



HILLINGDON
LONDON

Learn Hillingdon Self-Assessment Report 2022-23

Grade 2: Good.

“On a personal note, I would like to say that learning is a lifelong adventure that shapes who we are and who we can become!

Learning requires dedication, perseverance and at times, the willingness to step out of our comfort zones. There are times when challenges may seem overwhelming, but I believe that it is during these moments that we truly discover our resilience and strength.

Whatever the field you choose to study, to expand your horizon, we all have a unique opportunity to shape our future, while also making an impact on society.”

(O, learner on Childcare and ESOL courses.)

Debbie Scarborough
October 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, such as Heathrow, Hillingdon Hospital and Brunel University, 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	1439 learners	3225 enrolments
Including Multiply*	1505 learners	3417 enrolments

**Multiply is a government-funded initiative to improve the everyday numeracy and maths skills of adults in England. All data contained in this document has Multiply Project numbers included, unless stated otherwise.*

Learners' Residency	2019-20	2020-21	2021-22	2022-23
Hillingdon resident	3566 90.9%	2978 90.3%	3275 90%	3117 91%
London resident, (outside LB Hillingdon)	301 7.7%	249 7.5%	291 8%	230 7%
Out of London resident	58 1.5%	73 2.2%	73 2%	70 2%
Total	3925	3298	3639	3417

Our learners are adults, and many are parents of the young people who attend the large local college. 18% of learners are male (21% of enrolments). Most learners are female, of white heritage and 35-49 years of age. 53% of learners who are Hillingdon residents live in the most deprived areas of the borough, who in turn are most likely to study ESOL*, English and digital skills. Many enrol on programmes of learning with more than one qualification taken at a time.

**ESOL: English for Speakers of Other Languages.*

Hillingdon has identified health issues, namely mental health, obesity, diabetes and dementia as priorities, with obesity rates doubling between 2021 and 2022. Wards in the south have higher rates of obesity and Type 1 diabetes whereas wards in the north have higher rates of cardiovascular disease, dementia, stroke and more care homes. The south also has the highest rates of people not in education, employment or training.

Improvements in year

New approaches to quality assurance and improvement have been developed this year, some for implementation next year, for example quality meetings throughout the year targeting specific issues.

A reduction in printed materials in line with Local Authority's sustainability policy and an increased online presence throughout the year that allows residents to access up-to-date information at their convenience and has reduced paper consumption and costs.

A newly renovated centre in Uxbridge has been established, offering modern classrooms and a purpose-built cookery room that benefits a wide range of learners and other council services

Service Strengths

The service successfully reaches its target group of the most disadvantaged adults in the borough. 97% of learners on qualification courses are fully funded because they meet economic hardship criteria.

Overall attendance, retention, pass and achievement rates are all 91% or above. 49% of learners on vocational courses either gained or maintained employment this year.

Strong, targeted learning support is effective in enabling learners facing additional barriers to achieve. Learners who have declared learning difficulties and/ or disabilities achieve at or above the same level as those who have no declared disabilities.

The flexible and committed team prioritise individual needs well to ensure learners feel safe and confident in the centres and receive high quality learning opportunities.

Learners' benefit from a wide range of personal development opportunities that enhance their learning and help them link that learning with their lives outside the classroom.

Areas for Improvement

Further strengthen partnerships to maximise the reach and impact of learning on the most disadvantaged residents

Further develop the capture, reporting and use of data to provide a more accurate picture of progression across the service.

Quality of Education

Intent

The intention of the provision is to target and recruit the most socially and economically disadvantaged residents; the low-skilled, low-paid adults often from deprived areas who are furthest away from education and least likely to improve their and their family's life chances without support. Most learners are from deprived postcodes and are on low incomes or are unemployed, and the vast majority of those on our qualification programmes are fully funded from within the grant.

