

Hampshire Futures

Inspiring ambition, supporting success

Hampshire Futures

Self-Assessment Report

2017/18

January 2018 version 15



@hantsfutures



@hantsfutures



Hampshire
County Council

www.hants.gov.uk

Contents

Page

| | |
|--|----|
| 1. Introduction, Context | 3 |
| 2. Summary Judgements | 4 |
| 3. Leadership and Management | 5 |
| 4. Teaching, Learning and Assessment | 9 |
| 5. Personal Development, Behaviour and Welfare | 12 |
| 6. Outcomes for Learners | 15 |

Appendices

| | | |
|---|--|----|
| 1 | Traineeship Programme Summary for self-assessment | 18 |
| 2 | Apprenticeship Programme Summary for self-assessment | 21 |
| 3 | Adult and Community Learning Summary for self-assessment | 24 |

1. Introduction and Context

Hampshire Futures is the service ('the Service') responsible for the delivery of Hampshire County Council's adult and community provision; provision for young people aged 16-24 who are not in education and/or training along with the delivery of the Council's apprenticeship programme. The Service is also responsible for a number of activities housed within the Council's directorate of Children's Services: post-16 participation; Outdoor Education, PE and the Duke of Edinburgh Award; and Careers and Employability.

The overarching goal of Hampshire Futures is to inspire ambition and support success so that all learners engaged in learning throughout the services' offer, be it directly delivered or commissioned to a delivery partner, achieve economic well-being and/or a better quality of life. To do this, Hampshire Futures commits that it will:

- ensure that all young people, including the most vulnerable, make a successful transition to adult life
- ensure schools and education providers are able to support all young people to participate, succeed and progress
- ensure adults have the skills they need to access employment and progress in the labour market
- support employers to have access to a skilled workforce that they need to meet their current and future business needs.

In the 2017/18 academic year, the Service delivered courses and qualifications to 74 learners on Traineeships (16-25yrs); and 52 Apprentices (16+yrs), however, the significant majority of learners were on non-accredited courses for adult and community learners c.10,418 (19+yrs), mostly through sub-contracted delivery partners. Adult and Community Learning (ACL) learner numbers were again lower than the previous year, as the annual commissioning plan continued to increase the focus on targeted courses.

Hampshire Futures was inspected by Ofsted in February 2018 where it was judged as Grade 2 (Good) across all categories. Ofsted's findings supported our own mid-year position statement (January 2018), where it was recognised that throughout 16/17 and continuing into 2017/18 managers had dealt effectively with the vast majority of areas for improvement identified at the previous inspection (April 2016), and that managers now have a detailed knowledge and understanding of all aspects of the provision and across all sub-contracted providers; this was successfully sustained throughout 2017/18. As advised by our support and challenge inspector, this annual self-assessment report is evidenced based and clearly identifies both strengths and areas for improvement from the previous academic year, and in essence is a summary of the progress made and impact of the 2017/18 quality improvement plan.

2. Summary Judgements

| | SAR 2015/16 | Ofsted 2016 | SAR 2016/17 | Ofsted 2018 | SAR 2017/18 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| Overall effectiveness | Requires improvement | Requires Improvement | Requires improvement | Good | Good |
| Leadership and Management | Requires improvement | Requires improvement | Good | Good | Good |
| Teaching, learning and assessment | Requires improvement | Requires improvement | Requires improvement | Good | Good |
| Personal development, behaviour and welfare | Requires improvement | Requires improvement | Good | Good | Good |
| Outcomes for learners | Requires improvement | Requires improvement | Good | Good | Good |
| Adult & Community Learning Programmes | Requires improvement | Requires improvement | Requires improvement | Good | Good |
| Apprenticeships | Good | Not graded | Good | Not graded | Good |
| Traineeships | Requires improvement | Not graded | Good | Not graded | Good |
| Study Programmes | Requires improvement | Not graded | N/A | N/A | N/A |

3. Leadership and Management: Good

The effectiveness of leadership and management continues to be good. Throughout 2017/18 managers have demonstrated a detailed knowledge and understanding on all aspects of the provision, and across all providers. Performance management was strong and interventions, where needed, were quick and robust. Managers continued to be held accountable for the performance of the areas that they are responsible for, and the Performance Management Group (PMG) which meets monthly scrutinised progress against the Quality Improvement Plan. Progress updates by the Head of Service or his representatives were reported quarterly to the Education and Inclusion Branch Management Team (EIBMT), and where applicable, these updates have been reported to both Corporate and Departmental Management Teams and the Executive Member for Education and Skills. In addition, members of EIBMT, along with external partners also attend the Hampshire Futures Self-Assessment Report (SAR) moderation panel where reported progress, achievement and areas for improvement were questioned, challenged and agreed before the final SAR was validated.

Compliance with policies and practice affecting recruitment and selection, and teaching, learning and assessment should be reviewed regularly to identify and remove quickly barriers to learner's achievement. QIP 1.1

All relevant policies were reviewed at the start of the year and appropriate changes were made to ensure continuous quality improvement to the service offered, which in turn improved outcome for learners. A summary of policy changes were presented to PMG for approval, with the key changes being made to the Teaching, Learning and Assessment; and Observation of Teaching, Learning and Assessment policies.

Compliance with the recruitment and selection policy and processes for young people is now well established and very effective. Where a learner taken onto the Traineeship programme was deemed to be an exceptional entry they were closely monitored and their progress reported to PMG. However, initial screening of apprenticeship learners requires improvement at the pre-employment/recruitment stage; some learners were not adequately assessed, and their individual needs were not identified prior to starting their learning programme.

Observations of teaching, learning and assessment policy changes made it explicitly clear to both observers and managers of the importance of formalised assessment for ACL learners. Noting our expectations that the evidence of Recognising and Recording Learners Progress and Achievement (RARPA) and the observers' findings would form part of the summary judgements, and these judgements had the ability to be reflected in the grade awarded. To that effect the maximum observed grade that can be awarded if RARPA is not fully in practice/implemented was a grade 3, requires improvement. This has resulted in a much better focus by observers identifying the standard of learning and assessment rather than teaching as part of the observation process.

Compliance with the updated teaching, learning and assessment policy was good. Leaders and managers effectively applied it across all aspects of directly delivered and sub-contracted provision through:

- full implementation of the new and robust RARPA process, which monitors learners on adult and community learning programmes success in meeting both their learning objective(s), and a minimum level of attendance in order to achieve certification
- termly contract review meetings and quality audits which also demonstrated significant progress was made from both a quality and compliance perspective.

