

LEARN HILLINGDON SELF-ASSESSMENT REPORT, 2024-25

Committee name	Children, Families & Education Select Committee
Officer reporting	Debbie Scarborough, Service Manager, Learn Hillingdon Adult Community Education
Papers with report	Learn Hillingdon Self-Assessment Report 2024-25
Ward	All

HEADLINES

The Self-Assessment Report from Learn Hillingdon is produced by the service annually and evaluates the effectiveness of the education delivered to learners and its impact on them.

RECOMMENDATION

That the Committee notes the report.

SUPPORTING INFORMATION

This report is submitted to the Local Authority for scrutiny and to Ofsted and the GLA for their information. It is used by Ofsted to support initial decisions about inspections planned for the service and by the GLA for funding and quality purposes.

PERFORMANCE DATA

Please see the attached report.

RESIDENT BENEFIT

The support and challenge provided to the Service Manager by Committee Members enables service developments and helps the service to improve where necessary.

FINANCIAL IMPLICATIONS

There are no direct financial implications for this matter.

LEGAL IMPLICATIONS

There are no legal implications for this matter.

BACKGROUND PAPERS

[Ofsted report February 2025](#)

APPENDIX

Appendix A – Learn Hillingdon Matrix Report 2025



HILLINGDON
LONDON

Learn Hillingdon Self-Assessment Report 2024-25

Grade 2: Good.

"My mental health has improved. I still have my moments of course, but I'm back to work and have more confidence in myself."

KC, Learner on Emotional Health and Wellbeing course.

Debbie Scarborough
December 2025

**Please note, a number of acronyms are used throughout this document. A glossary of these terms can be found on page 9.*

Context of the provision

Hillingdon is the second largest and most westerly borough of London with a population of 319,000 (ONS mid-year estimate, 2023) and is divided into 21 wards. There is an older population in wards in the north and a younger, more diverse population in the southern wards.

Although there are large employers in the borough, such as Heathrow Airport, RAF Northolt, Hillingdon Hospital and Brunel University, approximately 91% are micro-businesses (UK Business Counts, 2023). Whilst unemployment levels are showing a small rise from 2023, overall rates remain lower than neighbouring boroughs.

Skills levels vary between wards, with wards in the south-east of the borough having lower qualification levels, greater levels of deprivation and higher claim rates of most benefits than wards in the north. The south also has the highest rates of people not in education, employment or training.

Hillingdon's Strategy for 2022-26 focuses on five priorities including a thriving economy and thriving, healthy households. Hillingdon has high prevalence levels of obesity and Type 1 diabetes, and whilst prevalence varies by ward, wards in the south typically have higher rates of obesity and diabetes, with wards in the north seeing higher rates of cancer and dementia.

Total number of grant-funded learners/enrolments	1517 learners	5521 enrolments
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Learners' Residency (by enrolment)	2021-22	2022-23	2023-24	2024-25
Hillingdon resident	3275 90%	3117 91%	4065 91%	5007 91%
London resident, (outside LB Hillingdon)	291 8%	230 7%	337 8%	373 7%
Out of London resident	73 2%	70 2%	49 1%	141 2%
Total enrolments	3639	3417	4451	5521

Our learners are adults. 90% live in Hillingdon, 98% are Londoners and 2% live outside London.

- 20% of learners are male (24% of enrolments).
- the largest group of learners are of white heritage
- most are 35-49 years of age

70% of learners who are Hillingdon residents live in the most deprived areas in the south of the borough compared with 20% from the north.

Learners from the south are most likely to study English for speakers of Other Languages (ESOL), childcare and digital skills. Many enrol on programmes of learning with more than one qualification taken at a time.

The service was inspected by Ofsted in February 2025. The inspectors graded the service 'Good' and the report can be found [here](#).

The service also had a full Matrix inspection to judge the quality of the information, advice and guidance provided and the report which is attached as Appendix A.