The intention is well understood by staff. Vocational courses support learners to prepare for a new career; English/ESOL, maths and digital skills support learners to manage their everyday lives and consider, often for the first time, more possibilities opening to them in the future; and learners engaging for the first time through targeted outreach programmes are encouraged to enhance their mental and physical wellbeing as well as their skills. This continues into provision for adults with learning difficulties and disabilities, where skills that increase learners' ability to live independently and healthily are prioritised.

The curriculum offer reflects local need and national, regional and local priorities, and the service gained additional funding to support residents' everyday maths skills (Multiply). Learners are clear about the curriculum intent of their programme and the steps they need to take to achieve

their goals. Progression between and within subject areas is encouraged and additional study options and support help these learners to move into and achieve vocational qualifications.

Implementation

The quality of teaching and learning is good. Tutors use their experience and subject expertise well to provide good learning opportunities and have high expectations of and ambitions for their learners. They get to know their learners and most use a variety of approaches and resources to help them understand key concepts, to ascertain learners understanding and to address or correct any misunderstandings.

“We are only on lesson 4 of the course, however I have already been volunteering at school for over 3 months and I am finding it extremely enjoyable and instructive. The class teacher is trusting me with marking the children’s class work and also supporting some children with additional needs on a one-to-one basis. The teacher also told me that she looks forward to the day I’m in the class because I make a difference and can tell that I genuinely enjoy supporting the children” (GK, learner GM on Supporting Teaching and Learning, Level 2)

Contextualised scenarios are used to good effect, enabling learners to understand the relevance and application of their learning in daily life and the workplace. In IT, tutors present information clearly by avoiding unnecessary technical language, highlighting instead the key terminology with which learners should become familiar. This builds confidence in a subject that some learners find intimidating due to the amount of ‘jargon’ used.

“I enjoyed that the course was easy to comprehend”. (KC, learner on Cybersecurity L1 Award)

All learners on qualification courses are offered a robust initial assessment and personalised information, advice and guidance to discuss their most appropriate pathway. As a result, placement is accurate, and learners settle quickly into their learning group. Learning support is used well to support learners’ achievement, and effective targeting and monitoring of most learners in danger of not achieving helps them complete their course. As a result, achievement gaps are closing, but the service needs to hone these approaches even more to prevent any achievement gaps at all.

‘I have learnt to have the courage to ask for help. I have learnt that long courses like level 3 are more advanced and can be very hard work especially when this type of course requires you to be employed too.’ (E, learner on Level 3 childcare diploma course)

Learners with learning difficulties and disabilities benefit from reinforcement of learning in ways that are relevant to their subject area, which helps them embed the learning into their long-term memory and, for some, make clearer connections between their learning and their lives outside college. This consistent approach across the department and the service is having a significant

impact on these learners over time, and the most able are beginning to show greater ambition for themselves and their potential.

"I've had great experiences on my courses here. I made new friends, I was a course rep for maths and English, and I was elected to the Learner Council.... I've gained skills, confidence and become more independent. If I can do it, you can too". (D, learner with LDD).

Teachers use a good range of assessment techniques to ascertain learners' knowledge and use the curriculum flexibly to ensure teaching reflects learners' stages of learning. Holistic workplace assessments and professional discussions are used well, and internal quality assurance is effective in maintaining standards. However, a minority of learners' have late submissions that are not highlighted quickly enough, leading to last minute completions, and this will be addressed next year.

"I am taking this opportunity to thank my tutor for the support throughout my course in Harlington. She has been supportive, encouraging and also in my employability course she assisted me to update my C.V, and now I have got a Learning Support Assistant job with Hillingdon Council." (JM, learner – Health and Social Care).

Impact

"I write reports at work without worrying about spelling errors and now I speak fluently and confidently in meetings, home and social gatherings." (FG, English L1 learner)

The impact of learning is good. Whilst enrolment numbers fell this year, the overall retention, pass and achievement rates for the service have significantly increased. Learners achieve their aims well across most curriculum areas.