Colleagues reviewed tutor files, paying specific focus on how well tutors were setting Specific, Measurable, Achievable, Realistic and Timely (SMART) objectives; embedding where appropriate, English, maths and British values; using the RARPA process; and adherence to Safeguarding and the Prevent Duty

- termly reconciliation of data returns with the evidence of achievement of both learning goals and attendance
- an updated observation policy which made clearer the importance of formalised assessment for ACL learners as part of RARPA. This has resulted in a much better focus by observers on identifying the standard of learning and assessment (rather than teaching) as part of the observation process
- reviewing the assessment tracking process for apprentices with clear guidance about the expectation of marking, feedback and standardisation.

A total of 208 tutors were identified as having delivered funded courses of 10 hours or more, this included 20 internal delivery staff. 174 (84%) tutors received a graded or developmental observation. 34 (16%) tutors were not observed due to timetable changes and new courses being offered late in the year, which tipped them over the 10 hour exemption criterion.

To improve the standard of self-assessment and quality improvement planning so that it is seen and used as an integral part of the quality improvement process, the impact of which will be improved outcomes for learners. QIP 1.2

The Hampshire Futures self-assessment process is now robust. It is evidenced based and clearly identifies both strengths and areas for improvement from the previous academic year. The Hampshire Futures SAR was subject to moderation where reported progress, achievement and areas for improvement were questioned, challenged and agreed before the final SAR was validated prior to publishing. The Quality Improvement Plan (QIP) developed as a consequence was accurate and has been used to drive in-year improvements and a mid-year position statement highlighted where improvements had been made. The SAR and QIP was validated by EIBMT; and agreed by the Ofsted Inspection team. Subsequent progress against the QIP has been effective, with monthly progress updates to PMG, where appropriate these were challenged, and recorded.

The self-assessment process for sub-contracted partners improved following bespoke training delivered to support managers in knowing why we self-assess, and how to; accurately reflect on the quality of their provision; use data to make judgements on outcomes for learners; identify the standard of teaching, learning and assessment beyond the observation grade profiles, and interpret their findings to provide a quality written SAR. In addition, online reporting software was purchased and training was provided, however, the reports for the majority still require improvement. The reports were still too descriptive, and whilst we recognised where improvements had been made from using the online tool eg more attention had been given to each criterion of the Common Inspection Framework, most reports were not yet of a sufficiently high standard; they did not use sufficient qualitative or quantitative evidence; or clearly identify strengths and weaknesses to explain how to bring about further improvements in their provision.

To enhance the standard of teaching, learning and assessment through high quality and targeted continuing professional development (CPD) which has a direct relationship to the learners' experience; their levels of achievement; and their ability to progress to a positive destination. QIP 1.3

A broad CPD programme for 2017/18 was scheduled and approved by the Hampshire Futures team. Key areas of development continued to be prioritised (English and maths; RARPA, Safeguarding, Prevent and British values), with the addition of bespoke workshops

offered, themes of which were determined by outcomes from observations and through requests from managers and tutors attending 2016/17 events. All CPD was targeted at improving teaching, learning and assessment and/or the learner experience. The effect of the training that took place in 16/17 and throughout the first term was already having impact, especially in the area of RARPA which had been identified through the quality audits and lesson observations.

Events were published on the VLE and circulated regularly to sub-contracted providers. A total of 133 delegates attended 11 CPD workshops, some of which were mandated sessions on themes such as Safeguarding and Prevent. Other workshops delivered included RARPA in Practice and Planning your Teaching. However, a further 13 workshops were cancelled due to poor uptake. The CPD year culminated with a Teaching and Learning Conference, which was valued by those who attended, however, of the 57 delegates who booked, only 30 attended.

From feedback received 97% of delegates confirmed workshop leaders delivered high quality and effective training, which was accessible and practical with measurable outcomes. All workshop leaders provided SOW and/or Session plans incorporating all the required embedding of subjects such as Prevent/BV/E&M and following the session provided reflective notes, and evaluations, the latter was reviewed and measured for success or to identify further training. Collecting of evaluation feedback requires improvement as only 56% of delegates completed either a paper-based or online form.

The effects of all CPD delivered will continue to be monitored through lesson observations, quality audits and conversations with tutors, managers, and learners. Success will be measured through continued improvement of teaching, learning and assessment practices, and improved outcomes for learners.

Safeguarding and Prevent training will continue to be mandatory, and training accessed through Hampshire Futures CPD events or through the provider's own approved training. QIP 3.3

Arrangements for Safeguarding are effective. A Single Central Record (SCR) of all tutors and managers delivering the Service's internal and subcontracted provision was maintained and monitored. Provider contract meetings reiterated the importance and requirements of the SCR, and all providers confirmed these were continually updated. There have been no incidences of non-compliance by either tutor or manager recorded to date, and compliance will continue to be monitored.

Hampshire Futures planned and delivered face to face Safeguarding training sessions. In addition, the Education and Training Foundation online Prevent training continued to be promoted, and Safeguarding, Prevent and British values updates were sent to staff by email and newsletter. Sub-contracted providers submitted half termly an update of all Safeguarding and Prevent courses their staff attended, and these were collated onto a central safeguarding and prevent staff training record, results of which were shared with PMG termly. However, clearer identification and recording of tutors who did not attend mandatory training and/or where their training has expired needs to be improved, to ensure the Service and/or the providers are proactive in ensuring currency of training in these areas is maintained.

Managers have made good progress in implementing a well-planned and consistent approach to the promotion of inclusivity, tolerance and British values. The Service's Charter, is well planned and sets out how British values should be embedded across all provision; accompanying resources were also produced and shared through comprehensive training sessions for tutors and centre staff. Managers have identified much good practice by tutors

who attended these training sessions during subsequent lesson observations and learning walks. All observer reports confirm if relevant introductions to Safeguarding and the Prevent Duty have been carried out at induction by reviewing schemes of work, session plans and talking to learners. In addition, session plans are reviewed to confirm if British values, where appropriate, have been covered. In cases where Safeguarding and Prevent is not identified, or there were missed opportunities to incorporate British values these were given as actions, which have a time frame for completion. Observers were asked to question learners about their understanding of Safeguarding, Prevent, and British values and their responses were recorded within their observation reports where they were able to do so.

