



**LEICESTERSHIRE  
ADULT LEARNING SERVICE  
SELF ASSESSMENT REPORT**

**2020 – 2021**

**CONTENTS****Page**

|     |   |
|-----|---|
| 3.  | Our Vision  |
| 3.  | The Self-Assessment & Quality Improvement process |
| 4.  | Leicestershire Pen Portrait                       |
| 6.  | Mission Statement                                 |
| 7.  | Adult Learning Service Statement of Intent        |
| 10. | Impact of Covid-19 and Service Continuity         |
| 11. | Summary of 2020/21 Performance                    |
| 12. | Provision Types                                   |
| 14. | 2020-2021 Performance                             |
| 15. | Programme Delivery                                |
| 16. | Service Overall Effectiveness                     |
| 18. | Leadership and Management                         |
| 19. | Quality of Education                              |
| 21. | Behaviour and Attitudes                           |
| 22. | Personal Development                              |
| 23. | Key Findings – Equality, Diversity & Inclusion    |
| 22. | Key Findings – Safeguarding                       |
| 24. | Key Findings – SEND                               |
| 25. | Key Findings – Information, Advice & Guidance     |
| 26. | Improvements since last SAR                       |
| 27. | Safeguarding Summary                              |
| 31. | Appendix 1 – Learner Achievement                  |
| 32. | Appendix 2 – Summary of learner Feedback          |
| 33. | Appendix 3 – Headline Data by Year                |
| 35. | Appendix 4 – Achievement by Demographic           |
| 39. | Appendix 5 – Achievement Rate by SSA              |
| 40. | Appendix 6 – Self Assessment Process Map          |

## Our Vision

**“To inspire and support the people of Leicestershire  
to improve their lives through lifelong learning”**

*Realising Potential – The strategy of Leicestershire Adult Learning Service 2018-2022*

## Background

This report provides a self-assessment for all types of provision offered by Leicestershire Adult Learning Service (LALS) including; Adult 19+ learning, Apprenticeships, and provision for Learners with High Needs. Performance for all types of provision is measured against the Ofsted Education Inspection Framework.

Staff and learners are given the opportunity to contribute to the findings in a variety of ways including face to face meetings, surveys and reports.

## The Self-Assessment and Quality Improvement Process

LALS monitors progress against Quality Improvement Plan (QIP) targets for the whole service and each curriculum area. Performance is reviewed internally at the Quality Board, which is also attended by the head of service each month and occasionally by the assistant director. Priorities and risks are followed up through Service Meetings with Programme Managers and by other curriculum and themed working groups.

Tutors and learners contribute to the production of the report through surveys and course evaluations. Teaching and Learning observation action plans and end of course review reports provide further evidence. Learners' views are fed back to curriculum meetings and 'Need for Action' forms are used to highlight and respond to issues throughout the year.

Awarding Body visits occur frequently to monitor performance and quality.

Curriculum areas moderate their SARs both internally across curriculum areas and externally through the East Midlands Peer Review Group. Regional and national benchmarking data is used as a reference to monitor progress.

***“The self-assessment process is well established. It provides an accurate overview of how the provision has developed over time. The associated improvement action plan includes a sufficient range of relevant objectives to raise standards across the provision”*** Ofsted February 2018

For a summary of the SAR process see diagram in Appendix 6.0

## Leicestershire Pen Portrait

### Population

Leicestershire Adult Learning Service (LALS) serves a county that is predominantly rural by area, but urban by population. The total population of the county is 713,085<sup>1</sup> with 77.5 percent of the population aged 20 or over, compared to 76.4 percent for England.

Within the county, 70 percent of the population live in urban areas, 18 percent in town and fringe settlements and 12 percent in rural areas.<sup>2</sup> The population is ageing and becoming more ethnically diverse, with a significant Asian/Asian British population (6 percent) in the county, although there are areas with much higher concentrations in Oadby, Wigston and Loughborough.<sup>3</sup>

### Worklessness and Employment

There was a total of 13,430 JSA **and** UC claimants in Leicestershire in August 2021, down from 18,620 in August 2020<sup>4</sup>. This equates to 3.1 percent of the working age population of the county, compared to 4.5 percent in the East Midlands, 5.3 percent in England and 5.2 percent for the whole UK.

Charnwood experienced the highest overall number of JSA **and** UC claimants in August 2021, with 3635 claimants, followed by Hinckley and Bosworth with 2390. Oadby and Wigston have the highest rate of claimants out of the Leicestershire districts, with 3.7 percent of their working age population claiming JSA or UC.

Claimant rates in the City of Leicester are 6.6 percent of the working population, more than doubling the rates we see in the County, 3.1 percent. Despite this, job postings for the LLEP area reached historically high levels in summer 2021, reflecting the local and national reports of strong labour demand.

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<sup>1</sup> ONS Mid-2020 population estimates. Available online at:  
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalescotlandandnorthernireland>

<sup>2</sup> Rural and Urban Areas – ONS Mid-2019 population estimates. Available online at:  
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2019estimates>

ONS Mid-2018 population estimates  
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/lowersuperoutputareamidyearpopulationestimatesnationalstatistics>

<sup>3</sup> 2011 Census. Available online at:  
<http://www.ons.gov.uk/ons/rel/census/2011-census/key-statistics-for-local-authorities-in-england-and-wales/index.html>

There is a total of 312,500 jobs in Leicestershire; 66,100 jobs located in Charnwood, 62,225 jobs located in Blaby and a further 60,550 in North West Leicestershire<sup>4</sup>. There are a high percentage of employees in manufacturing jobs located in Hinckley and Bosworth, Melton, North West Leicestershire and Oadby and Wigston compared with other types of employment. There are high percentages of Transport and Storage jobs in Harborough whilst Blaby experiences a high percentage of employees in Professional, Scientific and Technical jobs. Charnwood has its highest concentration of workers in the Education industry, followed by manufacturing.

### **Skills and Qualifications**

Leicester and Leicestershire's skill shortages in 2019 were predominantly found in labour-intensive job roles, accounting for 37.9 percent of the types of shortages, above the national average of 19.8 percent<sup>5</sup>. The next largest type for Leicester and Leicestershire is middle-skill job roles at 30.4 percent, where the average for England is 23 percent. In both high-skill and service-intensive job roles, Leicester sits below the national average.

Leicestershire compares well against the East Midlands and Great Britain for the qualifications achieved in 2020 - 78.4 percent of 16-64-year olds achieved a NVQ2 or higher, compared to 76.6 percent across the East Midlands. Leicestershire has 42.5 percent of people with an NVQ4 or above, just below the average for Great Britain of 43.1 percent<sup>6</sup>.

Another 5 percent have other qualifications and only 5 percent have no qualifications in Leicestershire, compared to 6.3 percent in the East Midlands and 6.4 percent for Great Britain.

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<sup>4</sup> Employment Dashboard – LSR.  
<https://www.lsr-online.org/economy.html>

<sup>5</sup> 2019 Employer Survey – Skills Shortages.  
<https://www.gov.uk/government/publications/2019-employer-skills-survey-ess19-information-for-participants>

<sup>6</sup> Leicestershire Labour Market Profile – Qualifications.  
<https://www.nomisweb.co.uk/reports/lmp/la/1941962808/report.aspx?town=leicestershire#tabquals>

## **Leicestershire Adult Learning Service - Mission Statement**

The work of Leicestershire Adult Learning Service is driven by the people of Leicestershire to whom the service is accountable. The service's mission is to improve the lives of the people of Leicestershire using education as a vehicle for social mobility and increased life chances. We will support people, communities and businesses to develop and engage in learning programmes to suit their needs with particular focus on the following themes:

- Families
- Skills for employment
- Health and Wellbeing
- Independent living
- Community engagement and volunteering

In each of these themes we will contribute to the delivery of priorities in positive partnership with other agencies, voluntary organisations and providers, to develop learning activities that are driven by communities and businesses across the county. We will direct more resources towards the most vulnerable and disadvantaged and endeavour to actively engage those least likely to participate. In doing this, we aim to play a part in equalising access to learning, achievement and progression, and provide best value for money for Leicestershire residents.

Hence, our model for services puts the learner at its centre and ensure:

- That we identify and work with the right partners
- We have targeted programmes that prioritise those most vulnerable in society by supporting them through specific programme areas
- That the service is responsive to a fast changing environment and is flexible enough to ensure programmes of activity are situated to where and how learners want to learn
- That quality service provision is the key driving factor in ensuring that the learner receives the best possible experience from our service
- A skilled and quality workforce is in place to support the learner through their learner journey.

## Adult Learning Service Statement of Intent

We have high expectations for all our learners and are committed to providing a rewarding experience which will inspire continued interest in learning well beyond any immediate course goals. Our overarching aim is to help our learners to become curious, critical thinkers and equip them with the lifelong learning skills they need to flourish, and live full rewarding lives.

Our Service Strategy 'Realising Potential' provides the focus for our curriculum and maps the relationship our work has with the council's priorities. All our programmes are aligned to the delivery of four of the five strategic outcomes outlined in Leicestershire County Council's strategic plan "Working together for the benefit of everyone" as follows:

- Strong Economy
- Wellbeing and Opportunity
- Keeping People Safe
- Great Communities

Each course will have a role in delivering specific outcomes that contribute to the above and a focus towards one or more of the following destinations; improved health and wellbeing, career progression, volunteering, progression to further learning, independent living, community engagement. Our aim is to provide a broad range of inspiring courses and course content that will help people develop subject specific, vocational and self-advocacy skills.

We will develop our curriculum around the following learner centred design principles:



Everything we do is focused towards achieving the best outcomes for our learners and we are committed to develop a curriculum around their needs. We will listen to our learners and use their feedback, together with local needs analysis data to design a curriculum with interesting content and inviting progression pathways. A range of accredited and non-

accredited courses will be included in our curriculum offer, appropriate for different vocational and personal development goals.