Service overall	Learners	Enrolments	Retention	Pass *	Achievement**
2022-23	1505	3417	94.70%	96.00%	91.00%
2021-22	1681	3639	93.4%	92.5%	86.4%
2020-21	1589	3298	92.1%	94.1%	86.6%

*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 service reaches its targeted audience well.

Breakdown of enrolments	No of learners		No of enrolments	Retention rate	Achievement rate
Female	1225	82%	2705 79%	96.1%	91.2%
Male	278	18%	710 21%	95.6%	89.9%

Unspecified	2	2	100%	100%
North of the borough	348 23%	789 23%	96.0%	92.2%
South of the borough	1009 67%	2328 68%	95.8%	91.0%
Outside the borough	148 10%	300 9%	97.7%	87.6%

Results by curriculum area, including the Multiply project.

Curriculum Area	Learners	Enrolments	Retention	Pass	Achievement
Emotional Health and Wellbeing	54	81	77.80%	96.80%	75.30%
Multiply project	153	192	98.40%	94.70%	93.20%
Childcare	140	343	97.10%	97.30%	94.50%
Floristry	60	103	94.20%	97.60%	92.00%
Arts, Media, Leisure (AML)					
Arts	104	173	93.10%	93.20%	86.70%
Languages	57	92	96.70%	96.60%	93.50%
Leisure	25	49	98.00%	100.00%	98.00%
AML Total	182	314	94.90%	95.30%	90.40%
IT and Digital Skills	151	169	94.60%	87.90%	83.10%
English, Maths, ESOL (EME)					
English	157	257	93.80%	95.80%	89.80%
ESOL	407	664	91.70%	96.50%	88.50%
Maths	40	61	85.20%	94.20%	80.30%
EME Total	564	982	91.80%	96.20%	88.30%
Independent Living (adults with LDD)	127	631	97.60%	96.40%	94.10%
Targeted Outreach (TO)					
Art	39	39	100.00%	100.00%	100.00%
ESOL	67	122	94.30%	96.50%	91.00%
Family Learning	23	24	100.00%	100.00%	100.00%
Health & Social Care	25	25	88.00%	90.90%	80.00%
IT and Digital	62	142	100.00%	100.00%	100.00%
Leisure	18	18	100.00%	88.90%	88.90%
Maths	9	9	100.00%	66.70%	66.70%
TO Total	226	379	97.40%	97.00%	94.50%
Health and Social Care					
Counselling	38	39	97.30%	97.20%	94.60%
Health and Social Care	66	183	93.40%	99.30%	92.80%
H&SC Total	103	222	94.10%	98.90%	93.10%

Achievement gaps are defined as results 5% or greater below the overall service achievement results, (91% this year) and are denoted in red ink.

There are no significant achievement gaps by gender, age, ward or north/south of the borough. Gaps identified last year for learners with dyslexia and those in the 'mixed any other' ethnic group have been addressed. However, achievement gaps for African and Caribbean learners have emerged. Most learners with declared learning difficulties achieve at the same level or better than those with no declared difficulties (91% vs 90.3% respectively). 21 learners across the service who live outside London struggled with retention on qualification courses (5 learners withdrew), resulting in a lower achievement rate in that area of 84.1%.

Achievement Gap	Enrolments	Retention	Pass	Achievement	% of overall enrolments
African	240	90.8%	94.4%	85.7%	5%
Caribbean	70	88.6%	91.1%	80.7%	2%
Speech, language and communication	51	92.2%	91.5%	84.3%	1.5%
Maths	61	85.2%	94.2%	80.3%	1.8%
L1 EDSQ	39	83.3%	76.7%	63.9%	1%
IT and Digital	169	94.6%	87.9%	83.1%	5%
ESFA	44	84.1%	100%	84.1%	1.3%
Mental Health	117	87%	95.7%	83.2%	3.4%

Poor retention of those on mental health courses resulted in an achievement gap for that group, although the service-wide gap has significantly reduced since last year (now 83.2%, up from 77% in 21-22). An achievement gap has emerged for those declared learning difficulties involving with speech and language (84.3%), which is a local priority and one which the service has already taken steps to address. Learners studying maths and digital skills at level 1 achieved less well than their peers, although the maths achievement rate remains significantly above the national benchmark of 47%.