Breakdown of enrolments	No of learners	No of enrolments	Retention rate	Achievement rate
Female	1220 80%	4192 76%	95%	92%
Male	297 20%	1328 24%	95%	92%
North of the borough	313 20.6%	1075 20%	95.8%	94.0%
South of the borough	1050 69.2%	3882 70%	94.8%	91.9%
Other London Boroughs	119 7.8%	423 8%	93.6%	90.2%
Outside of London	37 2.4%	140 3%	95.7%	95.0%

Improvements in year

The Quality Improvement Framework monitoring tool was devised, introduced and embedded this year across the service. This visual tool has been highly successful in enabling managers to quickly identify inconsistencies in practice and take swift action to address them in a structured, regular way.

Course documentation was reviewed and updated to reduce inconsistencies in course planning, assessment and implementation across the service. Pilot use in-year was successful and will support the full roll-out of this initiative in the next academic year.

Quality assurance processes have been simplified to increase efficiency and impact. For example, skills assessment changes have spread the workload across the team and ensured that targeted curriculum support is best used to help learners make informed enrolment decisions.

Refined internal verification processes were highlighted as good practice by external verifiers because they directly impacted on teaching and assessment in-year.

Learner Forums were established following a pilot last year, providing the Service Manager with direct feedback from sessional tutors and a wide range of learners each term throughout the year. These have led to improvements for learners and staff that may not have been identified without them.

Support for learners was improved through greater access to financial and practical help which, when combined with consistent data monitoring and focused staff development, contributed to higher pass rates.

Learners studying vocational qualifications benefitted from refined initial digital skills assessments, supported by dedicated lessons in virtual learning. This additional study enabled them to build the confidence and skills they needed to succeed in their vocational course.

The Tailored Learning curriculum was redesigned in-year to better meet local need and changing funding criteria. This has contributed to the high proportion of learners who live in the most deprived areas of the borough.

"I started with ESOL E2 and progressed to Functional English L2. The courses transformed my life. Before this training, I felt hopeless, but afterwards, I felt confident, optimistic about my future and motivated to change careers."

AH, Functional Skills English L2

Service Strengths

The service successfully reaches its target group of the most disadvantaged adults, resulting in 98% of learners on qualification courses being fully funded. 68% of all learners live in the most deprived areas in the borough. *'Leaders and managers make sure that the curriculum offer meets local needs effectively'*. (Ofsted, 2025)

Adults who learn with the service have very good participation and success rates: attendance, retention, pass and achievement rates are 92%, 95%, 97% and 92% respectively. This is remarkable given that 72% of all learners join with entry level skills.

Learner numbers have remained stable, but enrolments have increased significantly because the service is better identifying and meeting the needs of learners and those learners are passing the additional underpinning qualifications.

Strong learning support identifies and targets learners facing additional barriers, helping them to achieve their aims. Financial support with bus fares enables learners to attend and one-to-one support in and beyond classroom delivery helps adults learn how to study effectively and pass their courses. 97% of learners in receipt of learning support found it 'very helpful' (31/32). One learner found it neither helpful nor unhelpful and reported that 'the course is too much talking' (ESOL Speaking and Listening course). These things combined helped to reduce or close achievement gaps across the board (see 'Impact' below).

'Courses that promote good mental health and wellbeing have a strong social impact, such as reducing feelings of isolation; ESOL courses help learners in their day-to-day lives, for example, to communicate with teachers' at their child's school or their doctor.' (Ofsted, 2025).

The team ethos is strong in the service. Staff work together very well to overcome challenges, staff shortages have little or no impact on learners, and over 90% of those surveyed by Ofsted reported that they felt proud to work for the service.

Areas for Improvement

The points below were identified by Ofsted as key areas for improvement.

- Consistently use information on what learners know and can do to teach learners a curriculum that meets their individual needs.
- Provide learners with specific feedback on how to improve their work.
- Promote more widely the good range of activities on offer that support learners' personal development.

Managers have held team meetings this year to address these areas for improvement and more steps are planned for 2025-26 as we link them into our next strategic plan and the new Ofsted Inspection Framework.

Quality of Education

The service prioritises the lowest skilled, lowest paid or unemployed in the borough: those who need to develop English, maths and digital skills; those who need to develop their skills and/or qualifications to function more effectively and to find or improve their work prospects; and those who need to overcome emotional and/or physical barriers such as mental health and disability. This reflects local, regional and national priorities, and local need.