Our intention is to always target our resources where they have the most impact and to add value, we are therefore committed to working with our partners such as job centres, businesses, borough councils, voluntary and community groups and our own other council services.

We know the value of learning locally in the community and believe programmes should not be limited to large centres that can sometimes be remote and difficult to access. We will therefore endeavour to maintain a good range of courses in community venues such as libraries, schools and village halls to provide accessible programmes across the county. This approach will help contribute to our strategic goal to develop great communities by bringing people together through shared interests and the joy of learning.

A range of daytime, evening and online learning will be available across the curriculum to help learners plan learning around their busy lives and commitments. We expect all our tutors to provide links to online resources that learners can access between their classes and our programmes will embed e-safety skills to help our learners be safe and independent.

We will provide comprehensive pre-course information, advice and guidance to help learners make informed choices about their learning pathways and the outcomes they can expect. This information will be provided in different formats to meet different needs and where appropriate our Learning and Work Advisers will guide individuals to relevant learning and career progression opportunities.

Our intention is to always support learners to make the most progress they can within the time they study with us. Our skilled tutors will encourage learners to take responsibility for their own learning and will dedicate time, within schemes of work, to help learners master independent study skills.

Through our programmes learners will become empowered to take greater control of their lives. They will develop a greater appreciation of how they can influence things that impact on their own quality of life and the communities they live in. Programmes will include appropriate activities to raise awareness of sustainable living and promote the protection of our natural environment.

We believe all our learners and apprentices have the potential to achieve great things when learning is tailored around their individual needs. Equality of access is a fundamental principle for everything we do. We are committed to removing barriers to success by providing resources and appropriate support for all our learners with Special Educational Needs (SEN).

To achieve our overarching curriculum goals, we will support learners to develop basic skills including; English, maths and ICT. Activities to identify gaps in basic skills will be embedded within all our courses and our tutors will support improvement in the context of the subject area. We will also signpost learners to other courses and encourage them to progress these essential skills.



To support all our learners, we will create a safe environment and our curriculum will embed activities to develop confidence to help empower learners to speak up. We will promote a culture of respect and trust and will challenge learners appropriately where these values are not fully embraced whilst learning with us.

All our staff and service users have responsibilities within our 'Learning Charter' written into the learner agreement within our learner handbook. During induction, tutors will share ground rules which include reference to our values and expected behaviours. The benefits of regular punctuality and attendance will be shared not only in relation to learning but other aspects of life and work.

All our staff will work to professional standards and commit to the delivery of our curriculum intent to provide our learners with a consistently high-quality learning experience across the county.

Each curriculum area within our service will design their programmes informed by their own statement of intent. These curriculum specific statements of intent will describe in more detail, the knowledge, skills and understanding to be gained at each stage of the curriculum offer. Each course will have a clear rationale to demonstrate how its inclusion will contribute to the service goals set out above.

## Impact of Covid-19 and Service continuity

Following the government announcement that England were to move to Step 4 of the roadmap <https://www.gov.uk/government/publications/covid-19-response-summer-2021-roadmap> on the 19<sup>th</sup> July 2021, Senior Managers shared plans for the next steps in recovery of the service.

Step 4 removed the remaining restrictions on social contact, events and closed settings. Despite the removal of National restrictions, protecting staff and learners remained a priority for LALS and therefore, it was decided some restrictions would remain.

In summary these are as follows:

- Staff working should continue to wear face coverings when moving around public areas, or when coming into close contact with a colleague or learner.
- Retain social distancing measures and one-way systems in staff only areas. Reduce social distancing from 2m in some office spaces to accommodate staff that need to work on site, subject to completion of risk assessments and agreement with HoS.
- Retain sanitiser, cleaning stations, protective screens and encourage regular hand washing;
- Site risk assessments will be updated to reflect the changes;
- Remind all colleagues that if they develop symptoms of COVID-19, to stay at home and self-isolate immediately. If they have a positive test result but do not have symptoms, stay at home and self-isolate as soon as you receive the results;
- Encourage all colleagues to receive both doses of the vaccine and a booster dose when offered.
- LFD Testing kits available and encouraged in all venues

All Staff within LALS were provided with equipment to be able to work in line with the LCC Hybrid Working Programme, this enables staff to be able to work either remotely or from a LALS venue.

Classes continued to run both online and face to face and learners are supported where required with access to IT if they are unable to attend.

The Vulnerable Person Resettlement Project (funded by the Home Office and delivered in partnership with Charnwood Borough Council) provided extra resources for refugees to access ICT equipment.

Collaborating with local food banks and Children Centres, the Family Learning Team sent out packs of resources to parents and carers to support home learning. LALS Engagement Team produced and shared a range of free online learning resources accessible to anyone in the County to support emotional wellbeing. These resources were very popular and attracted new audiences. LALS Learning and Work Advisers provided online Information, Advice and Guidance (IAG) to support residents that had recently become unemployed.

## Summary of 2020/21 Performance

### Grades Awarded: Record of Main Findings (RMF)

|                           | 19+ LR | APPRENTICE<br>-SHIPS | HIGH<br>NEEDS | COM.<br>LEARNING | NO<br>FUNDING | OVERALL |
|---------------------------|--------|----------------------|---------------|------------------|---------------|---------|
| Overall effectiveness     | 2      | 2                    | 2             | 2                | 2             | 2       |
| Quality of Education      | 2      | 2                    | 2             | 2                | 2             | 2       |
| Behaviour and Attitudes   | 2      | 2                    | 2             | 2                | 2             | 2       |
| Personal development      | 2      | 2                    | 2             | 2                | 2             | 2       |
| Leadership and Management | 2      | 2                    | 2             | 2                | 2             | 2       |

Grades awarded reflect those used by Ofsted: Grade 1 Outstanding, Grade 2 Good, Grade 3 Requires Improvement, Grade 4 Inadequate

The above record of main findings shows that the service has maintained a grade of good for all types of provision. Apprenticeships has improved to Good – see detailed Work Based Learning SAR in appendices. Outcomes for learners 19+ provision is maintained at grade 2.

### Definitions

For the purpose of the self-assessment report the following definitions and ratings for retention, achievement and attendance are used for non-accredited Community Learning provision:

$$\text{Retention Rate (\%)} = \frac{\text{Number of Completers}}{\text{Number of Leavers}} \times 100$$

$$\text{Achievement Rate (\%)} = \frac{\text{Number of Achievers}}{\text{Number of Leavers}} \times 100$$

For learners studying non-accredited learning aims a learner achieves when he/she has achieved 75% or more of the course learning outcomes.

|             | OUTSTANDING | GOOD        | REQUIRES<br>IMPROVEMENT | INADEQUATE    |
|-------------|-------------|-------------|-------------------------|---------------|
| Retention   | 95% or more | 90% or more | Less than 90%           | Less than 75% |
| Achievement | 90% or more | 85% or more | Less than 85%           | Less than 70% |
| Attendance  | 90% or more | 85% or more | Less than 85%           | Less than 70% |

### Assessing the Quality of Education via the observation process

The service continues to use a non-graded developmental observation process. The overall standard of teaching, learning and assessment is assessed through a review of the action points in the OTL Development Plans. A judgement is then made for each curriculum with findings used to inform the overall service judgement for Quality of Education.

## Provision Types

### High Needs

The Transitions Learning Programme (TLP) is a specialist learning provision for adults with profound and multiple learning disabilities and complex health care needs. This provision caters for adults between the ages of 19 - 25 with Education, Health and Care Plans (EHCP). The provision is jointly funded by Leicestershire County Council Adult Social Care and ESFA funding. In the 2020-2021 academic year this provision was accessed by 7 full time learners. This provision follows the principles of RARPA and progress is monitored using the achievement continuum for Pre-Entry/Entry Level 1. Learners engage in a wide range of multi-sensory activities linked to developing communication and independence skills. Standards have continued to be maintained through internal quality assurance processes and 100% of learners accessing the provision achieved their personal learning outcomes as set out in their EHCPs in the 2020-2021 academic year.

### Apprenticeships

The Work Based Learning Team deliver vocational training within the workplace. This provision focuses heavily on 16+ apprenticeships in a range of disciplines including Management, Administration, Payroll, Teaching and Learning and Social Care. Apprenticeships are funded from employer's levy account or co-funded by the ESFA and employer. The curriculum is a 52 week a year service and carries a rolling cohort of approximately 100 apprentices per annum, most of whom are on programme between 1 and 2 years.

In addition to apprenticeships the team offer employer responsive vocationally related programmes.

The provision has a robust continuous quality assurance process and is currently achieving retention and achievement above national benchmark.

### 19+ Provision

The majority of our adult learning programmes include accredited (skills) and community learning provision from centres across Leicestershire. The provision is offered via the following curriculums:

- Employability and Digital Skills
- ESOL
- Modern Foreign Languages including BSL
- Mental Health
- Learning for Independence (LLDD)
- Family Learning
- Learning for Wellbeing
- Skills for Life

The Provision is wide ranging from pre-entry qualifications through to Level 3, and a range of community learning courses with appropriate progression pathways.