Partnership work is effective but has the potential to be stronger. Links with community partners resulted in 337 enrolments in-year, and 98 residents booked 252 places on 17 workshops run by 32 council and local partners at our careers event. Additionally, 61 learners accessed 1-1 careers advice with National Careers Service advisors during the year. The service is strengthening links with other council services, and this will be developed further during 2023-24.

“The advisor looked for jobs with me and showed me a template on how to write my application letter.” (MA, learner).

“I think the [careers] service was excellent.” (MP, learner).

Residents are encouraged to volunteer within the service, and 15 of our 20 volunteers are ex- or current learners themselves. A survey of 95 vocational learners showed that 49.5% either gained or maintained employment following their course/s, an increase of 10.2% from a similar survey two years ago. In another survey of learners undertaking qualifications from Entry Level 3 to

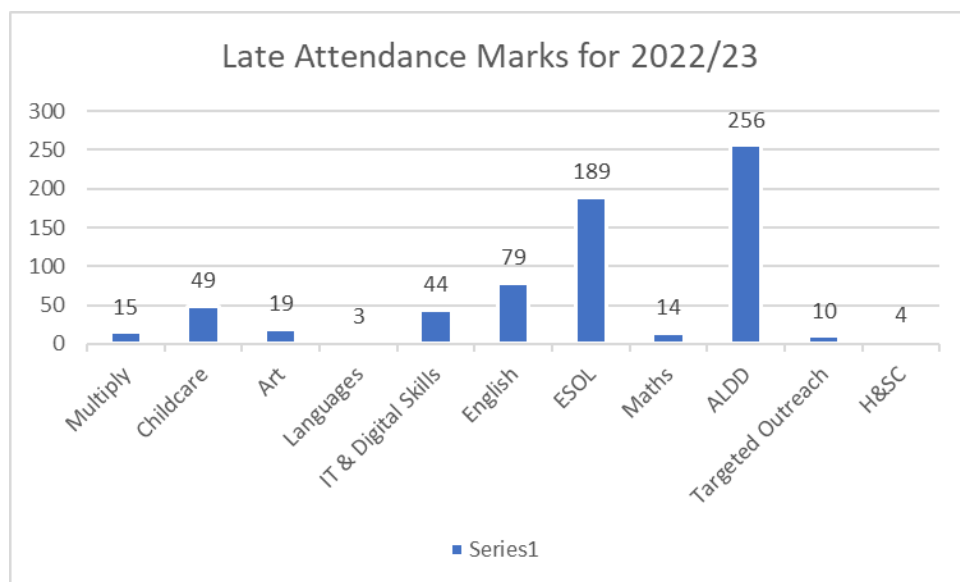
“This course helped me gain knowledge and confidence to get a new job as a community support worker.” (J.A.Y., Health and Social Care learner).

Level 3, 102 of 180 learners replied (57%). Of these, 45% remained in employment; 7% gained a promotion and 6% began volunteering, with 76% of these volunteering at Learn Hillingdon.

Two learners with learning difficulties and disabilities gained work placements locally following a 'Prepare for Employment' qualification. 48% of learners on qualification programmes progressed to further learning in 2023-24, of whom 74% continued in the same area of learning and 26% moved into a different curriculum area.

Behaviour and attitudes

Staff and learners maintain a respectful atmosphere in the service. From the start of their learning experience, learners find the importance of attendance, punctuality and commitment to learning is emphasised by staff and monitored by managers. The service attendance rate is 95% and punctuality data demonstrates that late marks account for 682 (1.6%) of our total attendance marks (41,789).



Learners comment on the impact that learning has on their lives outside 'college'.