Actions for further improvement

- To implement pre-employment / recruitment screening of apprenticeship learners to ensure learners are adequately assessed, and their individual learning needs are identified prior to starting their learning programme.
- To improve tracking and monitoring of all tutors delivering more than 10 hours to ensure all tutors are observed in the 18/19 academic year.
- To continue to improve the standard of self-assessment and quality improvement planning so that it is seen and used as an integral part of the quality improvement process, the impact of which will be improved outcomes for learners.
- To work collaboratively with colleagues across the provision to create and deliver an innovative CPD programme for Hampshire Futures mandated subjects, as well as for general teaching, learning and assessment practice that attracts, and is of benefit to all.
- To improve tracking and recording of attendance at mandated Safeguarding or Prevent training, by exploring the possibilities of recording dates of mandatory training within the management information system (ebs), and setting up 'scheduled reports' which will flag to the provider and Hampshire Futures when a staff members training expires, and to improve how tutor feedback is collected following CPD activity, in order to increase the return rate of training evaluation, which in turn will support the improvement of the CPD offer.

4. Teaching, Learning and Assessment: Good

The standard of teaching, learning and assessment is now good. Following on from the improvements highlighted in last year's self-assessment report and subsequent position statement, the Service has continued to take significant steps forwards to ensure that the standard of teaching, learning and assessment across the majority of its provision is now of a good standard.

Observations of teaching, learning and assessment; classroom visits and quality reviews/audits have identified the large majority of tutors across the provision have high expectations for their learners, who they motivate to learn by using a wide range of delivery and assessment methods providing an engaging learning experience which encouraged learners to learn and develop new skills and knowledge. Tutors differentiated activities and used a variety of strategies and resources to ensure learners were stretched and challenged; individual needs were met well; and learners made good progress. 93% of learners completing ACL evaluations say they achieved their personal goals.

However, feedback from reviews and observations were still reporting that more work is required to ensure all tutors set SMART objectives and learner targets, as some tutors are setting objectives that are too broad and not easily measurable to ensure that learners are aware of what they need to do to improve. This area of improvement was also noted during the recent Ofsted inspection.

The embedding of English and maths within sessions across the provision was good. In particular, maths sessions for Trainees were highlighted as being excellent. In the best lessons, teaching was well planned and learners benefitted from differentiated and personalised learning, this led to high levels of engagement and interest. Learners received regular constructive feedback so they knew what they needed to do to improve, and has resulted in much improved achievement rates. Many learners expressed an enjoyment in maths not previously experienced at school or college.

The in-class support that some learners received is too variable. It has been identified in some sessions that LSAs are over delivering, meaning that learners are not being supported or encouraged to take ownership of their own learning. QIP 2.5, 4.3

Clearer guidance for all directly delivered tutors and LSAs on; how to utilise additional classroom support; and how the LSAs best support learners in a session is yet to be delivered and remains an area for improvement.

However, to satisfy a direct request from our main awarding organisation, our mandatory invigilator training was updated and refresher training delivered. Training now includes a specific reference to areas of responsibility for LSAs as; readers; scribes; or prompters when supporting learners undertaking internal assessments or external exams. A training record of attendance was completed and submitted to the awarding organisation.

Each individual apprentice will have an agreed training plan with key milestones and deadlines against all aspects of their programme, the impact of which will be a deeper learning experience and an improvement in timely completions. QIP 2.4

A new individual learning and training plan was devised and implemented. Apprentices were set SMART individual and course targets with clear deadlines for submission of assignments. The majority of learners submitted work to agreed deadlines and the bulk of work was marked and returned by assessors in a timely manner, and within Hampshire Futures quality requirements. However, whilst effective assessment planning was in place,

timely observations of assessment, marking and feedback for some groups was still too variable and potentially compromised an apprentice's opportunity to progress at a pace as a result of the feedback they are given.

Milestone tracking documents were refined to improve monitoring of learner achievements, however, there was not a consistent approach to the tracking and monitoring of learners progress with a variety of spreadsheets being used alongside an existing e-portfolio system, the latter no longer being fit for purpose. That said the progress of all apprentices was monitored monthly at PMG, where a clear RAG rating score sheet was presented to the group, with information such as attendance, progress completed against the programme (including functional skills) and assessments. The progress of apprentices is appropriately scrutinised.

There were high levels of timely achievements for Hybrid (the later of the actual or planned end date) year 2017-18 Apprentices (52 in total): Business Administration 85.4%; Customer Service: 100% HSC: 83.3% Overall: 86.5%.

All observers will undertake a Joint Lesson Observation before being allowed to observe to clearly establish expectations about the standard of teaching and learning at Hampshire Futures. QIP 2.1

Robust quality assessments of observers are in place; ensuring both internal and provider own observers meet the Service's quality standards. Overall 35 observers undertook observations for Hampshire Futures; for one of our sub-contracted providers; or both. Providers identified their observers prior to the start of each term. Where necessary, joint quality assurance observations were completed and reports written for each observer following the moderation of their first report. Where we were confident of the observing capability, but more attention was needed in the completion of the report writing, a second report was reviewed and moderated before final sign off. For two observers a quality assurance observation did not take place, these staff were risk assessed based on previous experience and permitted to observe until such time a joint quality assurance observation could be arranged.

Observers were RAG rated on their initial observation and report received. To assure consistency all observers will continue to be RAG rated following moderation and standardisation of reports. This will identify those observers who do not continue to meet the required standard, and where concerns are noted, an action would be taken to suspend the observer until further development/training has taken place. Only one observer has been declined due to not meeting the minimum standard of report writing (not being able to clearly identify strengths, areas for development and therefore inaccurate grading).

To ensure that all new tutors to the Service, whether new to teaching or new to the Service are subject to a developmental observation and where necessary a subsequent improvement plan is put in place. QIP 2.2

In 17/18 a total of 64 new tutors were identified as delivering on Hampshire Futures funded courses. A schedule of developmental observations was planned and 52 were undertaken within set timescales, and 24 tutors have subsequently received a graded observation. The 12 tutors who were not observed did not teach due to courses not enrolling. Tutor names will be highlighted for priority developmental or graded observation should their courses run in the autumn term.

To ensure that all tutors are subject to an observation of teaching, learning & assessment and where a session is graded 3 or 4 the necessary interventions / improvement plans put in place. QIP 2.3

Where the standard of teaching, learning and assessment of a tutor were less than good, monthly updates were presented to PMG. Over the academic year 14 sessions were given a grade 3 and four a grade 4, following which the necessary timely interventions were put in place. Of the 14 tutors where their sessions were graded a 3, eight were given support prior to a second observation where all improved on the previous grade; two tutors resigned; and four tutors could not be re-observed due to no future courses. These tutors are now on a priority list to be re-observed in 2018-19 if and when next teaching. Of the four sessions graded 4, three tutors were withdrawn from teaching funded provision and one tutor was given in-depth support and when re-observed improved on grade from 4 to a 2.