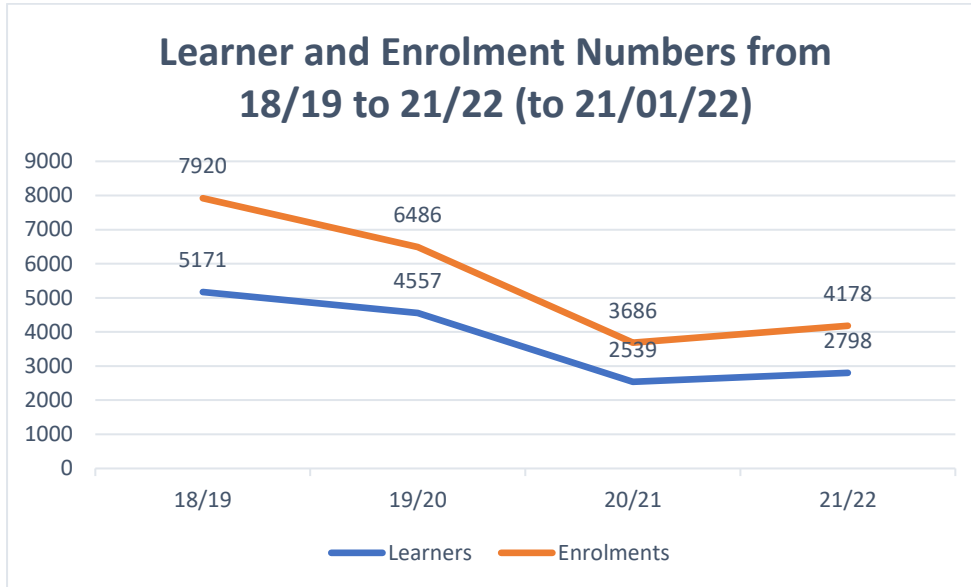
Overall achievement rates in both Community Learning and Skills provision increased in the academic year 2020/21 to 88.44% (+2.77%).

In addition to our classroom-based teaching, the service runs a successful online and distance learning provision for those that require a flexible approach to learning.

## 2020/21 PERFORMANCE

In 2020/21 academic year there were 3,687 enrolments from 2,539 learners.

### Learner Numbers (excluding IAG) – Comparison over 4 years



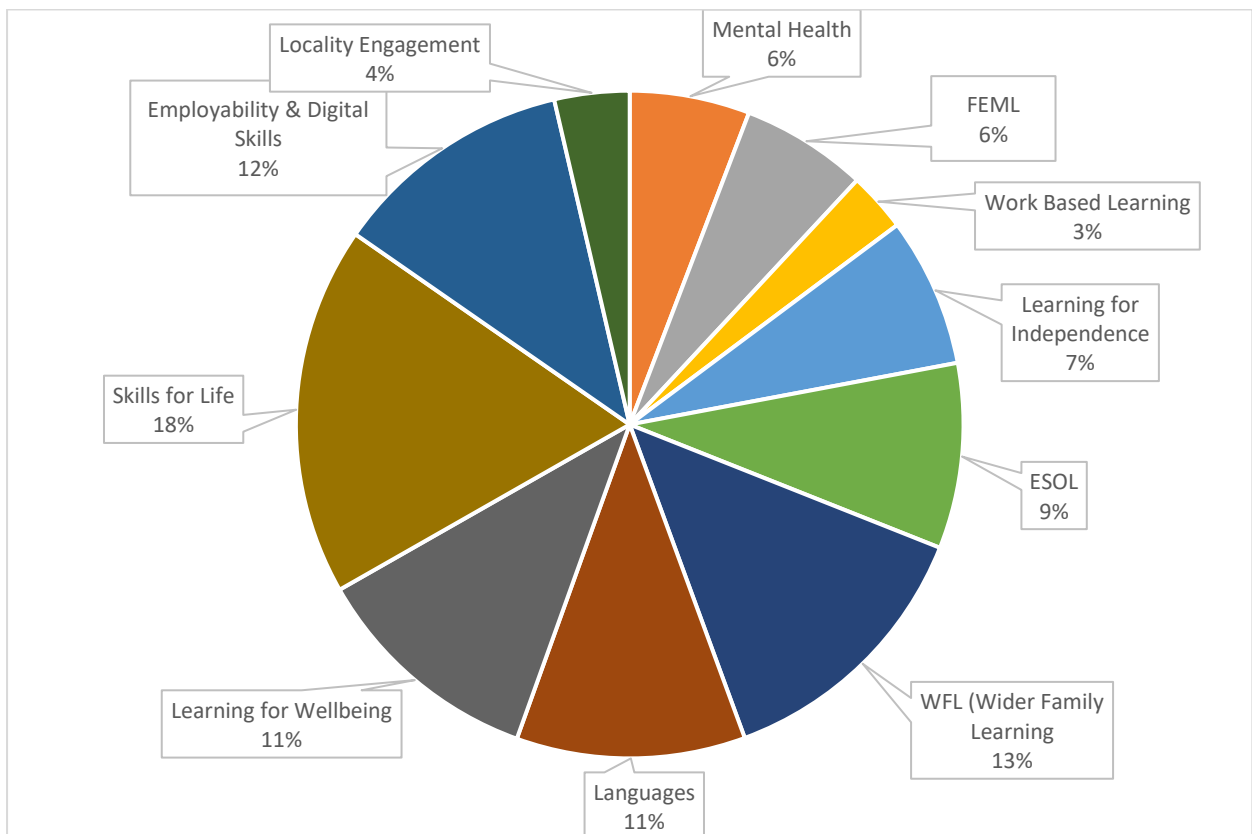
The total of 2,539 learners includes both non-accredited and accredited learners split as follows:

- There were 1,446 learners on accredited programmes leading to a qualification, 6 of whom were aged between 16-18 years with the remainder over the age of 19.
- There were 1,693 learners on non-accredited courses
- 400 learners enrolled on both accredited and non-accredited provision.
- 324 Course titles.

## Programme Delivery

The learning offer is split across 11 programme areas to aid the operational delivery and performance management of the service. Skills for Life is the largest programme, followed by Wider Family Learning. They are closely followed by Employability and Digital Skills, Learning for Wellbeing and the Languages curriculum.

## Learner Participation by Curriculum (Learner Count)



## Learner Profile

The percentage of declared LLDD participation dropped by 5% when compared to the previous year and the proportion of learners receiving a discounted course due to fee remission dropped by 11%.

The proportion of ethnic minority learners increased by 3% compared to the previous year.

|                 | ASB | 16 - 19 | CL   | NO FUNDING | APPRENTICESHIPS | TOTAL | PERCENTAGE |
|-----------------|-----|---------|------|------------|-----------------|-------|------------|
| Under 25        | 87  | 7       | 56   | 16         | 31              | 197   | 7%         |
| Age 25 - 59     | 900 |         | 1012 | 120        | 37              | 2069  | 73%        |
| Age 60+         | 192 |         | 346  | 45         |                 | 583   | 20%        |
| Ethnic Minority | 452 |         | 375  | 87         | 18              | 932   | 33%        |
| Declared LLDD   | 333 | 7       | 317  | 10         | 28              | 695   | 24%        |
| Male            | 319 | 1       | 292  | 50         | 23              | 685   | 24%        |
| Fee Remission   | 926 | 7       | 296  | 19         | 6               | 1254  | 44%        |

## Service - Overall Effectiveness

This high-level judgement of the service is informed by the performance of each type of provision offered i.e. 19+ Adult Skills, Adult Community Learning, Apprenticeships and High Needs.

To evaluate overall effectiveness, this SAR report is judging the 2020/21 academic year under the Education Inspection Framework's four key criteria;

1. Leadership and Management
2. Quality of Education
3. Behaviour and Attitudes
4. Personal Development

## Overall effectiveness – Good

Local communities and businesses benefit from a good range of learning programmes that are tailored to meet a broad range of different needs. Locality teams and Curriculum teams inform the curriculum planning process, guided by appropriate needs analysis information and knowledge of the local area, to ensure resources are focused towards delivering accessible courses that support all learners, including vulnerable and disadvantaged groups.

A comprehensive quality assurance process monitors all aspects of performance, and data is used by governors to provide challenge and appropriate support. Where risks are identified, immediate actions are taken to address areas for improvement.



Learners benefit from excellent teaching, learning and assessment and the high expectations of teaching staff helps give learners confidence and encourages them to be ambitious about what they can achieve. As a result, learners make significant progress and achieve their learning aims as evidenced by the overall achievement rate of 88.44%, which demonstrates an increase of 2.77% from the previous year despite the impact of the Covid-19 pandemic. There was a significant improvement in learners' achievement at Entry level (+9.01%) to 89.56% and at Level 1 (+9.44%) to 77.69%, after a decline in the year before. This is due to tutors and learners settling into the new methods of teaching and learning online and ensuring withdrawals were minimised including in face to face classes. Learner destination data demonstrates that participation in learning has a positive impact with a significant proportion finding work or progressing to further learning.

Safeguarding procedures are very good and learners report that they feel safe throughout their time with the service. Staff and learners have a good level of awareness of safeguarding, Prevent and Fundamental British Values (FBV) with appropriate activities embedded into learning programmes. These are reinforced during Staff Briefings to ensure curriculums continue to keep it as a focus and raise awareness of the important role they have in Safeguarding and Prevent.

For example, Learner Induction slides are provided to help tutors introduce FBV at the start of classes, in relation to ground rules for the class and how they link to wider rules for society. 99% of learners surveyed on the end of course evaluations told us that the 'Induction to the course was well managed and included the setting of ground rules.'

Learners in classes such as ESOL are regularly asked to share information about their cultures and traditions with other learners as part of class discussions, broadening knowledge and stressing the need for tolerance and respect.

Feedback from awarding bodies across all accredited courses continues to be very positive due to the excellent standard of learners' work and the thoroughness of internal quality assurance processes. Direct Claims status with awarding bodies demonstrates this. Where any specific areas for improvement are identified managers use the performance management process to bring about the required improvements in a timely way, as evidenced from the EQA reports.

Strong partnerships with a range of voluntary, community, statutory agencies and businesses ensure that learners are supported effectively and opportunities to improve efficiency and learner experience is utilised. For example, Employability programmes in partnership with the Job Centre Plus and the new Work & Skills Leicestershire project funded by Leicestershire County Council and delivered by LALS ensures we are meeting the needs of unemployed learners and those requiring to improve their employment outcomes.