"It feels amazing to see how proud my parents are of my achievements and the positive impact of my studies on my children." (A, Childcare learner)

'B loves this course and is often talking about it. He is really proud of the instruments he's made and has recently acquired a set of bongos as he enjoyed playing these in the class so much. And, much as we enjoy hearing what he's been learning, we were not unhappy when he took them back to his flat!' (Mum of learner with learning difficulties and disabilities, summer 2023).

Safeguarding is effective. Across the service learners report they feel safe. Issues are quickly raised with a Designated Safeguarding Officer whose actions are checked by the Staying Safe Board, ensuring the required action is taken swiftly and effectively. The service is represented at the Council's Adult Safeguarding Board and Prevent Partnership Board.

Feedback from learners is positive and the service responds effectively to any issues that are raised. When informal feedback from learners during lesson observations suggested that some were not aware of initial steps to prevent radicalisation, swift action was taken to remedy this.

Learners enjoy their time with the service. The service's learner survey attracted 98 responses, of which:

- 99% said they felt safe and respected in their class
- 98% said they were supported well to complete their course
- 96% said their teacher gave helpful feedback
- 95% agreed or strongly agreed they know what safeguarding is and know what to do if they have a concern.
- 91% agreed or strongly agreed they knew what to do if they had a concern about someone at risk of becoming involved in extremism or terrorism.

The service routinely negotiates personal, social and/or work goals with individual learners, especially in non-accredited courses, to measure the impact of learning in their wider lives. This year, 932 learners choose which of these they would like to prioritise. Results show that:

- 98% of 415 overcoming challenges outcomes were achieved,
- 98% of 352 said they achieved their work skills goals,
- 98% of 508 achieved their social skills goals and
- 97% of 546 achieved their health and wellbeing goals.

Personal Development

Personal development is good. Learners gain from a range of opportunities throughout the year, from ESOL learners presenting on their choice of inspirational women on International Women's Day to 200+ learners attending a range of mental health workshops.

"I learned how to recognise a low mood, its impact on me and what can I do to break the cycle." (MM, learner feedback from a mental health workshop).

"It helped me learn about how I can improve my sleep by using different techniques." M "I learned how to deal with my stress" (SH, learner feedback from a mental health workshop)

"I learned that some countries women are more unlucky than others but still a woman can achieve anything she wants". (O, learner feedback from International Women's Day events).

Learners' achievements are celebrated. Certificate presentation ceremonies are led by local dignitaries, with 120 learners and their 80 guests attending the qualification achievement celebration, and 140 learners and guests attending the equivalent celebration for adults with learning difficulties and disabilities. Learners with learning difficulties and disabilities also engaged with workshops delivered by Health4All, a health-based partner organisation, who explained the purpose and benefits of annual health checks for this target group.

"I liked when the nurse checked my blood pressure, my weight and my oxygen level. I have learnt how health checks is important every year." (HS, learner with LDD).

"Talking about medication, that I should take it as I've been advised, take your medication to the appointment" (JK, learner with LDD)

British Values are emphasised throughout the service, with debates by ESOL learners, 63 English and ESOL learners attending Parliament Week workshops.

Internal elections to the Learner Council are held during Parliament Week and nine elected Learner Councillors meet with management termly and provide feedback on a range of subjects. They also carry out secret shopper activities, the findings of which are used to improve customer

Feedback from Parliament Week debates and workshops included:

“Hearing opposite opinions that never think about it before.” (RZ, learner)

“I learn the pros and cons about the Windfall tax and how this is going to affect us.” (EB, learner)

“Listening to others and be respectful to others”. (MG, learner)

“Debating skills, speaking with confidence”. (WH, learner).

service. For example, their feedback resulted in more badge challenge sessions being scheduled across the service for 2023-24, and the mystery shopper exercise, whilst mostly positive, led to improved initial information for learners.