During the year colleagues have developed within the management information system (ebs) a custom log feature which will enable both Hampshire Futures and sub-contracted provider staff to plan and record the schedule of observations more effectively. In addition, actions from observations and quality audits will be recorded which in turn will support monitoring of actions and from which staff development and CPD activities can be determined.

Actions for further improvement

- To ensure all tutors set SMART objectives and learner targets that are not too broad and are easily measurable so that learners are aware of what they need to do to improve.
- To plan and deliver mandatory training for all directly delivered tutors on how to utilise additional classroom support. Resources to be shared via VLE with ACL tutors.
- To plan and deliver mandatory training for all directly delivered learning support staff on their roles within a classroom and/or exam setting
- To improve the monitoring of learner progress across apprenticeship programmes

Personal Development, Behaviour & Welfare: Good

The personal development, behaviour and welfare of learners is good.

Agreed attendance targets should be set for both young and adult learners. For young people the improvement in attendance is likely to lead to better outcomes and for adult learners it is likely to result in better achievement rates. QIP 3.1

| Attendance | 15/16 | 16/17 | 17/18 |
|------------------------------|-------|-------|-------|
| Traineeship (overall) | 90.7% | 82% | 84% |
| • Classroom | | 88% | 88% |
| • Work placement | | 76% | 80% |
| Apprenticeship | 88% | 89% | 89% |
| Adult and Community Learning | | 85.4% | 87.5% |

Overall attendance on the Service's offer was good being in line with or above the agreed targets.

2017/18 Apprenticeship and Traineeship base attendance targets for the first term/cohort remained at 88% and 87% respectively; after a successful autumn term these targets were both increased by 1% as at the start of new cohorts in spring term 2018. Attendance for trainees and apprentices continued to be closely monitored, and at the end of the summer term both new targets were met.

The expectations of sub-contracted providers' attendance in 2017/18 increased further with minimum individual attendance targets set based on the outcomes of the previous year. All providers had a target above the contractual threshold of 80%, with final cumulative attendances being 87.5%. Only one provider has recorded attendance as being below the 80% threshold. Attendance at this provider was identified early as being of concern and was subject to compliance interventions.

The collection of attendance data for young people will be immediate and for adults will be reduced from a four-week period to every two – enabling quick and timely interventions, where necessary, to safeguard learners' achievement opportunities. QIP 3.2

Attendance across all of the Service's provision was scrutinised monthly at PMG and where necessary interventions have taken place, these were also reported on. From April 2018 internal managers and sub-contracted provider managers had access to a range of centre specific tracking and monitoring information, through a new business intelligence dashboard.

Where sub-contracted providers attendance figures fell below the agreed standard they were subject to the contract intervention process. Individual cases were reported to PMG and where improvement not made, the information was used in the process for evaluating and awarding new contracts.

For both apprenticeship and traineeship programmes Team Co-ordinators maintained weekly attendance records. To address attendance issues 1:1 conversations between course tutors and learners took place, and where relevant, employing managers or parents/carers were involved. Individual attendance targets were set and monitored. No bonus payments were made to those traineeship learners with poor attendance.

The promotion of British values is well embedded into course delivery and visible in teaching and learning documentation. Learners demonstrated a good appreciation for British values.

They showed respect and tolerance for their tutors and each other, and when questioned they could explain their understanding of British values. Learners are from a diverse range of backgrounds and bring a range of interests to their courses.

Employability: The development of learners' employability skills was very good. 63 trainees completed the programme; one left early to progress into employment. Learners engaged in a wide variety of meaningful work placements which helped develop their employability skills.

| Number / Percentage of Learners | Placement Opportunities |
|---------------------------------|--|
| 17 (27%) | Customer Service/Administration |
| 9 (14%) | Childcare/Education |
| 8 (13%) | Construction/Building |
| 5 (8%) | Health & Social Care |
| 5 (8%) | Gardening/Countryside |
| 4 (6%) | Beauty |
| 2 (3%) | Mechanics |
| 13 (21%) | Varied opportunities in barbering, blacksmithing, IT, warehouse, animal care, catering, sport & leisure, arts and web design |

Traineeship learners participated in and enjoyed enrichment days at Runways End, Peter Ashley activity centre and the Escape Rooms which helped develop team building skills; individual confidence; communication; and social skills. In addition, the trainees benefited from four industry visits at Balfour Beatty, Fat Face, Sky Academy Skills Studio and Fort Nelson where they were able to see a variety of job roles in a large organisation and what employees do so as part of their daily work. The majority, 49 (77%) trainees completed 100-255 work placement hours, and 14 (23%) trainees completed less than 100 hours due to individual tailoring of placements and staggered hours based on learner ability. Overall attendance for trainees at their work placements was 80%.

Learners' received good quality careers advice and guidance. Hampshire Futures has an established Careers and Employability Service which is Matrix accredited and delivers careers, information, advice and guidance (CIAG), incorporating the eight Gatsby Benchmarks. CIAG was provided by Level 6 qualified staff to all Apprentices and trainees with an EHC plan and for those In Care or Care Leavers. All other learners received timely advice and guidance from Level 4 qualified staff.

ACL sub-contracted providers funded to deliver targeted 'Works' programmes, supported adult learners in receipt of JSA and ESA, including those with learning difficulties and/or disabilities, to move closer to the labour market and/or access employment where relevant, employability skills so that they were well prepared for the next stage of their education, employment, self-employment or training. This was achieved by relevant programmes being delivered which helped to develop learners' employability skills, and included; CV writing and interview skills; having access to services such as Job Clubs and the National Careers Service; opportunities of work experience and job vacancies through Employment and Skills Plans. In addition, sub-contracted providers were continuing to build effective partnerships with the National Careers Service, Job Centre Plus and the local Skills Zones to boost the employability of learners.

Tracking and monitoring of learner destinations up to three months after completing their course enabled providers to record how the provision has supported learners to make an effective transition into work. A good proportion of adult learners completing 'Works' courses moved into employment or closer to it with 25% of learners moving into employment, and 15% into further education. However, one issue raised by destination tracking is the rate of

unknowns; providers need to develop efficient tracking system to ensure learners are not 'lost' once they leave their Works programme.

Hampshire Futures (HF) has worked in partnership with an economic research company, EMSI, to measure the social and economic impact of adult and community learning. Amongst the number of positive impacts HF ACL makes upon society and the economy, the study, based upon 2016/17 ILR data, found that public savings amount to £672,000, due to reduced demand on health, crime and unemployment services. Furthermore, for every £1 of public money invested in HF ACL, the economy receives a cumulative value of £6.10.