Teaching and learning is good. *'Teachers have good subject knowledge and expertise'* (Ofsted 2025), and utilize it well to construct sequenced, active learning that helps learners build and deepen their knowledge of the subject.

Discussion is actively encouraged in the classroom, allowing learners to explore topics in depth, share experiences, and develop their communication skills. For example, vocational classes, tutors use group tasks and scenario-based learning to promote dialogue and reinforce understanding. This approach not only deepens learning but also builds learners' confidence in applying their knowledge in real-world contexts.

Teachers also use questioning, peer feedback, and self-assessment to encourage learners to think critically and make connections between topics. In ESOL, for instance, learners revisit vocabulary and grammar through themed projects and discussions, which helps them internalise language structures and use them more naturally. This approach ensures that learners are not just memorising content but are developing transferable skills and a deeper understanding of subject matter. As a result, learners are better prepared for life in the UK and living independently, as well as progression into further learning or employment.

"I learned how to express my ideas more confidently in English and how to listen carefully to different perspectives."

HO, Functional English, Level 2.

Assessment is effective in identifying each learner's needs, and most tutors provide constructive feedback, helping learners understand what to do to improve. However, some improvement is needed where this is not the case and managers are working with tutors to help them improve their feedback.

Support for learning is targeted well at learners' needs with a range of support available that includes homework clubs, one-to-one support, adaptive equipment and the Loan and Learn laptop scheme, as well as financial support that ranges from bus fares and books to childcare costs. Volunteers support learners with a range of tasks, including enrolment and interview skills, and Learning Support Assistants are matched well with learners to help them achieve their best results. *'Learners attend workshops where they learn strategies to help them prepare for examinations'* (Ofsted, 2025).

Impact

Learners' results are strong, with a retention rate of 94.9%, a pass rate of 97.2% and an achievement rate of 92.3%. Each of these represents an increase on last year and an upward trend over the past three years and reflects the high-quality provision offered to learners.

"This course was incredibly valuable and well-structured, providing both practical skills and theoretical knowledge that directly apply to the classroom. It boosted my confidence, deepened my understanding of student support strategies, and prepared me to work effectively alongside teachers to create a positive learning environment. The course content was engaging, and the support from instructors made the learning experience even more enriching."

ST, Teaching Assistant qualification at L2

The impact of learning on participating learners is very good. Although learner numbers remain largely stable, enrolment numbers significantly increased this year (up by over 1000) due to underpinning, focused English, maths and/or digital skills interventions introduced for learners undertaking qualification courses.

Service overall	Learners	Enrolments	Retention	Pass *	Achievement**
2024-25	1518	5521	94.9%	97.2%	92.3%
2023-24	1526	4451	93.7%	97.1%	91.0%
2022-23	1505	3417	94.7%	96.0%	91.0%

*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.

Learners achieve their aims very successfully across curriculum areas. Some groups achieved significantly above the overall service level, i.e. learners studying for floristry qualifications and targeted groups of learners on outreach courses. However, some maths and digital skills results showed a small achievement gap which will be addressed in 2025-26.

Results by curriculum area, excluding the Multiply project ¹ .					
Curriculum Area	Learners	Enrolments	Retention	Pass	Achievement
Emotional Health and Wellbeing	96	437	97.9%	97.0%	95.0%
Childcare	194	545	92.3%	97.9%	90.4%
Floristry	82	122	98.4%	100.0%	98.4%
Arts, Media, Leisure (AML)					
Arts	68	159	96.9%	99.4%	96.2%
Languages	37	63	93.7%	94.8%	88.8%
Leisure	18	40	97.5%	100.0%	97.5%
AML Total	119	262	96.2%	98.4%	94.7%
IT and Digital Skills	209	509	92.7%	93.4%	86.6%
English, Maths, ESOL (EME)					
English	112	369	92.7%	97.3%	90.2%
ESOL	423	1248	91.5%	96.9%	88.7%
Maths	39	72	91.7%	93.9%	86.1%
EME Total	551	1689	91.8%	96.9%	88.9%
Independent Living (adults with LDD)	168	1280	97.8%	97.3%	95.2%
Tailored Learning (TL)					
ART	91	143	100.0%	100.0%	100.0%
CHC	19	19	100.0%	100.0%	100.0%
ESO	17	74	100.0%	100.0%	100.0%
FLO	35	58	100.0%	100.0%	100.0%
ITS	38	45	100.0%	97.8%	97.8%
LEI	66	117	100.0%	100.0%	100.0%
TO Total	239	456	100.0%	99.8%	99.8%
Health and Social Care	57	220	93.2%	99.4%	92.6%

Achievement gaps are defined as results 5% or greater below the overall service achievement results, (92% this year).