The Home Office Vulnerable Persons Resettlement Scheme (VPRS), allows for refugees such as Syrian, Afghan and recently Hong Kong to be resettled in the UK, including Leicestershire. LALS have continued to develop its offer in collaboration with Charnwood Borough Council for the refugees to develop essential English skills and progress those learners onto our mainstream programmes. The flexible approach to the style of delivery has meant the learners have benefitted well and have greatly improved their English. They feedback positively on their experience.

## Leadership and management – Good

Leaders and service managers have high aspirations and an ambition to continuously improve and provide the best service possible for learners. The LALS 'Realising Potential' Strategy provides a clear vision and focus for Managers and staff and sets out clearly the future development of the Service in relation to the changing needs of learners.

Responding to the Covid-19 pandemic, leaders and managers were effective in the recovery of the service by setting up Recovery Working Groups the year before and continuing to lead the recovery work and continuity of the service, whilst keeping learners and staff safe as a high priority. The Recovery Working Groups, which had a cross section of staff from across the service and continue to run are:

- Health & Safety Group
- Digital Development Group
- CPD Group
- Workforce Wellbeing Group
- Equalities, Diversity & Inclusion Group

Effective communication with staff and learners through a variety of channels continues to take place e.g. bi-weekly staff newsletter, bi-weekly Programme Manager meetings, extended management meetings, all staff briefings and training sessions, induction for new staff, learner text messages and direct tutor and Business Support contact with learners face to face, online or over the phone.

Learners continued to benefit from programmes that were planned with great care to ensure needs were met. Leaders and managers motivated the teaching staff to work collaboratively to further develop online provision and become more proficient in the delivery of online courses, whilst confidently being able to teach in the classroom despite any restrictions such as class layout or temporarily class sizes.

Leaders and managers have successfully maintained outcomes for learners with achievement rates for ASB and Community Learning provision overall at 88.4%, despite disruption caused by the Covid-19 pandemic.

An established quality assurance and performance management process is applied to identify and effectively address areas for improvement.

Effective leadership of the Business Support team has provided excellent support for the curriculums ensuring safe return of learners to classrooms and supporting curriculum staff with all aspects of administration.

Collaboration with a wide variety of internal and external partners such as the Library and Museums Service, Children and Young People's Service, Adult Social Care, Community Safety Teams, Learning and Development, Waste Management, the Work and Skills group partners including the LLEP, training providers, voluntary sector organisations, Job Centres and local businesses provides significant benefits for learners including effective signposting, information advice and guidance and service expertise to support progression and the widening of opportunities external to the organisation to address differing needs.

Other collaborative projects include; The Transitions Learning Project for learners with profound and complex learning difficulties / disabilities jointly funded by SENA and Adult Social care, the delivery of apprenticeships, the delivery of the Vulnerable Persons

Resettlement Scheme (VPRS) and delivery of the Work & Skills Leicestershire employability project. There is continued good collaboration with the East Midlands Shared Services (EMSS) team to jointly work with Payroll apprentices to meet their needs in the most effective way. As a result, apprentices on this programme are making good progress and there is continued interest from employers about this apprenticeship scheme.

### **Quality of education – Good**

“Achievement by adult learners has been consistently high since the previous inspection”  
*Ofsted Feb 2018.*

#### **Intent**

The service has a very clear statement of Intent (page 7), which is reinforced at curriculum level with specific subject area Statements of Intent (appendix 7). Consequently, each curriculum area within LALS designs their programmes with a clear focus on intended outcomes which is shared amongst managers and staff. These curriculum specific statements of intent describe in more detail, the knowledge, skills and understanding to be gained at each stage of the curriculum offer. Each course is designed to have a clear rationale to demonstrate how its inclusion will contribute to the service goals.

Effective planning of programmes helps to ensure courses are available to meet the needs and aspirations of learners. Each course has a role in delivering specific outcomes that contribute to the Service Strategy and a focus towards one or more of the following destinations; improved health and wellbeing, career progression, volunteering, progression to further learning, independent living, community engagement.

We listen to our learners and use their feedback via End of Course Evaluations and Learner Voice, together with local needs analysis data to design a curriculum with appropriate content and inviting progression pathways. A range of accredited and non-accredited courses are included in the curriculum offer, appropriate for different vocational and personal development goals.

Curriculums work to design their programmes to be coherently planned and sequenced. During periods of lockdown tutors worked collaboratively to ensure their courses are appropriate to meet the learners needs, especially creating blended and online based content, ensuring all the while that curriculum design principles are maintained. Well thought out resources were created by tutors to ensure effective teaching, learning and assessment is maintained.

#### **Implementation**

Tutors have very good knowledge of the subjects they teach, and they check learners' understanding effectively. Lead Tutors work effectively within their curriculums to develop teaching, learning and assessment strategies and share best practice.

The Service developed a Professional Learning Course the previous year based on the research underpinning the new EIF. As part of their CPD, staff have been encouraged to go through this course as it allows the teaching staff to develop further pedagogical knowledge and understanding to become even better practitioners. Although uptake of the Professional Learning Course was low during the year, due to the tutors other priorities such as maintaining teaching and learning in the classrooms, online teaching and learning and

ensuring learners stay on programme to achieve; there will be renewed emphasis on tutors to be working towards developing their teaching practice.

This, along with the Professional Development Library of books that tutors can borrow from our CPD Library, the regular CPD related updates in the Staff Update newsletter and other initiatives run by our CPD Lead for the service ensures we stay at the forefront of teaching and learning development in order to improve outcomes for learners.

Tutors are well qualified and work to high professional standards which helps ensure a consistent level of service across the county. The non-graded approach to observations continues to be instrumental in encouraging tutors to engage in meaningful continued professional development activities. Despite the difficulties during the pandemic, the service completed 89 observations.

The OTL moderation highlighted that observers across the service are not consistent enough in their coaching approach when conducting the professional dialogue with the tutor after the observation. Also, Developmental Action Plans on the whole are SMART, however, observers and Lead tutors need to ensure they are consistent in following up the developmental activities identified so that tutors achieve their outcomes and improve further as practitioners.

Opportunities for tutors to share best practice and receive feedback in curriculum and cluster meetings and Lead Tutor meetings ultimately allows more learners to benefit from the teaching methods developed with the greatest impact.

During the year LALS set up a Working group to look at integrating the OTL process onto software called ALTO, which has an integrated suite of tools to support professional development. As a result, the OTL process was streamlined, which included more emphasis on the coaching conversations between the observer and tutor and a pilot was run of OTLs using this new software. The impact of using ALTO will ensure a standardised approach to OTLs, CPD, appraisals and self-evaluation. Tutors, Observers and Managers can easily monitor, track and evaluate improvement activities. Ultimately there will be better support and development of staff. The OTL process will completely move over to ALTO the following academic year once the evaluation of the pilot phase of use is complete.

Additional learning support is good - tutors are receptive to the views and experiences of learners and readily adapt their teaching accordingly. Resources and enabling technology is used by learners with a wide variety of additional needs. The new SENCO post created the previous year along with the SENCO process mapped out, ensures learners have access to additional support arrangements to support their learning across the curriculum areas. See more details in the SEND section (page 24).

Teaching and learning is consistently rated highly by learners completing their course evaluations with 99% responding positively. This is also supported by the finding of Ofsted inspectors at the last inspection who reported "Tutors have maintained the good teaching identified at the previous inspection" and this is consistent with internal assessment of teaching through the observation process.

## Impact

Despite the impact of the COVID-19 pandemic during the year, overall retention, achievement and pass rates for many learners has remained good.

Overall achievement rates in both Community Learning and Skills provision increased in the academic year 2020/21 to 88.44% (+2.77%). Overall performance for adult skills provision also increased to 80.92% representing an increase of 3.70% compared to previous year. Tutors worked effectively with their learners to ensure learners completed their work and achieved.

However, there was a drop in achievement rate for Skills for Life learners to 66.74% (-8.02%) although retention rate was much better and increased to 84.22% (+0.5%). This is in the main due to Maths GCSE and Level 1 achievement rates lower than expected.

Despite an improvement in achievement rate within the Employability & Digital Skills curriculum AEB 77.87% (+25.94%), the new Essential Digital Skills Qualification (EDSQ) represented some difficulties in learners adapting to the exam structure of the course, resulting in lower achievements and some withdrawals.

Achievement rates for ESOL increased significantly to 92.20% (+9.17%) from the previous year, hence improving standards despite the impact of the Covid-19 pandemic. Also standards were improved in the Languages provision, which includes BSL to 91.67% (+4.17%) achievement rate.

LLDD achievement rates within the Learning for Independence curriculum increased significantly to 90.58% (+10.37%). As a result this important cohort of learners continue to acquire the knowledge and skills they need to succeed in life, as they make progress.

Learners living in areas of deprivation or experiencing economic social disadvantage are targeted and their progression from short employability courses to a wide range of destinations is good; for example, paid and unpaid work and first steps learning programmes. The Work & Skills Leicestershire programme delivered by LALS, which was launched during the year also supports the employability goals of learners.

Learners benefit significantly from participating in learning, developing skills they can use for finding work and career progression. Wider outcomes include benefits to health and wellbeing not only for themselves but for their families and social groups.

## Behaviour and attitudes – Good

At the start of all courses, tutors go through a learner induction, which includes embedding ground rules. These set out expectations in relation to behaviour, attitudes and attendance. All learners receive the Learner Handbook at the start of their learner journey, which sets out the expectations as laid out in the Learner Charter.