Actions for further improvement

- One issue raised by destination tracking is the rate of unknowns; providers need to develop efficient tracking system to ensure learners are not 'lost' once they leave their Works programme.

5. Outcomes for Learners: Good

Outcomes for learners at Hampshire Futures were good.

To improve the achievement rates in both English and maths functional skills, across all levels and age groups to be consistently well above the national average. QIP 4.1

Achievement Rates

Table 1: Young People: Functional Skills Achievement Rates by Programme

| Programme | 15/16 | | | 16/17 | | | 17/18 | | | ***NR(=%) |
|-----------------------|-------|---------|-------|-------|-------|-------|-------|-------|-------|-----------|
| | *L | **A(=n) | A(=%) | L | A(=n) | A(=%) | L | A(=n) | A(=%) | |
| HAP/First Traineeship | 147 | 17 | 11.6 | 56 | 30 | 53.6 | n/a | n/a | n/a | 55.9 |
| Traineeship Plus | 42 | 7 | 16.7 | 61 | 47 | 77 | 99 | 77 | 77.8 | |
| All | 189 | 24 | 12.7 | 115 | 76 | 66.1 | 99 | 77 | 77.8 | |

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

The number of young people on the traineeship programme who were studying for an English and/or maths functional skills qualification has increased to its highest number ever. At the same time, achievement rates for this cohort have improved over the past three years, starting at a very low base; to a position now well above national rates. As a result, achievement rates for young people on functional skills qualification were very good. However, achievement rates are too variable between subjects. For example, achievement rates are high for maths and considerably above national rates at 86.4%, but for English, although being above national rates; achievement rates are lower at 65%, and are poor at Level 2.

Table 2: Young People: Vocational Qualification Achievement Rates

| Programme | 15/16 | | | 16/17 | | | 17/18 | | | NR(=%) |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | L | A(=n) | A(=%) | L | A(=n) | A(=%) | L | A(=n) | A(=%) | |
| HAP/First Traineeship | 88 | 63 | 71.6 | 28 | 18 | 64.3 | n/a | n/a | n/a | 75.5 |
| Traineeship Plus | 34 | 18 | 52.9 | 43 | 37 | 86 | 74 | 62 | 83.7 | |
| Princes Trust | 12 | 11 | 91.7 | 14 | 12 | 85.7 | 14 | 13 | 92.9 | |
| All | 143 | 92 | 64.3 | 85 | 67 | 78.8 | 88 | 75 | 85.2 | |

There has been a sustained growth in learner recruitment on the traineeship programme over the past three years with a considerable increase in 2017/18. Achievement rates for this cohort of young people has declined when compared to the previous year by 2.3%, however, they continued to remain above national rates.

Achievement rates for young people on Princes Trust programme, some of whom are really quite vulnerable, were outstanding. Although small in number, this cohort of learners achieved well above the national rate and at a level that is high and sustained over the past three years.

Table 3: All Age: Apprenticeship Timely Achievement Rates All Frameworks by Level

| Level | 15/16 | | | 16/17 | | | 17/18 | | | NR(=%) |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | L | A(=n) | A(=%) | L | A(=n) | A(=%) | L | A(=n) | A(=%) | |
| Intermediate | 21 | 19 | 90.5 | 29 | 27 | 93.1 | 37 | 32 | 86.5 | 74.5 |
| Advanced | n/a | n/a | n/a | 2 | 1 | 50 | 15 | 13 | 86.7 | 75.2 |
| All | 21 | 19 | 90.5 | 31 | 28 | 90.3 | 52 | 45 | 86.5 | 74.6 |

The apprenticeship provision at Hampshire Futures has grown considerably over the past three years at both advanced and intermediate levels. Apprenticeship achievement rates at Level 2 have declined when compared to the previous year although they remain well above national rates. Achievement rates for advanced apprentices were good at 86.7% and are well above national rates.

Table 4: All Age: Apprenticeship Timely Achievement Rates by Framework & Level

| Framework (Level) | 15/16 | | | 16/17 | | | 17/18 | | | NR(=%) |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | L | A(=n) | A(=%) | L | A(=n) | A(=%) | L | A(=n) | A(=%) | |
| Health & Social Care (I) | n/a | n/a | n/a | 2 | 1 | 50 | 2 | 1 | 50 | 61.9 |
| Customer Service (I) | 6 | 5 | 83.3 | n/a | n/a | n/a | 5 | 5 | 100 | 66.7 |
| Business Admin (I) | 15 | 14 | 93.3 | 27 | 26 | 96.3 | 30 | 27 | 90 | 77.7 |
| Health & Social Care (A) | n/a | n/a | n/a | 1 | 1 | 100 | 4 | 4 | 100 | 61.6 |
| Business Admin (A) | n/a | n/a | n/a | 1 | 0 | 0 | 11 | 9 | 81 | 73.1 |

The largest cohort of apprentices in 2017/18 studied for an intermediate level business administration apprenticeship. Achievement rates for this group of apprentices were outstanding at 90% against a national rate of 77.7% and this high achievement rate has been sustained over the past three years. The second largest cohort in apprentices studied for the advanced level in business administration. Their success rates were good at 81% which is markedly above national rates.

To consistently implement the RARPA policy so that learner achievement is based on the success of the individual learning objective and good attendance. QIP 4.4

Table 5: Adult and Community Learning

| Programme | 15/16 | | | 16/17 | | | 17/18 | | | NR(=%) |
|----------------|--------|--------|-------|--------|--------|-------|--------|-------|-------|--------|
| | L | A(=n) | A(=%) | L | A(=n) | A(=%) | L | A(=n) | A(=%) | |
| Non-accredited | 20,746 | 20,654 | 96.6 | 11,071 | 10,914 | 92.2 | 10,418 | 9,195 | 88.3 | 93.5 |
| NCFE IIQ | 1,560 | 1,451 | 77.1 | 183 | 169 | 82.4 | n/a | n/a | n/a | |
| Qualifications | 123 | 92 | 67.4 | 0 | n/a | n/a | n/a | n/a | n/a | |

Achievement rates at Hampshire Futures for its adult and community learning provision continues to be good. Whilst achievement rates have declined for the past three years, this has occurred at a time when the RARPA policy has been implemented, thereby building into the provision a more rigorous and robust assessment process.

To comply fully with the recruitment and selection policy and further improve the high standard of teaching, learning and assessment so that young people continue to engage (re-engage) and experience a good level of education and training. QIP 4.2

Achievement gaps

There are no meaningful achievement gaps across Hampshire Futures provision.