Most achievement gaps have closed this year. There are no significant achievement gaps this year by gender, age or those living in the north or south of the borough. Achievement gaps by ethnicity were closed this year, with results showing marked improvements in results for Bangladeshi, White Irish, White/Asian

¹ The Multiply Project was not included in this year's data as the project came to an end at the end of March 2025. The final data for 2024-25 of 292 enrolments with retention, pass and achievement at 98.3%, 100%, 98.3% respectively, shows very strong results and high-quality provision for learners who wanted to improve their maths for everyday life.

residents and those aged 19-24 years. However, the 43 enrolments by 15 learners in the mixed – any other ethnic group remain and will be addressed in 2025-26.

Achievement Gap	Enrolments and % of enrolments	Retention	Pass	Achievement	Achievement rate 23-24
Bangladeshi	155 – 2.8%	97.40%	99.30%	96.70%	82.9%
Mixed – any other	43 - 0.8%	86.00%	97.30%	83.70%	83.1%
White Irish	42 – 0.8%	97.60%	97.60%	95.20%	80.4%
White/Asian	56 – 1.0%	91.10%	97.90%	89.20%	82.6%
19-24 years	222 – 4.0%	90.50%	98.40%	89.00%	84.4%

Behaviours and Attitudes

A mature, respectful atmosphere is seen in centres and classes. Learners are encouraged to listen to each other as well as contribute in class. Attendance and punctuality are prioritised by tutors (the service attendance rate is 92%) and learners are expected to make up any missed work.

Learners are encouraged to think about ‘wider learning’. Support is available and encouraged should learners struggle with their learning, whether through accessing mental health support or considering how best to support their own and their family’s physical health. *‘Courses for adults who have SEND help them to maintain and develop their independent living skills very well, such as managing money and cooking’.* (Ofsted, 2025).

Learners benefit from embedded and extra-curricular information, advice and guidance. Tutors are well-versed in the progression options awaiting learners following their course and vocational tutors contextualise this well to ensure that learners know what to expect when they enter the workplace. *‘Learners are well-prepared for their next steps once they complete their course’* (Ofsted, 2025).

Learners feel safe, and report that they know how to keep themselves and others safe. *‘Learners reported that they found staff to be very welcoming, friendly and supportive, which made them feel safe, able to build their confidence and progress towards their aims. Comments from learners include:*

“I suffer from depression, and I would not be here without them.”

“They are incredible and offer no end of support.”

“They are all very kind and help me build my confidence.”

These quotes are from learners given directly to the Matrix Inspector and are included in the Matrix Assessment Report, Jan 2025

Personal Development

Learners benefit from a wide range of personal development opportunities that enhance their learning and widen their experiences for everyday living. For example, higher level ESOL learners join in Parliament Week debates, practising the formal communication skills they learn in class and giving them the opportunity to articulate and argue considered positions whilst listening and responding to the positions of others. Similarly, childcare, ESOL and LDD learners have benefited from collaboration with NHS dental health partners, supporting local health priorities. Parents attending an English Conversation course were supported in applying for Hillingdon First Cards.

Likewise, learners with learning difficulties and disabilities join regular online Learner Forum meetings where they present their views and ask questions of management, whilst vocational learners discuss the most

important wider employability skills as part of their course and consider their own strengths and characteristics in light of these conversations. One learner commented, *“I feel confident to face any interviews and also feel ready to learn more”*.

However, not every learner can engage in these activities, which is an area for improvement in 2025-26. *‘Promote more widely the good range of activities on offer that support learners’ development’* (Ofsted, 2025).

“Since I joined this course, I have felt better mentally and physically. I made so many new friends.”