Attendance is monitored through curriculums with support from the Business Support team. Text message alerts and phone calls are made to learners who have not attended to support them if they need help due to their non-attendance. Service monitoring of attendance is picked up monthly at Quality Board meetings and if there are any trends, this is closely monitored. Drill down reports per class can be seen by Programme Managers. The attendance rate for all learners across the service was 86.12% with the whole service

retention rate at 90.02% (+4.28%). This has resulted in improved achievement rates across the service.

Safeguarding concerns are reported effectively, and the vast majority of learners feel safe in class and on site. See detailed report in Safeguarding key findings summary (page 24) and the Safeguarding Management summary (page 28). Also evidenced from the end of course evaluations.

Informative pre-course information and effective diagnostic assessments help to ensure learners are directed to the most appropriate course and level to support their goals and needs.

Any learner concerns and/or complaints are dealt with swiftly, sensitively and effectively. These are monitored through curriculums and centrally to ensure they are resolved or escalated if necessary.

In the majority of classes, tutors structure lessons well and involve learners through active learning strategies. This helps to build their confidence, promotes positive behaviours and stretch learners in a positive way.

### **Personal development – Good**

Learners develop a broad range of skills in addition to their core learning aims. Tutors across the service pay particular attention to developing confidence, communication, positive behaviours and wellbeing that helps them in their learning, work and personal lives. For example, ground rules shared at the start of the course, embed shared values, including FBV, and encourage learners to reflect on the impact individual behaviours can have on others. 97% of learners completing their end of course evaluations feel participation in the course has improved their wellbeing.

Tutors also emphasise the importance of timekeeping and reliability to learners attending their programmes. Observation evidence shows that learners, tutors and support workers have a high level of mutual respect, essential in creating a positive learning environment.

Effective use of Individual Learning Plans (ILPs) helps focus learning on specific personal development goals, for example; confidence, regular attendance, positivity. Evidence from course evaluations demonstrates that these embedded elements within community learning activities have a significant impact on learners' health and wellbeing and their ability to take an active part in their community. The eILPs support those learners who are on online course provision. Some learners experience challenges with the use of technology at home for their learning. LALS offers support and guidance, for example loaning of learner laptops to support their learning.

Skilled teachers deliver well-managed learning activities, using a variety of methods such as questioning techniques and strategies for long term memory. In addition to developing subject expertise, tutors help to improve communication skills which in turn helps to promote mutual respect.

Tutors actively promote equality, diversity and inclusion (see EDI section page 23). The Learner Handbook explains how LALS supports the learner along their learner journey.

98% of learners said they 'feel more confident now than at the start of the course'.

**Key Findings: Equality, Diversity & Inclusion – Good**

The service benefits from operation within a local authority that has an excellent record for actively promoting equality and developing a culture where diversity is celebrated. A clear service 'Statement of Intent' demonstrates the service commitment to actively promoting inclusion and promoting opportunities for all.

Service staff have high expectations and recognise the important role adult education has in promoting equality, tolerance, and respect. Lead Members and Departmental Management provide challenge and several significant developments this year have had a positive impact on outcomes.

The new Special Educational Needs (SEN) co-ordinator post, created the previous year, has enabled the service to improve learner access to informal and formal additional support arrangements across all curriculum areas. A thorough process has been developed to assess learners. This process ensures learners have access to appropriate support or specialist equipment, either from within the service or through signposting to other partner organisations that may be better equipped to support specific needs. Managers recognise the continuing demand for recruiting more support workers. To manage resources effectively managers are using a variety of strategies, these include, thorough initial assessment to identify needs, management of class sizes, engaging volunteers, and the recruitment of paid staff where appropriate.

Throughout the year the service EDI Development Group has co-ordinated activities and prioritised work effectively to address identified areas for development. Key themes include; Learner Demographics, Programme Planning, Special Educational Needs, Workforce and Black Lives Matter.

The service EDI group has developed closer links with the Departmental Equalities Group (DEG) which provides an important forum for proactively driving forward initiatives. For example, the Black Lives Matter (BLM) conference and action plan brought together colleagues from across the council to share their experiences. A BLM departmental action plan has been developed to address concerns and bring forward meaningful change. The DEG also provide challenge to significant service change through equalities impact assessments designed to evaluate the impact on people with protected characteristics.

At the Service Summer Conference all staff had the opportunity to reflect on the real-life stories of two inspiring external speakers who challenged the track record of education providers to support minority groups. Curriculum teams also shared practice and explored ways of supporting learners with different needs. Tutor briefings in September this year have progressed with this theme. As a result, there has been an increasing number of requests for additional support for learners which demonstrates an increasing awareness and positive action to address individual needs.

The service has prioritised the embedding of Fundamental British Values (FBV) into the curriculum over recent years. Thorough learner induction is viewed as an essential starting point by all tutors and there is a strong emphasis towards respect and tolerance and the benefits of these values beyond the boundaries of the course.

Contact with learners from a broad range of backgrounds provides a good opportunity for tutors to learn and develop their skills. In addition, training activities such as Unconscious Bias which all staff are required to complete helps challenge established practice. As a result,

most tutors create learning activities that are relevant and engaging to learners from different backgrounds helping them meet their intended goals.

However, managers are aware that this is an area of continuous improvement. There remains some variation in the achievement of learners from different backgrounds in some subject areas. In addition, there is a need to broaden access to a wider demographic in subjects such as Foreign Languages and this will be a focus of curriculum and service quality improvement plans over the next period.

### **Key Findings Safeguarding – Good with Outstanding Features**

There is a “whole organisation approach” to Safeguarding including Prevent, with the majority of learners (98.09%) in the service reporting feeling safe on their chosen learning programme which is an increase from the previous year.

Excellent bespoke Safeguarding training and induction programme for new and existing staff delivered at appropriate levels ensures all staff and volunteers know their responsibilities and can discharge their safeguarding duties effectively.

Safeguarding alerts and referrals processes are well embedded in the service with the majority of staff from both curriculum and business support now confident in knowing when to raise a concern, and how to do so effectively. There is a culture of continuous improvement and excellent communication between the DSL, DSO and an active and positive safeguarding working group.

Information available from the 2020/2021 course evaluations shows 97.01% of learners reported feeling safe on site which is a minor drop on last year and robust in the context of Covid-19. Safeguarding is prioritised by curriculum and business support staff at all levels.

The safeguarding month initiative continues to be a success and was publicised service wide across the intranet. A particular highlight was the self-funded period poverty project implemented in November 2021. The project has already promoted stronger links between internal and external health and social care agencies.

Learners know how to raise any concerns they have about their safety; and are confident that tutors and managers will deal with their concerns quickly and effectively. The ways in which to raise a disclosure are signposted in classrooms. The presence and updating of these has been built into the walkthrough document for greater visibility and easier monitoring.

Managers and curriculum coordinators design very effective protocols for staff communicating with vulnerable learners.

### **Key Findings: Special Educational Needs and Disabilities (SEND) – Good**

A new Special Educational Needs Co-ordinator (SENCo) post was created the previous year, and this year four new assessors were employed. This gave the service a better and more timely response to referrals and SENCo enquiries. It provided opportunities for a wider variety of SENCo assessment appointments, including evening and weekends.

The new SEND referral system works well. The system sends auto reminders to the SENCo and the assessor of the requirements, so learners do not get missed in order for an



assessment to take place. Tutors who initiated the referral also receive auto email reminders to keep them informed of the process. The tutor in turn is able to reassure the learner and inform them of progress.

The data shows that 73 referrals were processed on the ProSolutions MIS system, of which 55 were for full SENCo assessments. The rest were resolved effectively without needing an assessment.

Learner evaluation feedback shows that 98.5% agree that their learning support was effective.

### **Key Findings: Information, Advice and Guidance (IAG) – Good**

LALS supports learners on their successful completion of relevant qualifications and onward progression to positive destinations in further learning or employment. IAG offered to learners fully supports this by ensuring the right people are on the right programmes at the right time for them, ensuring they are supported to achieve success, and are encouraged and enabled to make progress to meet their longer term goals. IAG is offered to all learners to help them improve their skills and job prospects and to provide the support needed for learners to decide on their next steps in progressing their learning and work ambitions.

The Matrix accreditation quality mark was successfully renewed during this year. A number of strengths were identified, including very strong partnerships and networks that enable the effective delivery of IAG.

There was consistent and strong learner testimony about the quality of the support provided and particularly the friendliness and professionalism of staff.

Learners spoken with during the Matrix Review Assessment commented on the supportive and helpful nature of the LALS staff. Comments included “I wouldn’t be here without the help from my tutor”; “friendly and polite doesn’t even begin to describe her – she is just wonderful and so caring” and “they just amazing”.

Learners speak favourably about the quality of support and the benefits of having someone who is impartial, non-judgemental and accessible. Learners report this reduces anxiety and helps them concentrate better either in class or when undertaking remote learning. The opportunity to consider options and choices and to make their own decisions was found to be particularly important to learners. Comments included “The tutors help you understand your options and support your decisions” and “They are there to support you not choose for you.”

### **LALS is not yet outstanding because:**

- English and maths achievement rates have not yet improved sufficiently to meet service expectations
- Despite the relatively low numbers of learners, the achievement rate of Black African, Black Caribbean and Black Other remains low
- Despite the improvement in the achievement rate for AEB Digital Skills from previous year, it is currently at 77.87%.
- More focus on Implementation required within the curriculum QIPs to make further improvements in curriculum sequencing.

### **Improvements since last SAR**

- New SENCO process defined and clarified for staff to ensure timely and effective referrals for assessment. The SENCo post and the newly recruited assessors have specific responsibility for ensuring learners have access to informal and formal additional support arrangements to support their learning across all curriculum areas.
- Apprenticeships provision is in a stronger position with improved achievement including improving timely achievements.
- Achievement rates for learners with a disability or difficulty increased significantly to 90.58% (+10.37%).
- Increase in attendance rates for the service (86.12%).
- Risk Assessments further developed for individual staff, classroom and venues to ensure service is Covid-19 compliant, ensuring all risks are assessed appropriately and communication to staff and learners effective.
- Developed the new CPD system allowing streamlining of the OTL process, which has been welcomed by curriculum staff.