The population of young people that make up the traineeship cohort are from a range of diverse backgrounds. The Hampshire Futures traineeship programme is designed to support young people to continue their education after the age of 16 where their experience of school-based education might have been limited or poor for a variety of reasons.

Of the 74 traineeship learners over one third were classed as exceptional entries, meaning that they did not fully meet the entry criteria. These trainees achieved well and in line with their peers. Similarly, 51% of the traineeship cohort declared that they had a learning difficulty or disability. Achievement rates for this group of trainees were good at 89%.

Achievement rates for identified as children in care on traineeships programmes (n=5) and those young offenders (n=4) were good. For children in care they were 80% and for young offenders they were 100%. Achievement rates for care leavers were poor at 40%.

The achievement rates for apprenticeships who declared that they had a learning difficulty and/or disability was good. Thirteen apprentices declared that they had a learning difficulty/disability of which 76.9% achieved their overall apprenticeship. This was below the achievement rate when compared to their peer group, but above that of national rates.

Destination

Throughout the 2017/18 academic year, the only course that had recordable destination data was the traineeship programme that completed in February 2018 which identified where learners were 6 months after their course had finished. Of the total cohort, 55% of trainees were recorded as being in education or employment.

Appendix 1

Traineeships Summary for Self-Assessment Report 2017-18

Teaching, Learning and Assessment: Good

The quality of teaching, learning and assessment was good. Tutors used a range of delivery and assessment methods to provide an engaging learning experience. Teaching plans were comprehensive and included a variety of resources and activities to address different learning needs. The variety of activities kept learners engaged and interested and learners actively contribute to sessions.

Good practice was continually identified and shared to help standardise activities, and resources were shared through the virtual learning environment. A regular review of the curriculum ensures that the units chosen for the employability qualification are able to challenge and inspire the learners, focusing on personal qualities that employers would be looking for, and to support the changing needs of young people.

Tutors' subject knowledge and skills are very good. All staff have vocationally relevant qualifications, which they used to effectively plan and deliver learning but to maintain currency in practice and continually improve the quality of teaching they need access to regular teaching based CPD and a permanent collaborative network.

Teaching of maths was excellent with excellent participation and engagement of learners in functional skills maths sessions, through challenging activities, which stretched individual learners. Differentiation and personalised learning were well planned, with learners' solving problems in a variety of ways including, paired tasks, working independently and group work and then coming to the front of the classroom to explain their calculations. Tutors used questioning and discussion very effectively to encourage self reflection, investigation of calculations, comparing answers with other learners and they provided good feedback on how to improve.

A wide range of stimulating assessment activities were set, allowing for the profile of the learners in the groups, their previous knowledge and achievements. Learners received regular feedback from both the tutors and their peers through self marking and peer marking of work. Feedback was constructive and led to high levels of engagement and interest, with many learners expressing an enjoyment in maths, not experienced at school or college.

Staff identified learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can. Learners' needs were identified through a thorough recruitment and selection process, at interview, induction and regular reviews throughout their programme. Staff used information from previous educational establishments to produce individual learner profiles and to arrange for reasonable adjustments early on in the programme.

Monitoring of learner progress continued to improve. Learners received clear and constructive feedback through assessment and progress reviews so that they knew what they had to do to improve, and to achieve their full potential. Written feedback has improved through the use of workbooks with amendments tracked and recorded on individual and group tracking records. Learners have taken ownership of their targets and with support from tutors; these have been regularly reviewed and monitored. Marking of work is very good with learners receiving useful, constructive comments on their assessed work, with praise and suggestions on how they could improve the work even more.

However, some tutors do still need to improve their target writing, by making the goals and actions smarter and to ensure learners can improve, through specific bite-sized targets and stepping stones to improvement.

Personal Development, Behaviour and Welfare: Good

The development of learners' personal and employability skills was very good. Learners enjoyed enrichment days to Runways End, Peter Ashley activity centres and the Escape Rooms as they helped to build group cohesion, individual confidence and communication and social skills. They enjoyed their visits to Sky Academy Skills Studio, Fort Nelson, Balfour Beatty and Fat Face to see the variety of job roles in a large organisation and what their employees did as part of their daily work, recognising the importance of good attendance, time-keeping and team work. The visit to Winchester University highlighted opportunities in higher and degree apprenticeships.

Learners greatly benefited from relevant work placements. Learners engaged in a wide variety of meaningful work placements which helped develop employability skills. They experienced various trades and job roles in the labour market that they had identified an interest in, at the start of the programme, and evaluated their placements through completion of a log book that linked directly to the employability qualification. Learners were given the opportunity to take part in a variety of taster sessions before finalising their full work placement and these included blacksmithing, sales, warehousing, retail, administration, working in schools, libraries, and barbers. This variety of placements helped learners to identify their next steps. One learner who worked in Blackwater Country Park identified an interest in the outdoors and he went on to study full time at Agriculture College.

Attendance and punctuality was good with overall work and training attendance recorded at 88% (target 87%). Where there was poor attendance individual learners were set targets to improve and parents and carers were regularly updated through written correspondence, resulting in improvements, particularly showing an improvement in punctuality.

Pastoral support for learners was good. Good communication with parents and carers helped staff to support those young people with additional needs and mental health issues, which helped to retain learners on programme. Contact records provided a useful resource for information sharing and consistency and supported communication with other outside agencies and partners ensuring of a holistic and cohesive approach to working with young people referred onto the programme.

Overall the behaviour and conduct of the Trainees was good; there were some reports and recorded incidents with regards to verbal outbursts and Trainees walking out of sessions, however, these were dealt with in 1:1s, through target setting on individual learning plans and parental letters. One Trainee was excluded from the programme due to behaviour.

Learner knowledge and understanding of staying safe were good. Learners were confident to share any concerns with staff, and tutors follow procedures which ensured all learners were supported. Where safeguarding concerns were raised, staff worked collaboratively with agencies and stakeholders to ensure learners' safety and wellbeing.

Although the programme has delivered some smoking cessation sessions and there were some positive health messages embedded into the programme (healthy eating, sleep, anxiety, drugs and alcohol), the promotion of healthy lifestyles does require improvement to ensure that learners fully understand how to keep themselves emotionally and physically healthy through exercise and healthy eating.

The promotion of British values was embedded well into course delivery and visible in teaching and learning documentation ensuring that respect for all learners was actively promoted. Tutors updated training on Prevent annually and kept abreast of current and local issues. During the programme induction, Prevent was introduced to learners and behaviours and traits linked to radicalisation were identified. A unit in the employability qualification enabled trainees to identify what sort of mind-set an extremist person could hold and regular discussions were held in groups on radicalisation and extremism.