RK, Improve Your Digital Skills for the Modern World

Leadership and Management

Leadership and management is good. Leaders set a culture of ambition and high expectations for learners and staff. *‘Staff say they are proud to work at Learn Hillingdon’* (Ofsted, 2025).

A strong focus on quality improvement and professional development has underpinned a range of actions designed to increase professional autonomy and minimise inconsistencies across the service. For example, the Quality Improvement Framework introduced two years ago has been adapted as a tool for managers to monitor every stage of the learner journey and intervene quickly and effectively where necessary. It has also enabled senior managers to quickly identify issues as they arise and provide support where necessary, minimising the impact of any issues on learners. *‘Leaders and managers take effective action to assure themselves of and improve the quality of the provision. They intervene effectively when the quality of provision is below the standards expected. Through well-considered action they make the improvements needed.’* (Ofsted, 2025).

Effective partnership work provides opportunities for residents and learners to access the skills they need to gain work or better engage in the community. Vocational provision focuses well on local skills needs, particularly the childcare and health and social care sectors, whilst non-accredited learning focuses on reaching residents who are furthest away from learning and who face multiple barriers to engagement in society. *‘Leaders and managers collaborate very well with partners to make sure courses reach learners who face significant barriers in their lives [and as a result] they successfully engage learners from Traveller communities and those living in temporary accommodation.’* (Ofsted, 2025).

Safeguarding is effective. Robust processes and innovative approaches such as ‘Voice of the Person’ surveys of the subjects of safeguarding disclosures directly contribute to improved practices that support learners and drive good practice.

Governance is effective. In addition to the council’s quality assurance structures, the service’s Advisory Board provides challenge to senior leaders and drives improvement. *‘Senior leaders and the advisory board provide good oversight and scrutiny of the provision.’* (Ofsted, 2025).

DS/December 2025.

Glossary

ART = Art

CHC = Childcare

EME = English, maths and ESOL

ESO or ESOL= English for Speakers of Other Languages

FLO = Floristry

ITS = IT and Digital Skills

LDD = Learning difficulties and disabilities

LEI = Leisure

ONS = Office of National Statistics

SEND = Special Educational Needs and Disabilities

TL = Tailored Learning

TO = Targeted Outreach

Assessment Report

Learn Hillingdon Adult and Community
Education

ASSESSMENT INFORMATION	
Assessment Type	Review Assessment
Assessor's Decision	Standard Met
Assessor's Name	Graham Pickup
Evidence Gathering/Assessment Date/s	21/01/2025 to 23/01/2025
Client ID and Assessment Reference	C18985 – PN202779
Accreditation Review to be conducted by	11/02/2028

METHODOLOGY	
Evidence gathering	3 days evidence gathering remotely by Teams and phone
Staff interviews	24
Recipient interviews	23
Partner interviews	3
Document review	Strategic Plan 2023-25, management meeting minutes, KPIs, SAR/QIP, Policies including the IAG Policy, ILP, other learner support documentation, learner survey insights, IAG Statement.

About the organisation

The Learn Hillingdon Adult and Community Education (hereafter referred to as the Service or HACLE) is a local authority service that provides training courses for adults over 19 years of age, particularly for residents of the Borough. The Service operates from three Centres across the Borough and from other outreach sites, such as Children's Centres and Libraries. The courses provided aim to help people to get work or move closer to getting work, and personal development including developing skills for independent living and wellbeing. The courses offered are part time day and evening classes, including accredited qualifications and non-accredited courses, and it aims to reach people in the most disadvantaged areas. The Service has increased its enrolments from 3417 in 2022-23 to 4451 in 2023-24.

The Service is led by the Service Manager, who reports to the council's Head of Education and Lifelong Learning, and is supported by two Quality Managers, the Curriculum Development Manager, the ILT Development Manager and the Learner Engagement Officer. The Quality Managers manage the Programme Area Leads (PALs), who manage the Tutor Co-ordinators, who supervise the teams of sessional Tutors and Learning Support Assistants (LSAs). The ILT Development Manager manages the Student Services Manager, who manages the Student Services Officers (SSOs), who work in the daytime, and the Student Services Administrators (SSAs), who work in the evenings.