Good information, advice and guidance helps learners to enrol and to take their next steps. Vocational learners have practise interviews built into their programmes and support is available with vocational work placements for those who need it. 66 learners with learning difficulties and disabilities attended annual health check workshops this year, aimed at demystifying them and increasing uptake, and eight ESOL learners attended a ‘Healthy Heart’ workshop run by a partner in the south of the borough.

Leadership and Management

Leadership and management are good. Provision is targeted well to reach the most disadvantaged learners, who are welcomed into the service and feel included, respected, informed and encouraged throughout their learning.

Staff are supported to provide a high-quality service and learners are well supported to achieve; however, difficulties in recruiting qualified tutors and an aging workforce are creating increasing pressures for the service. Good use was made of funding flexibilities to provide tutors and learning support staff with qualifications which will develop their skills and further improve support for learners. Managers acted where poor practice was identified in an ongoing effort to drive continuous quality improvement, for example, achievement rates increased this year following interventions to improve consistency of evidence capture across non-accredited learning. This work will continue into the next academic year.

“The workshop was very both interesting and informative. The presenter also took the blood pressure of every learner in my class and then discussed the reading with each learner which was excellent feedback/advice. She ended the workshop with a great quiz and gave a pink bag to the learner with the most points! What an exciting finish!” (LP, tutor).

“Just touching base re the [staff and volunteer] conference - it was fantastic and really enjoyable. I know we'll be asked to give feedback shortly. I just wanted to say that I'm really appreciative of the way this was organised (well planned and brilliantly executed) - I took notes, but my goodness did it have an impact - I've gained so many insights and the hints and tips were really helpful - so huge thank you again to you and your team and I've noted that you'll be providing more resources in due course, which I'm looking forward to.” (Tutor).

The management team responded well to a significant period of change during the year and minimised any negative impact on learners. The service changed name in August and relocated its main venue. A move to online marketing with minimal printed materials, coupled with the cost-of-living crisis and ongoing concerns about Covid, saw slow recruitment of learners in vocational curriculum areas, but managers adapted their approaches well and enrolment numbers recovered. For example, marketing and promotion of courses ranged from sponsored social media posts and e-newsletters to a greater presence at local events and a podcast interview on Uxbridge radio. The service has been preparing for a second venue change scheduled for 2023-24, and the team is focused on minimising the impact on learners.

Partnership work, too, has adapted to meet changing local needs. The effective use of local careers fairs continues to ensure learners gain direct links with employers and progression opportunities with other providers. However, reduced capacity within schools and the voluntary sector, coupled with the emphasis on underpinning outreach courses on health and green outcomes, meant that the approach to learning in the community needed to adapt to meet demand this year. As a result, learners from a range of partners benefitted from combined group learning, exposing them to different people with new perspectives and ideas. For example, a Get Online week coffee morning was attended by six residents, leading to enrolments onto longer digital skills courses. One learner reported,

“I found out about online security and about cookies! I normally accept them all!” (VA, learner).

Managers accessed additional project funding in-year, including ‘Multiply’ and ‘Holiday Activities and Food Programme’ funding. As a result, learners such as those on the Teaching Assistant programmes had access to contextualised maths programmes; and residents with children in receipt of free school meals accessed ‘Cookery Club’ sessions, cooking and eating a hot meal with their children whilst learning new skills. Plans are underway to extend these initiatives further during 2023-24.

‘I have really been able to upskill my skills in teaching maths. I thoroughly enjoyed listening to other Teaching Assistants and their interactions with children and how they overcome these problems.’ (Learner, ‘How to Support Children with Maths (for TAs and Volunteers)’ spring 2023).*

**TAs – Teaching Assistants*

Good governance of the service had a direct impact on learners. A financial investment from the council resulted in the main adult education centre relocating to a newly renovated area of the Civic Centre, providing additional and centrally located facilities for learners, whilst a move to

greater online marketing and promotion throughout the year, in line with council's sustainability strategy, improved sustainability and reduced costs. A refreshed approach to governance structures is in development, with roll-out planned for 2023-24.

DS/December 2023.