Learners received good careers advice and guidance from qualified staff and were supported effectively with career choices and progression opportunities and higher education applications.

Areas for Improvement

- To improve target setting for learners by writing SMART individual learning goals
- To maintain currency in practice and to continually improve the quality of teaching staff need to be supported in accessing regular teaching based CPD, and a permanent collaborative network
- The promotion of healthy lifestyles requires improvement.

Appendix 2

Apprenticeships Summary for Self-Assessment Report 2017-18

Teaching Learning and Assessment: Good

The standard of teaching was good. Tutors had high expectations for their learners and they created effective relationships with their apprentices. There was good evidence of high learner engagement, motivation and participation with sessions meeting the needs of individuals and their varying abilities with learners completing tasks successfully, many of which use real work based scenarios. Tutors used a wide variety of activities and learning strategies to embed new topics and set high expectations that challenge and stretch the learners. As a result, learners were enthusiastic, keen to learn and made good progress.

Teaching and learning were inclusive and all learners were able to participate and contribute, with staff quick to challenge stereotypes and discrimination. Resources and teaching strategies reflected and valued diversity of learners' experiences and provided learners with an understanding of all backgrounds.

Initial assessment of apprentices was good. Tutors used effective initial assessment and diagnostics to clearly identify learners' starting points and learning styles, including maths, English and ICT and they planned sessions that met the wide range of learners' learning needs. Tutors knew their learners well and produced detailed group profiles that were regularly updated and used to inform planning.

Good planning and provision of learning. Tutors used their experience and skills very well to develop learners' skills and understanding, successfully meeting the needs of learners and the employer. They challenged, motivated and encouraged learners leading to high attainment, good development of self confidence and progress. However, whilst effective assessment planning was in place, timely observations of assessment, marking and feedback for some groups was still too variable and potentially compromised an apprentice's opportunity to progress at a pace as a result of the feedback they were given. The recent introduction of a skills scan was proving to be a good resource to map gaps in knowledge, skills and behaviours and was beginning to improve target setting.

Monitoring of learner progress requires improvement. Marking and written feedback has improved but is still not consistent and does not ensure that learners understand how they were performing and what they needed to do to improve and make progress. Individual learning plans were not updated or reviewed with learners on a regular basis and actions planned did not address the target set and were not specific or measurable. Oral feedback was strongly affirmative and motivated learners to work hard to improve in their learning. In addition, there was an inconsistent approach for monitoring and reporting learner progress. Staff and managers used different systems which resulted in some inaccurate reporting of how apprentices were progressing towards targets and qualification outcomes, and what support and intervention was in place to maximise learner achievement. The current e-portfolio system was unstable and slow and led to delays in the assessment process with internal quality assurers experiencing difficulties locating completed assessment work.

Good use of pastoral support on programme. Regular review meetings in the workplace allowed for the identification of additional support to help learners progress and achieve.

All staff have vocationally relevant qualifications, and are teacher qualified or working towards a recognised qualification, which they used effectively to plan and deliver learning. Staff will be encouraged to maintain their currency in practice through effective CPD,

including returning to industry and a programme of regular teaching based CPD, which has been limited through the last academic year.

Issues with the learning environments cited by learners on their end of programme evaluation forms did not seem to have a detrimental impact on the overall learning experience. It was noted that; venues were often accessed on a temporary basis and resulted in some groups being moved to a number of different locations throughout their training programme; access to laptops was often inadequate, with limited availability and poor internet connections; and tutors were not able to personalise the learning environments by displaying learners work, key messages and other resources, these areas require improvement.

A full programme of observations ensured that tutors and assessors were observed annually. The inclusion of themed learning walks from middle leaders and senior managers would assist further improvements to the quality of the provision to measure the effectiveness of teaching, learning and assessment across the whole academic year, on a more regular basis.

Personal Development, Behaviour and Welfare: Good

The development of learners' personal and employability skills was very good. Personal confidence skills were developed through the Personal Learning and Thinking Skills element of the programme along with team building days and other enrichment activities, which enhanced learners' understanding of how to be a successful apprentice. Learners wrote positive reviews and blogs following enrichment days with Hampshire Cultural Trust and visits to Calshot Activity Centre and Foxlease Outdoor Centre. They identified how team building, communication and social skills, and individual growth in confidence, motivation, resilience and self esteem helped them in their ability to cope with new situations and personal stress in ways that will benefit them for life.

Attendance and punctuality was good. Attendance was consistently high with overall recorded attendance remaining at the same as the previous year at 89% training attendance. Apprentices knew how to report absences and lateness and tutors reported any irregularities and applied intervention strategies. Workplace attendance was not recorded but plans are underway to monitor workplace attendance through three way reviews with the employer and apprentice.

Engagement with employers was good. Most employers participated enthusiastically in the planning of the apprenticeship programmes; they effectively supported with the selection of optional units, to meet the needs of their service and their apprentices' career aspirations. 90% of employers returning evaluations (75% return) would appoint an apprentice in the future and 64% said that the review meetings were very helpful. They recognised the benefit of having an apprentice in their team 'an asset to the team, bringing new energy and willingness to learn'.

Learners received good careers advice and guidance. Hampshire Future's own specialist Employment and Skills Hub and dedicated employability and careers advisors support learners effectively with career choices and progression opportunities and higher education applications. Careers staff presentations included pay grades within the county council; further training opportunities and a comparison to other industry sectors. Progression for apprentices was good, with 87% retained within the county's workforce and 42% were promoted. Those who were unsure about their next steps benefitted from good quality impartial advice and guidance from qualified staff.

Learners' knowledge and understanding of staying safe were good. Learners were confident to share any concerns with staff, and tutors followed procedures to ensure all learners were supported. A 90% return of learner evaluations reported that 72% of apprentices enjoyed their training and 99% felt safe and secure. Where safeguarding concerns were raised, relevant staff worked collaboratively with employers to ensure learners' safety and wellbeing. The promotion of British values was embedded well into course delivery and was visible in teaching and learning documentation ensuring that respect for all learners is actively promoted. Tutors updated training on Prevent annually and kept abreast of current and local issues.

The programme delivery did include some smoking cessation sessions, and there were some positive health messages embedded into the programmes e.g. mental health and work and life balance, however, the promotion of healthy lifestyles requires improvement to ensure that learners fully understand how to keep themselves emotionally and physically healthy through exercise and healthy eating.