### **What does the service need to do to improve further?**

- Improve the achievement rate of AEB Level 2 learners (73.35%), dropping by 4.32% from the previous year.
- Continue to rigorously implement the performance management arrangements to ensure that all apprentices make good progress and achieve their qualifications within the planned duration of their programmes.
- Continue to monitor closely the achievement rates of the BAME communities and have a plan of action to work towards improving those that have dropped from previous year, e.g. Black African, Black Caribbean.
- Provide sufficient Quality of Education focus (Implementation) with the curriculum SARs and curriculum QIPs to address areas for improvement
- Further develop CPD activities to ensure all tutors are suitably skilled and confident to deliver high-quality provision that helps apprentices and learners at all levels develop their skills
- Develop the new ALTO software system for CPD to capture all aspects of staff CPD, not just OTLs to support teachers further develop their skills
- Ensure all OTL Observers are consistent in their coaching approach when conducting OTLs
- Ensure the SENCO referrals come from across all curriculums. Currently referrals are mostly from Skills for Life and ESOL.
- Ensure 'Implementation' within the Quality of Education is robust

## Adult Learning Self-Assessment Report Management Summary

### Curriculum area: Safeguarding

**Prepared by:** Safeguarding Officer, Mel Sullivan and Safeguarding Lead, Elliot White

### Overall effectiveness – Good with Outstanding Features

There is a “whole organisation approach” to Safeguarding which includes Prevent, with nearly all learners in the service reporting feeling safe and welcomed on their chosen learning programme. Information available on the 20/21 tutor course review shows that 98.59% of learners reported feeling safe in class and 97.01% of learners reported feeling safe on site. Regular Safeguarding Board meetings take place throughout the year with representation from all curriculum areas and Business Support. The group is chaired by the Senior Adult Learning Manager who is also the Service’s Safeguarding Lead.

### TOTAL NUMBER OF CONCERNS

The curriculum areas of the incidents alerted during 2020-2021 academic year

| YEAR                 | NO OF INCIDENTS “ALERTED” | NO OF SAFEGUARDING INCIDENTS “REFERRED” TO SOCIAL SERVICES | NO OF INCIDENTS SIGNPOSTED TO OTHER AGENCIES | NO OF INCIDENTS REFERRED TO LCC PREVENT TEAM | NO OF INCIDENTS WITH NO FURTHER ACTION<br><br>(FULL JUSTIFICATION ON REFERRAL PAPERWORK) |
|----------------------|---------------------------|--|--|--|--|
| Sept 2018 – Aug 2019 | 31                        | 14   | 14   | 1 to the Hate crime and Prevent officer      | 2  |
| Sept 2019 – Aug 2020 | 28                        | 12   | 11   | 0  | 5  |
| Sep 2020-Aug 2020    | 19                        | 8<br><br>(1 reported to police)                            | 6  | 0  | 5  |

| ENG/IAG      | WBL | FL | LFI | MFL/ESOL/BSL      | MH | S4L | BS | EDS | L4W | LEO |
|--------------|-----|----|-----|-------------------|----|-----|----|-----|-----|-----|
| 2<br>(2xIAG) | 0   | 0  | 3   | 2<br>1xESOL 1xMFL | 3  | 3   | 3  | 1   | 1   | 1   |

## Outcomes for learners – Good with Outstanding Features

All learners are given information about how to raise a concern and who to contact if they have any concerns at the start of their learning programme and are actively encouraged to raise concerns for themselves and others should the need arise. The number of alerts has decreased slightly, this could be due to reduced learner numbers due to Covid-19.

A wider range of curriculum areas are now raising concerns as staff across the service become more confident and vigilant in this area. This is supported by having a range of curriculum and business staff on the safeguarding working group. Alerts have continued during the numerous lockdown's and Covid-19 restriction, which is testament to the vigilance and support staff provided to learners during this difficult time. The bi-weekly all Staff Update continues to have a regular feature on Safeguarding to ensure continued awareness and confidence in this area. November Safeguarding Month was well received with weekly safeguarding focussed all staff updates.

Feedback and communication from LCC's Adult Social Care dept on referrals has increased this year, with regular quarterly feedback through corporate governance meetings.

The learner handbook makes specific reference to Safeguarding, Prevent and FBV and is given to all learners either electronically or hard copy. Key points are highlighted as part of each course induction and ground rules face to face in the classroom and in distance learning programmes. The learner handbook includes information on the learning charter, i.e. what learners can expect from LALS and what LALS expects from Learners. The handbook includes information on confidentiality and data protection, Equality and Diversity, and how we can support our learners to stay safe in the physical learning environment and on-line. There is also a clear learner feedback and complaints procedure with named contacts for SMT. The handbook contains specific information on how we aim to support learners who may have a criminal conviction. This information is reviewed annually to take account of any new legislation or developments.

All staff attend bespoke mandatory training 'receiving the concern' delivered by knowledgeable in-house trainers. More specialist 'Alerting the Local Authority' training is delivered by our Learning and Development Dept in liaison with the LALS safeguarding officer, this is repeated regularly to ensure competencies are up to date. The service has 23 staff who are trained to Raise and Alert with the Local Authority, this includes managers, teaching staff and Business Support staff who are available across the County in each of our 4 localities.

The Safeguarding Lead regularly attends the local HE/FE Prevent meetings, the annual East Midlands Prevent conference and internal Corporate Prevent meetings to ensure compliance and development in the area. The Safeguarding Officer is an active member of the Community Safety Group at LCC to ensure the service can benefit from partnership working, keeps up to date on key developments, and is able to share good practice internally and externally.

At the start of all courses, tutors embed ground rules which set out expectations in relation to behaviour. All learners are given a personal Safeguarding / Prevent card (*accessible easy read cards are also available for learners with a disability or who have low literacy skills*) so learners are aware of who to contact should they feel unsafe either on their course or when in their home or community. Safeguarding posters are also visible in all learner areas. Our

VLE also contains updated information for both staff and learners on safeguarding processes and protocols, risk assessment information and sources for further support.

Wellbeing and the maintenance of good mental health will be a focus for SMT in the coming year. SMT regularly review staff attendance records and quickly and effectively implement support plans for staff who need reasonable adjustments to stay well and maintain good attendance at work. Stress risk assessments have been carried out in some teams and appropriate action plans put in place to support staff well-being.

### **Overall effectiveness of the service is not yet outstanding because:**

- The service still needs to ensure it has a robust site security plan (lockdown) in place in partnership with LCC (Property Services and the Resilience Team) and other relevant partner organisations. This will continue to be a priority for the coming year. Work in this area has been ongoing and has progressed.
- The Service does not yet have a robust filtering and monitoring system for Learners to identify misuse as recommended by Ofsted. This will continue to be a priority for the coming year. Work in this area has been ongoing and has progressed.

### **Improvements since last year**

- Learner protocol process was revised. New “Learner Contact Plans” will be accessible via ProSolutions. Documents were shared in Tutor Briefing pack
- 03/02/2021 MS/GP gave a Matrix Assessment presentation – Keeping Learners Safe. This was well received by the assessor and the only action to take forward is for the Modern Slavery Act to be included in the safeguarding policy
- Safeguarding policy was updated to include the Modern Slavery Act as per action from the Matrix assessment
- Feedback and communication from Adult Social Care with regards to referrals made is being received on a regular basis.
- Regular Safeguarding information communicated to all staff in regular Staff Update. Biweekly.
- November was LALS safeguarding month. There were themes for each week which went out in the form of a weekly update. All staff were encouraged to make a pledge to do something relevant to safeguarding. This will continue as a regular event
- Directed and more regular training has resulted in increased confidence in curriculum areas on identifying and making safeguarding alerts.
- Any concerns raised have been dealt with professionally and swiftly.
- Managers and curriculum coordinators continue to keep safeguarding on the agenda and regularly discuss any areas of concern in supervisions and team meetings.
- Safeguarding focus continued and included in walk throughs / observation checklists.

- Regular monitoring and updating of the Prevent Risk Register.

### **What does the curriculum need to do to improve further?**

- Site security procedures still need to be developed and embedded across the service in partnership with LCC to ensure a robust lockdown process is in place that all staff are aware of.
- Ensure a robust filtering and monitoring system is in place at LCC to identify misuse as previously recommended by Ofsted.
- Ensure further embedding of Fundamental British Values to enhance staff skills and confidence in this area to increase learner and community safety.
- Monitor and further develop the process for deaf tutors can make effective alerts and all SG policies and procedures consider Equalities impact and implications.