The Service's Mission is,

'Every learner receives an outstanding learning experience that supports clearly identified and ambitious goals that drive their economic, social and emotional prosperity.'

And its Vision is,

'Enhance and transform the lives of adults through tailored lifelong learning.'

And they are supported by the Service's values, which are,

'Aspiration, Commitment, Integrity, Passion, Pride'

It has strategic objectives identified in its Strategic Plan 2023-25, which include,

- 'Every learner receives an outstanding learning experience that supports clearly identified and ambitious goals that drive their economic, social and emotional prosperity.'
- Strive to 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.'

The Information, Advice and Guidance (IAG)

Information, Advice and Guidance (IAG) is provided through the website and Social Media, the Careers and Education Hub, various documentation, by staff at events the Service attends, and at several points in the learner journey with the Service. The SSOs and SSAs provide initial IAG when people first enquire, the PALs, Tutor

Coordinators, and Tutors give IAG at pre-course meetings with potential learners, including assessments and Digital Screeners, and Tutors provide IAG throughout the time of the course.

Learners come to the Service through word of mouth, the website, partner organisations, events and social media. The SSO or SSA will take the initial enquiry, by phone or face to face. They will answer any queries about courses the Service offers, provide information documentation and, where appropriate, book a learner onto an initial assessment and digital screener. The SSO/SSA will refer a learner to their manager or a PAL if they need more detailed IAG regarding a course they are interested in, and to the National Careers Service if they are looking for more detailed careers advice. They will also signpost enquirers to other providers for courses the Service does not offer. For learners who enquire about how they could progress after the course they are doing, the SSO/SSA will refer them to a PAL or Tutor Coordinator for further IAG.

As at the previous assessment, learners who are looking to take a qualification are required to take an initial assessment to ensure they get onto the right level of course for them. The PAL, Tutor Coordinator or Tutor will have a pre course interview with the potential learner, for courses requiring an initial assessment, to discuss with the learner what options are available to them, to help them choose the right course for them and ensure they are right for the course. Learners also take a digital screener to identify the level of digital skills they have and any support or training they may need to develop those skills required for the course. The SSO/SSA will check the eligibility of the learner for funding and financial support and will enrol the learner.

The Learner is then taken through an induction, when they are informed about how the course will work, what is involved and provided with more detailed information about the course. Learners are also informed about the commitment required, with a minimum attendance requirement of 85% with the aim to be at or above 95%. Additional support available to the learners is described, and learners are referred to videos which explain potential progression options to them. Learners are informed about information they can access through the Moodle, including the Education and careers hub, which describes the careers advice provided by the Service. Any additional support required by the learner will be identified and notified to the Tutor to ensure appropriate support is in place, and a LSA is available if required.

Once a learner has started a course, the Tutor will develop the Individual Learning Plan (ILP), which includes the learner's goals, including personal goals such as Health and Wellbeing and Work and Volunteering Goals. It also includes various outcomes for the learner such as increased confidence, skills for work and skills for independent living, amongst others. The ILP is reviewed in Tutorials when the Tutor will discuss their progress with the learner with respect to their goals and outcomes, what next steps the learner may be considering, and what options and pathways the learner could consider. The Tutor will signpost the learner to other providers for courses not offered by the Service, and the Tutor will refer the learner to the National

Careers Service for more in-depth careers advice, and to the online Jobs Board for job opportunities. The Tutor and the LSA will have informal conversations with the learner, when they discuss progression options with the learner, the learner's wellbeing, help the learner with their research and refer the learner to websites for job opportunities, and to other providers for courses not offered by the Service. For more detailed IAG support the LSA will refer the learner to the Tutor or PAL.

The difference the IAG makes to recipients and the overall impact

Staff described how they aim to ensure that the right person goes on the right course for them, that they are effectively supported throughout their time on the course to overcome any barriers they may be facing, help them identify the options available to them following on from their course and support them with any decisions they make.

The impact made by the IAG provided is demonstrated through learner success and progression, such as the examples given below, as well as from learner feedback.