Areas for improvement

- To continue to improve on the timeliness of observations of assessment, marking and written feedback to ensure all apprentices are afforded the same opportunity to progress at a pace as a result of the feedback they are given
- To develop or procure a single online solution for tracking and monitoring learner achievements.
- To improve access to a variety of staff development opportunities, to continually improve teaching skills and maintain up to date vocational competence
- To ensure that learners fully understand how to keep themselves emotionally and physically healthy through exercise and healthy eating.

Appendix 3

Adult and Community Learning (ACL) Summary for Self-Assessment Report 2017-18

Teaching, Learning and Assessment: Good

The quality of teaching, learning and assessment is now good. Throughout the 2017/18 academic year, Hampshire Futures has delivered education and training to 7,455 adults, 10,418 enrolments, on 1,388 courses, covering a wide range of subject areas, delivered by 13 sub-contracted providers based across Hampshire. Learner numbers were lower than in the previous year; due to the 2017/18 Strategic Commissioning Plan having an increased focus on targeted courses.

The large majority of tutors had high expectations for their learners, who they motivated and encouraged to learn and develop new interests, skills and knowledge. Through observations the improvements in teaching, learning and assessment continued to be noted. Tutors demonstrated; good subject knowledge to support the learning experience; a good range of teaching strategies to engage learners; that individual needs of learners were being met well; English, maths and British Values, where appropriate, were embedded well. The minority of tutors judged to be requiring improvement were seen to be needing development in their understanding and practice of RARPA and developing specific and measurable targets for learners. Timely interventions were instigated to support these tutors to improve their practice. The majority of tutors responded well to the support given and were re-observed as good, whilst a small minority of tutors chose to leave their casual employment. At the end of the year, the overwhelming majority of teaching, learning and assessment were assessed to be good or better. A small number of tutors were not observed so these need to be prioritised for observation in 2018/19. The reporting from the management information system will also need to improve to collating tutor details to capture those tutors that fall into scope for observation when their delivery exceeds the 10-hour threshold.

ACL providers and staff have fully implemented our robust process for recognising and recording of learner progress and achievement (RARPA), ensuring that learners on ACL programmes were successful in achieving 90% of their course and/or personal learning objective(s), and attending for a minimum 80% of the course in order to achieve certification. Providers reported that tutors were focusing on learners' personal goals as well as course outcomes and it is evident from session planning that tutors altered their delivery to ensure that learner's individual needs and goals were met well. 93% of learners completing evaluations say they achieved their goals.

Observations and quality reviews demonstrated how well the majority of tutors integrated RARPA within their sessions and introduce learners to Prevent and British values, where appropriate, into their teaching practice. In many sessions learners spoken to could explain how Prevent was covered on the course induction and how British values have been used, for example incorporated in to group rules. Planning for and the embedding of English and maths has been recorded well, utilising codes that have been devised by Hampshire Futures. The reviews also confirmed that tutors are now consistently tracking and monitoring the assessment process and completing the supporting tracking documentation for courses/learners (RARPA Toolkit), which in turn provides learners with guidance on what they need to do to improve.

Reviews and observations were still reporting that more work is required to ensure all tutors set SMART objectives and learner targets as some tutors are setting objectives that are too broad and not easily measurable to ensure that learners are aware of what they need to do

to improve. This area of improvement was also noted during the recent Ofsted inspection. Following summer reviews internal staff provided individual tutors with support on how to improve their target setting and this will continue to be an area of focus for future CPD events, reviews and observations in 18/19. In addition, we know there is still some work to be done to ensure all tutors are confident in introducing learners to the Prevent Duty, and where appropriate, in embedding British Values into their delivery; again, the development of the 2018/19 CPD programme will provide the platform for enhancing this skill-set.

A series of mandatory and optional CPD events were planned following feedback from tutors, and themes emerging from quality reviews and observations. The events provided tutors with the opportunity to network with colleagues and tutors from different providing organisations; improve on their existing skills, and gain new knowledge and skills of how to embed new topics into their delivery. Mandatory themes delivered throughout these events were on developing their embedding of English and Maths; Recognising and Recording Learners Progress and Achievement (RARPA); The Prevent Duty; and embedding British Values. However, attendance at these events were low, therefore Hampshire Futures and partner providers need to work together to build an innovative programme that attracts tutors to attend.

Personal Development, Behaviour and Welfare: Good

The personal development, behaviour and welfare of adult and community learning learners is now good. Overall attendance on ACL programmes was good. Minimum attendance targets for 2017/18 were set at 85.4% based on the final outcomes of 2016/17 which resulted in all providers having a target set above the contractual threshold of 80%. The importance of attendance is now very much part of the culture within ACL programmes with providers reporting learners taking greater responsibility to complete all sessions of a course. The RARPA process has shown learners how their attendance contributes to whether they achieve their learning objectives or not. As the year progressed attendance figures continued to improve for the majority of providers, with only one provider ending the year 1.86% below the threshold. Attendance at this provider was identified early as being of concern and was subject to intervention by the Service. The cumulative attendance figure of 87.6% was recorded.

Contract performance monitoring is quick to identify individual tutors whose classes have patterns of low attendance to ensure centre management and timely observations are both in place to address any potential issues of a tutor's performance that could be impacting upon learner attendance. In addition, contract review meetings supported by additional compliance checks have been used to address the high-punctuality rates of 2016/17, as a result tutors are recording punctuality correctly, and punctuality rate for 2017/18 has fallen slightly.

153 learner/learning support funding applications were received and granted during 2017/18 which supported a variety of learner needs including; transport and crèche costs; bi-lingual classroom support; a hearing loop system; a large keyboard for a visually impaired learner; and additional staffing in the classroom where the initial assessment process had identified particular need. Providers' confirmed this support has been invaluable to learners and has meant that they can attend their chosen learning venue and course and achieve the course objectives and personal outcomes.

Learner satisfaction is good. End of course evaluations were received from 72% of learners across the provision. 98% of learners stated that they enjoyed their course, and 93% felt supported to choose their next steps. 98% felt respected and valued, and 93% of learners agreed British values were shared and discussed learners and this was supported from observed sessions which also reported learners showed respect and tolerance for their

tutors and each other, and demonstrated learners had a good appreciation of British Values. Across the provision learners come from a diverse range of backgrounds and bring a range of interests to their courses. However, the evaluation process has identified that Hampshire Futures and providers must take further steps to ensure that more learners are encouraged to complete the evaluations.

Areas for Improvement

- To improve the reporting from the management information system to ensure reports detail those tutors that fall into scope for observation when their delivery exceeds the 10-hour threshold.
- To ensure all tutors set SMART objectives and learner targets that are not too broad and are easily measurable so that learners are aware of what they need to do to improve.