## Appendix 1.0

### Learner Achievement

#### Showing Overall Achievement for 19+ Provision

| LALS   | 2018/19 | 2019/20 | 2020/21 | VARIANCE |
|--|---------|---------|---------|----------|
| Overall Service (Accredited and non-accredited combined) | 91.73%  | 85.67%  | 88.44%  | +2.77%   |

#### Showing Year on Year Performance for 19+ Provision

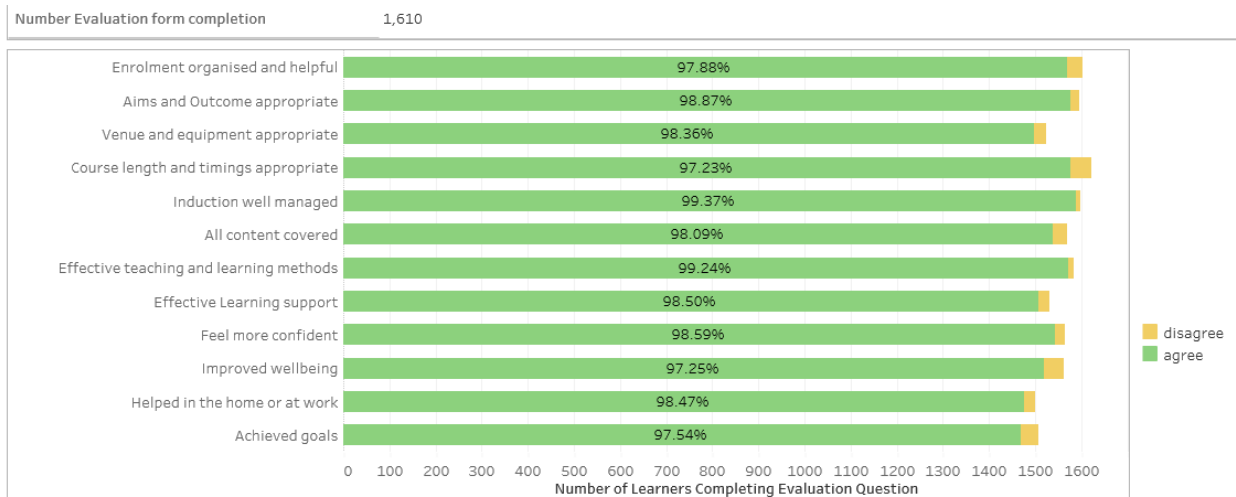
| LALS                       | 2018/19 | 2019/20 | 2020/21 | VARIANCE |
|----------------------------|---------|---------|---------|----------|
| Accredited                 | 83.00%  | 77.22%  | 80.92%  | +3.70    |
| Non-Accredited             | 95.35%  | 90.4%   | 95.1%   | +4.70%   |
| Overall Service (combined) | 91.73%  | 85.67%  | 88.44%  | +2.77%   |

#### Achievement Rates for Adult Skills Accredited Provision

| LEVEL   | 2017/18<br>19+ ASB | 2018/19<br>19+ ASB | 2019/20<br>19+ ASB | 2020/21<br>19+ ASB |
|---------|--------------------|--------------------|--------------------|--------------------|
| E       | 85.81%             | 88.08%             | 79.95%             | 89.5%              |
| 1       | 79.78%             | 75.59%             | 68.25%             | 77.38%             |
| 2       | 78.63%             | 77.50%             | 77.67%             | 73.35%             |
| 3       | 100%               | n/a                | n/a                | n/a                |
| Overall | 82.47%             | 83.00%             | 76.90%             | 80.87%             |

## Appendix 2.0

### Summary of Learner Feedback from end of course evaluations 2020/21





### Appendix 3.0 Headline Data by Year (AEB Only)

| Ach Rate by Level | 18/19   |       |       |       | 19/20   |       |       |       | 20/21   |        |        |        |
|-------------------|---------|-------|-------|-------|---------|-------|-------|-------|---------|--------|--------|--------|
| Level             | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%   | Ret%   | Pass%  |
| 1                 | 467     | 75.59 | 84.15 | 89.82 | 463     | 68.25 | 77.97 | 87.53 | 251     | 77.69  | 86.85  | 89.45  |
| 2                 | 553     | 77.58 | 86.62 | 89.56 | 600     | 77.67 | 85.67 | 90.66 | 484     | 73.14  | 88.22  | 82.90  |
| 3                 | 0       | 0.00  | 0.00  | 0.00  | 0       | 0.00  | 0.00  | 0.00  | 1       | 100.00 | 100.00 | 100.00 |
| E                 | 1322    | 88.05 | 90.85 | 96.92 | 1167    | 80.55 | 88.86 | 90.65 | 527     | 89.56  | 93.17  | 96.13  |

| Achievement Rate by Age/Qual Type/Level |                                |       | 18/19   |        |        |        | 19/20   |        |        |        | 20/21   |        |        |        |
|---|--------------------------------|-------|---------|--------|--------|--------|---------|--------|--------|--------|---------|--------|--------|--------|
| Age Group                               | Qual Type                      | Level | Leavers | Ach%   | Ret%   | Pass%  | Leavers | Ach%   | Ret%   | Pass%  | Leavers | Ach%   | Ret%   | Pass%  |
| 16-18                                   | Basic Skills Maths and English | 2     | 3       | 0.00   | 0.00   | 0.00   | 0       | 0.00   | 0.00   | 0.00   | 0       | 0.00   | 0.00   | 0.00   |
|   |                                | E     | 2       | 50.00  | 50.00  | 100.00 | 0       | 0.00   | 0.00   | 0.00   | 0       | 0.00   | 0.00   | 0.00   |
|   | Other Non-Reg                  | E     | 4       | 100.00 | 100.00 | 100.00 | 0       | 0.00   | 0.00   | 0.00   | 0       | 0.00   | 0.00   | 0.00   |
| 19+                                     | Award                          | 1     | 171     | 87.13  | 89.47  | 97.39  | 129     | 86.82  | 89.15  | 97.39  | 84      | 92.86  | 92.86  | 100.00 |
|   |                                | 2     | 106     | 87.74  | 95.28  | 92.08  | 108     | 80.56  | 88.89  | 90.63  | 99      | 84.85  | 91.92  | 92.31  |
|   |                                | E     | 525     | 88.38  | 90.29  | 97.89  | 298     | 80.54  | 87.92  | 91.60  | 77      | 88.31  | 89.61  | 98.55  |
|   | Basic Skills Maths and English | 1     | 212     | 62.74  | 77.36  | 81.10  | 164     | 68.90  | 76.83  | 89.68  | 78      | 58.97  | 76.92  | 76.67  |
|   |                                | 2     | 229     | 72.49  | 86.03  | 84.26  | 235     | 79.15  | 89.36  | 88.57  | 225     | 60.44  | 87.56  | 69.04  |
|   |                                | E     | 98      | 74.49  | 77.55  | 96.05  | 87      | 62.07  | 77.01  | 80.60  | 36      | 72.22  | 80.56  | 89.66  |
|   | Certificate                    | 1     | 27      | 81.48  | 88.89  | 91.67  | 64      | 21.88  | 43.75  | 50.00  | 30      | 70.00  | 90.00  | 77.78  |
|   |                                | 2     | 14      | 85.71  | 92.86  | 92.31  | 17      | 58.82  | 82.35  | 71.43  | 2       | 50.00  | 100.00 | 50.00  |
|   |                                | E     | 1       | 0.00   | 100.00 | 0.00   | 259     | 74.13  | 88.03  | 84.21  | 80      | 87.50  | 93.75  | 93.33  |
|   | Diploma                        | 3     | 0       | 0.00   | 0.00   | 0.00   | 0       | 0.00   | 0.00   | 0.00   | 1       | 100.00 | 100.00 | 100.00 |
|   | ESOL                           | 1     | 39      | 82.05  | 89.74  | 91.43  | 68      | 77.94  | 89.71  | 86.89  | 48      | 87.50  | 91.67  | 95.45  |
|   |                                | 2     | 12      | 100.00 | 100.00 | 100.00 | 15      | 100.00 | 100.00 | 100.00 | 22      | 90.91  | 90.91  | 100.00 |
|   |                                | E     | 326     | 88.04  | 93.87  | 93.79  | 351     | 83.48  | 90.03  | 92.72  | 203     | 93.60  | 94.58  | 98.96  |
|   | GCSE Maths and                 | 2     | 177     | 76.84  | 82.49  | 93.15  | 176     | 83.52  | 84.09  | 99.32  | 114     | 80.70  | 84.21  | 95.83  |
|   | Other Non-Reg                  | 1     | 17      | 94.12  | 94.12  | 100.00 | 36      | 63.89  | 80.56  | 79.31  | 11      | 72.73  | 81.82  | 88.89  |
|   |                                | 2     | 12      | 83.33  | 83.33  | 100.00 | 17      | 47.06  | 88.24  | 53.33  | 10      | 90.00  | 90.00  | 100.00 |
|   |                                | E     | 346     | 91.33  | 92.49  | 98.75  | 171     | 94.15  | 95.32  | 98.77  | 107     | 95.33  | 97.20  | 98.08  |
|   | Other Reg                      | E     | 0       | 0.00   | 0.00   | 0.00   | 0       | 0.00   | 0.00   | 0.00   | 24      | 66.67  | 91.67  | 72.73  |
|   | QCF Unit                       | 1     | 1       | 100.00 | 100.00 | 100.00 | 2       | 50.00  | 100.00 | 50.00  | 0       | 0.00   | 0.00   | 0.00   |
|   |                                | 2     | 0       | 0.00   | 0.00   | 0.00   | 32      | 40.63  | 50.00  | 81.25  | 12      | 100.00 | 100.00 | 100.00 |
|   |                                | E     | 20      | 95.00  | 95.00  | 100.00 | 1       | 0.00   | 100.00 | 0.00   | 0       | 0.00   | 0.00   | 0.00   |

### Appendix 4.0 Achievement by Demographic (AEB Only)

| Achievement Rate by Age Group |         |       |       |        |         |       |       |       |         |       |       |       |
|-------------------------------|---------|-------|-------|--------|---------|-------|-------|-------|---------|-------|-------|-------|
|                               | 18/19   |       |       |        | 19/20   |       |       |       | 20/21   |       |       |       |
| Age Group                     | Leavers | Ach%  | Ret%  | Pass%  | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%  | Ret%  | Pass% |
| 16-18                         | 9       | 55.56 | 55.56 | 100.00 | 0       | 0.00  | 0.00  | 0.00  | 0       | 0.00  | 0.00  | 0.00  |
| 19+                           | 2333    | 83.20 | 88.64 | 93.86  | 2230    | 77.22 | 85.74 | 90.06 | 1263    | 80.92 | 90.02 | 89.89 |

