful and told them how to improve their work (*Learner Survey 21-22*).

'The feedback I had from my tutor really helped my confidence.' (*Learner quote cited in Matrix report, 2022*).

Assessment of learning is effective and 97% of learners stated that they had felt supported to complete their course, (*Learner Survey 21-22*). We continued to adhere to awarding body mitigation guidance in vocational areas to ensure learners could meet the assessment requirements to pass their qualifications, but this was not always enough to allow learners to pass. For example, some schools prevented assessors entering their setting to observe learners practice due to Covid restrictions. Whilst we did all we could to mitigate these situations it did have a detrimental effect on overall achievement rates, dropping from 91.26% in 20-21 to 83.30% in 21-22 in these qualifications.

Learning support is effective in helping learners achieve. 83% of learners accessing learning support achieved. One Counselling learner reported, "My learning support assistant was very helpful on so many different levels. I feel more confident to continue my course. Very grateful to him". This learner has now enrolled onto Counselling Level 3 after passing her Level 2 exam.

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Children, Families and Education Select Committee - 2 February 2023

'They push you and support you at the same time.' (Learners quotes cited in Matrix report, 2022).

Learners receive very effective information, advice and guidance linked to their individual circumstances, supported by skills assessments for qualification courses. Together, this ensures learners are placed in classes appropriate to their aims and skills levels. Flexible enrolment schedules provide in-year entry points that are designed to meet the needs and commitments of adult learners. *'I was advised to do a lower-level course, which was right for me.' (Learners quotes cited in Matrix report, 2022)*

In February 2022, the service underwent a full Matrix inspection designed to assess the effectiveness of the information, advice and guidance offered to learners. Learners, staff and partners were interviewed, and the quality mark was retained.

'I am clear about what qualifications I need to get the job I want.' (Learners quotes cited in Matrix report, 2022).

The impact of learning on learners

The provision has a good impact on learners and achievement rates are similar to last year.

Service overall	Enrolments	Retention	Pass	Achievement
2021-22	3639	93.4%	92.5%	86.4%
2020-21	3298	92.1%	94.1%	86.6%
2019-20	3925	84.7%	92.9%	78.6%
2018-19	5170	92.6%	96.6%	89.5%

*Pass rate: results of those who stayed until the end of the course, excluding those who left.

**Achievement rate: results for all enrolled learners, including those who left before the end of the course.

The table below shows these figures in relation to our stated intent for the provision.

Stated intent	Main provision	Enrolments	Retention	Pass	Achievement
Economic security and prosperity	English/ESOL, maths Digital and IT Childcare and Early Years Health and Social Care Floristry and Horticulture Accountancy/Bookkeeping Community Interpreting	1674	91.1 %	93.1 %	84.6%
Greater and/or sustained independence	ALDD	292	96.2 %	96.4 %	92.7%
Improved health and wellbeing for learners and their families.	Emotional health and wellbeing, family learning, targeted provision (including asylum seekers), personal development	1355	94.6 %	94.8 %	89.7%

Whilst retention, pass and achievement rates are all recovering to pre-pandemic levels, learner and enrolment numbers are recovering more slowly, in line with national trends. This is most apparent in personal development courses and in floristry and horticulture, all of which saw much greater demand pre-pandemic. Likewise, fewer level 3 qualifications ran due to the lack of level 2 work placements, stymieing progression for some vocational learners. However, other areas have struggled to meet demand, particularly English and ESOL.

Models of Funding	ENROLMENTS				RETENTION RATE			PASS RATE			ACHIEVEMENT RATE			
	2018-19	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Qualification	2203	1992	1623	2032	79.4	92.2	92.3	90.7	93.1	94.4	90.1	72.0	85.9	87.1
*Personal Development	1351	1012	883	660	93.0	95.6	95.6	95.9	95.5	83.3	89.9	89.2	89.9	79.6
Targeted Outreach **	1516	921	729	956	86.9	94.2	94.2	93.4	94.2	95.0	89.4	81.2	84.4	89.5
Overall Totals	5070	3925	3298	3639	84.67	92.1	93.4	92.85	94.1	92.5	89.5	78.62	86.6	86.4

* Historically known as 'leisure' courses, such as languages and creative courses to support residents to de-stress after work.

** Community outreach targeted at those furthest away from learning

Classification: Public

Children, Families and Education Select Committee - 2 February 2023

There are no significant achievement gaps based on age, gender or learning difficulties, however learners who have declared a mental health issue or dyslexia, and learners on digital skills or some non-accredited courses including maths achieved below the service standard. Underlying issues have been identified as:

- Learners with a mental health issue struggled to attend and stay on course, despite support. It is difficult to quantify the impact of continued Covid restrictions on this.
- The challenges of new digital skills qualifications were underestimated, as they were across the country. Whilst learners' digital skills improved as intended, too many felt that some components of the course were not relevant to them, for instance taking the exam.
- One tutor who taught five short maths classes did not capture assessment and achievement evidence effectively, resulting in lower overall figures. This affected results in the first term, but most learners went on to pass their final exams.

Partnerships are used well to support the wider impact of learning on learners lives and progression. For instance, our attendance at a local careers' fayre led to 11 course offers, 24 adults booking pre-course skills assessments, 2 potential job applicants with us and one interview. Likewise, our own Careers Fayre in June saw 196 attendees' access 19 online workshops on 16 different topics over two dates. Delivered as a blended event, this provided learners with the flexibility of attending workshops online whilst also being able to meet face to face with 13 partner employer organisations.