The Service monitors its performance at management and staff meetings. It monitors attendance, retention, success rates and achievement rates. Its targets for 2023/24 were to achieve 96% attendance, 95% overall retention, and between 90% overall achievement, it achieved 95% attendance, 94% overall retention and 91% overall achievement. It also analyses the data by ethnicity, age, gender and geography, across the different areas of delivery.

Changes the Service has made include the development of CPD for sessional staff, the introduction of free bus tickets for learners, which has had a significant impact on attendance, the introduction of visual timetables for LLDD learners to help remind them of when their course is, enabling them to be more independent, and the use of RAG ratings to help identify learners with low attendance and at risk of leaving their course, enabling staff to provide timely support to help them continue and complete their course.

What is working particularly well

Two strengths/areas that are working particularly well were identified during the assessment, which are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The Service continues to have many strong partnerships in the region, including libraries, children's centres, and schools as well as other service providers such as GPs. This has enabled the Service to maintain delivery across the region, and to further develop its services in response to changes in funding requirements and learner needs. (2.7)
- Learners reported that they found staff to be very welcoming, friendly, and supportive, which made them feel safe, able to build their confidence and progress towards their aims. Comments from learners include, "I suffer from depression, and I would not be here without them." "They are incredible and offer no end of support."

“They are all very kind and help me build my confidence.” (1.3, 1.4)

Development suggestions

Development suggestions are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high quality, development areas are offered to help the service be even better than it already is, or to give insight into practices seen elsewhere. There is no correlation between the number of strengths and development suggestions. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in any way lacking. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The Service has a comprehensive IAG policy and describes the support available to learners at their induction. The Service may wish to consider developing the ‘IAG Statement’ to include the purpose of the IAG provision, and what outcomes it would help learners achieve. It could make this available to potential learners before they enroll, to help them decide if the Service is the right place for them to come to. It may also help to ensure learners are clear about the IAG they can expect to receive and help to ensure they access the IAG as they require. (3.1)
- Some staff have taken IAG courses, and others reported they had attended IAG training sessions in staff meetings, but some have not. The Service may wish to consider developing regular IAG CPD sessions/workshops for all staff to ensure that those providing IAG continue to develop their skills and knowledge of IAG, which may help them to further develop the way they provide IAG to learners. (2.5)
- The Service may wish to consider developing an IAG Champion team, with a member from each area, to be a focus for all things IAG related. They could oversee the quality assurance of the IAG provision in all areas to help ensure consistency and be a focal point for IAG training needs to help staff with their development of IAG skills, and through this drive the development of the IAG provision across the Service. (2.6, 2.8)
- Staff refer and signpost learners to organisations for support or courses that the Service does not provide. Some do this based on their personal knowledge of organisations to which they refer/signpost. The Service may wish to consider developing a central list of organisations for all staff to use for referrals/signposting, to be contributed to by all staff. The Service can quality assure the organisations on the list to ensure that the services they provide are appropriate to help ensure the learner receive the support they are looking for. (2.7)

Conditions of Accreditation

Holders of the **matrix** Standard Accreditation must:

1. Maintain and continually improve upon their services.
2. During the period of accreditation satisfy The Growth Company that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
3. Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
4. Inform The Growth Company or their Assessor if the key contact name/contact details change.
5. Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre on-site activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
6. Inform The Growth Company of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: matrixStandard@growthco.uk.
7. Inform The Growth Company immediately if they wish to extend or reduce the scope of their accreditation.
8. Inform The Growth Company of any serious complaint or rise in numbers of complaints received (within the scope of the accreditation).
9. Not undertake or omit to undertake any activity that may be misleading and/or may cause The Growth Company and/or the **matrix** Standard to be brought into disrepute.
10. Only use the **matrix** Standard Quality Mark for the areas within the scope of the accreditation and in accordance with the guidelines. For example, if a certain department is successfully **matrix** accredited, the Quality Mark can only be used on that department's letterhead or on that department's page on their internet homepage.
11. Ensure in cases where accreditation is withdrawn or where they do not come forward for accreditation review, remove from display any certificates or plaques issued by The Growth Company and do not display the **matrix** Standard Quality Mark nor refer to be a former holder of the **matrix** Standard.
12. Be aware that The Growth Company reserves the right to remove any accreditation and/or certification previously applied if payment is not received for services provided.



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