Throughout the year, 75 learners attended one-to-one sessions with National Careers Service advisors, 59 of which were face to face in centres. Learners access an accessible, online jobs board updated via JCP information, which also features opportunities to progress into further study or work from other providers. 12 of our trained volunteers got into work this year. Six of these were offered jobs with us in various positions, mostly sessional tutors and learning support assistants; five of whom are currently working with us and one withdrew because she moved away.

Behaviour and attitudes

Learners are expected to treat each other with respect and are encouraged to use their skills and learn independently outside class. Learners are aware that regular attendance is important and consistently monitored (overall service attendance is 94%). Any absences are followed up in a timely manner and support is put in place where necessary to minimise interruptions to their learning. Learners with learning difficulties and disabilities gain from the consistent approach to these behavioural standards and social norms which are reinforced by staff across the service.

Learners receive timely advice and guidance that is relevant and targeted to their needs. Learners on vocational courses are supported by tutors to create their CVs, have mock interviews and take up voluntary work placements. Combined with their studies, these elements help them recognise the transferrable skills they have developed and how they might be valuable to employers.

'The staff are fantastic and really hold your hand.'

'I felt listened to.' (*Learners quotes cited in Matrix report, 2022*).

Classification: Public

Children, Families and Education Select Committee - 2 February 2023

Personal development

Learners benefit from a wide range of personal development opportunities, from World Mental Health Day yoga sessions to an International Women's Day event with a female scientist speaking from the National Space Centre and the Queen's Jubilee celebration. The annual Parliament Week debate was Chaired by the Cabinet Member for Education and filmed by the Parliament events team.

British Values are promoted strongly across the service. During Parliament Week, learners stand for election by their peers to represent them on the Learner Council, promoting democracy and encouraging learners to vote. The Learner Council meets regularly with senior management and makes an active contribution to the life of the service, for instance providing mystery shopper feedback and themed focus groups with learners.

Learners take up volunteering opportunities within the service as a stepping-stone into work or to increase their community engagement. Most of our 28 active volunteers are themselves learners, who undergo volunteer training as ESOL, Digital Skills or Community (Interpreting) Champions, and some have progressed into employment within the service.

One tutor working with adults with LDD* commented,

"I can't tell you how much I have appreciated the reliable support of these two volunteers. It is so much more than their positive attitudes. They have always made it clear they are willing to help where needed. They have integrated themselves well with the learners, have shown so much respect to each learner and this has contributed to the relaxed and inclusive atmosphere in the classroom we all strive to achieve."

*LDD: learning difficulties and disabilities.

Leadership and Management

Leadership and management are good. There is a strong team ethos and a commitment to the service values* which combined, define and underpin the approach to providing the best possible service for learners and the community.

Managers regularly review the programme offer in-year to best respond to local need, for example the following courses were developed this year:

- Delivery of short, non-accredited ESOL classes and workshops to 123 asylum seekers,
- 12 newly arrived Ukrainians engaged in a short ESOL course. 6 further learners whose English was at a higher level were placed in an alternative vocational course to improve their employability opportunities
- Level1-Level 3 Mental Health qualifications were introduced to qualify 20 learners to work in the mental health sector, responding to local need and upskilling our team.

Staff feel valued and that their opinions are respected. Staff development opportunities lead to improvements for learners:

- 9 managers took part in research that reviewed whether a different approach to observation can capture the individual distance travelled by learners on non-accredited courses, impacting the way we look at progress and achievement of learners.
- Additional funding enabled 18 staff and volunteers to undertake two qualifications that increased their knowledge and understanding of learning disabilities. Managers commented on their enhanced understanding of learners with those difficulties. "*I would recommend the 'Supporting Individuals with Learning Disabilities Level 2' to any other tutor or Learning Support Assistant*" (LK - Vocational Evaluation Survey Spring 2022).

However, where there are concerns managers act decisively. When a quality improvement issue that impacted on learner achievements was identified, managers swiftly carried out a robust review of RARPA** judgements across the service to ensure standards remained high. Whilst this work led to lower achievement rates for some non-qualification courses this year, it will improve the integrity of assessment practice moving forward, ensuring better quality of education for all non-qualification learners.

Having renewed the management information system this year, the service was able to create progression reports. These reports provide a baseline against which to monitor progression levels within departments and across the service going forward, for instance 41% of last year's learners returned to their next classes in 2021-22, although they will need further development next year,

Safeguarding is effective. Disclosures are actioned swiftly and reviewed regularly by the Staying Safe Board.

Governance is good. The service was reviewed by the Policy and Overview Committee of the Local Authority during 2021, and as a result a decision was taken to change the name from 'Hillingdon Adult and Community Learning' to 'Learn Hillingdon Adult Community Education' and to move away from printed to online marketing. The Service then updated its website and reviewed its marketing strategy, all of which were launched in summer 2022.

The service also moved into a converted area of the Civic Centre this year. Managers and the wider team worked hard to move to a new building with minimal disruption to learners finishing their courses or enrolling for the new academic year.

Changes to the Local Authority's administration also resulted in the formation of the Education and SEND Directorate, of which the service is now a part. Monthly meetings with the Cabinet Member for Education coupled with regular scrutiny by the Executive Director have begun to create opportunities which will develop further during 2022-23.

*The team have agreed these values: *ambition, commitment, integrity, passion, and pride.*

***Recognising and Recording of Progression and Achievement* for non-qualification courses

DS/December 2022

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