#### *Achievement Rate by Ethnic Group*

| Ethnic Group    | 18/19   |        |        |        | 19/20   |       |       |        | 20/21   |       |        |        |
|-----------------|---------|--------|--------|--------|---------|-------|-------|--------|---------|-------|--------|--------|
|                 | Leavers | Ach%   | Ret%   | Pass%  | Leavers | Ach%  | Ret%  | Pass%  | Leavers | Ach%  | Ret%   | Pass%  |
| Any Other       | 100     | 90.00  | 94.00  | 95.74  | 130     | 86.15 | 91.54 | 94.12  | 123     | 89.43 | 93.50  | 95.65  |
| Bangladeshi     | 35      | 77.14  | 85.71  | 90.00  | 38      | 68.42 | 76.32 | 89.66  | 21      | 85.71 | 90.48  | 94.74  |
| Black African   | 36      | 69.44  | 97.22  | 71.43  | 46      | 71.74 | 80.43 | 89.19  | 18      | 55.56 | 88.89  | 62.50  |
| Black Caribbean | 9       | 100.00 | 100.00 | 100.00 | 8       | 75.00 | 87.50 | 85.71  | 5       | 60.00 | 100.00 | 60.00  |
| Black Other     | 6       | 16.67  | 66.67  | 25.00  | 16      | 87.50 | 93.75 | 93.33  | 8       | 37.50 | 50.00  | 75.00  |
| Chinese         | 28      | 92.86  | 96.43  | 96.30  | 23      | 69.57 | 86.96 | 80.00  | 5       | 40.00 | 60.00  | 66.67  |
| Indian          | 133     | 73.68  | 87.97  | 83.76  | 143     | 75.52 | 83.22 | 90.76  | 86      | 79.07 | 86.05  | 91.89  |
| Mixed           | 55      | 87.27  | 92.73  | 94.12  | 58      | 72.41 | 79.31 | 91.30  | 33      | 81.82 | 87.88  | 93.10  |
| Other Asian     | 62      | 79.03  | 87.10  | 90.74  | 55      | 83.64 | 90.91 | 92.00  | 32      | 75.00 | 87.50  | 85.71  |
| Pakistani       | 24      | 70.83  | 83.33  | 85.00  | 24      | 79.17 | 91.67 | 86.36  | 18      | 83.33 | 88.89  | 93.75  |
| Unknown         | 8       | 100.00 | 100.00 | 100.00 | 11      | 81.82 | 81.82 | 100.00 | 2       | 50.00 | 50.00  | 100.00 |
| White           | 1846    | 83.86  | 87.97  | 95.32  | 1678    | 76.94 | 85.76 | 89.72  | 912     | 81.25 | 90.68  | 89.60  |

### Achievement Rate by Gender

|        | 18/19   |       |       |       | 19/20   |       |       |       | 20/21   |       |       |       |
|--------|---------|-------|-------|-------|---------|-------|-------|-------|---------|-------|-------|-------|
| Gender | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%  | Ret%  | Pass% |
| F      | 1540    | 83.05 | 89.22 | 93.09 | 1464    | 78.14 | 85.59 | 91.30 | 911     | 80.13 | 89.46 | 89.57 |
| M      | 802     | 83.17 | 87.16 | 95.42 | 766     | 75.46 | 86.03 | 87.71 | 352     | 82.95 | 91.48 | 90.68 |

### Achievement Rate by Disability

|                | 18/19   |       |       |       | 19/20   |       |       |        | 20/21   |       |       |       |
|----------------|---------|-------|-------|-------|---------|-------|-------|--------|---------|-------|-------|-------|
| Disability     | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%  | Ret%  | Pass%  | Leavers | Ach%  | Ret%  | Pass% |
| Has Disability | 388     | 81.44 | 85.57 | 95.18 | 334     | 70.66 | 84.13 | 83.99  | 151     | 80.79 | 90.73 | 89.05 |
| None           | 1911    | 83.41 | 89.06 | 93.65 | 1867    | 78.31 | 86.07 | 90.98  | 1101    | 81.11 | 90.10 | 90.02 |
| Not known      | 43      | 83.72 | 90.70 | 92.31 | 29      | 82.76 | 82.76 | 100.00 | 11      | 63.64 | 72.73 | 87.50 |

### Achievement Rate by Learning Difficulty Summary

|                         | 18/19   |       |       |       | 19/20   |       |       |        | 20/21   |       |       |       |
|-------------------------|---------|-------|-------|-------|---------|-------|-------|--------|---------|-------|-------|-------|
| LD Summary              | Leavers | Ach%  | Ret%  | Pass% | Leavers | Ach%  | Ret%  | Pass%  | Leavers | Ach%  | Ret%  | Pass% |
| Has Learning Difficulty | 667     | 86.81 | 88.91 | 97.64 | 461     | 76.57 | 91.54 | 83.65  | 246     | 82.52 | 92.28 | 89.43 |
| None                    | 1632    | 81.56 | 88.30 | 92.37 | 1740    | 77.30 | 84.25 | 91.75  | 1006    | 80.72 | 89.66 | 90.02 |
| Not known               | 43      | 83.72 | 90.70 | 92.31 | 29      | 82.76 | 82.76 | 100.00 | 11      | 63.64 | 72.73 | 87.50 |

### Achievement Rate by Learning Difficulty Details

| Learning Difficulty    | 18/19   |       |       |        | 19/20   |        |        |        | 20/21   |        |        |        |
|------------------------|---------|-------|-------|--------|---------|--------|--------|--------|---------|--------|--------|--------|
|                        | Leavers | Ach%  | Ret%  | Pass%  | Leavers | Ach%   | Ret%   | Pass%  | Leavers | Ach%   | Ret%   | Pass%  |
| Autism                 | 42      | 71.43 | 78.57 | 90.91  | 22      | 72.73  | 100.00 | 72.73  | 21      | 90.48  | 100.00 | 90.48  |
| Dyscalculia            | 2       | 0.00  | 50.00 | 0.00   | 3       | 66.67  | 100.00 | 66.67  | 0       | 0.00   | 0.00   | 0.00   |
| Dyslexia               | 102     | 77.45 | 81.37 | 95.18  | 103     | 70.87  | 82.52  | 85.88  | 56      | 66.07  | 85.71  | 77.08  |
| Moderate               | 364     | 90.11 | 90.93 | 99.09  | 226     | 78.32  | 93.36  | 83.89  | 116     | 87.07  | 93.97  | 92.66  |
| Multiple               | 3       | 33.33 | 33.33 | 100.00 | 1       | 100.00 | 100.00 | 100.00 | 1       | 100.00 | 100.00 | 100.00 |
| n/a                    | 22      | 81.82 | 86.36 | 94.74  | 11      | 81.82  | 81.82  | 100.00 | 9       | 66.67  | 77.78  | 85.71  |
| None                   | 1632    | 81.56 | 88.30 | 92.37  | 1740    | 77.30  | 84.25  | 91.75  | 1006    | 80.72  | 89.66  | 90.02  |
| Not Known/Not Provided | 21      | 85.71 | 95.24 | 90.00  | 18      | 83.33  | 83.33  | 100.00 | 2       | 50.00  | 50.00  | 100.00 |
| Other                  | 78      | 88.46 | 92.31 | 95.83  | 63      | 76.19  | 93.65  | 81.36  | 25      | 88.00  | 96.00  | 91.67  |
| Other Spec             | 32      | 93.75 | 93.75 | 100.00 | 15      | 73.33  | 86.67  | 84.62  | 7       | 71.43  | 85.71  | 83.33  |
| Severe                 | 44      | 95.45 | 95.45 | 100.00 | 28      | 89.29  | 100.00 | 89.29  | 20      | 90.00  | 90.00  | 100.00 |

### Appendix 5 – Achievement Rate by SSA (AEB Only)

| Achievement by Curr Area       |                                  |                                 | 18/19  |        |        |        | 19/20  |        |        |        | 20/21  |        |        |        |      |
|--------------------------------|----------------------------------|---------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|
| Curriculum                     | SSA2 Name                        | Level                           | Leaver | Ach%   | Ret%   | Pass%  | Leaver | Ach%   | Ret%   | Pass%  | Leaver | Ach%   | Ret%   | Pass%  |      |
| Employability & Digital Skills | Hospitality and Catering         | 2                               | 36     | 100.00 | 100.00 | 100.00 | 18     | 100.00 | 100.00 | 100.00 | 3      | 100.00 | 100.00 | 100.00 |      |
|                                | ICT for Users                    | 1                               | 74     | 77.03  | 85.14  | 90.48  | 64     | 21.88  | 43.75  | 50.00  | 38     | 73.68  | 89.47  | 82.35  |      |
|                                |                                  | 2                               | 29     | 72.41  | 96.55  | 75.00  | 58     | 43.10  | 55.17  | 78.13  | 31     | 83.87  | 93.55  | 89.66  |      |
|                                |                                  | E                               | 0      | 0.00   | 0.00   | 0.00   | 90     | 71.11  | 74.44  | 95.52  | 46     | 78.26  | 93.48  | 83.72  |      |
| Preparation for Work           | 1                                | 0                               | 0.00   | 0.00   | 0.00   | 3      | 0.00   | 100.00 | 0.00   | 4      | 50.00  | 50.00  | 100.00 |        |      |
| ESOL                           | Foundations for Learning & Life  | 1                               | 39     | 82.05  | 89.74  | 91.43  | 68     | 77.94  | 89.71  | 86.89  | 48     | 87.50  | 91.67  | 95.45  |      |
|                                |                                  | 2                               | 12     | 100.00 | 100.00 | 100.00 | 15     | 100.00 | 100.00 | 100.00 | 22     | 90.91  | 90.91  | 100.00 |      |
|                                |                                  | E                               | 332    | 87.95  | 93.98  | 93.59  | 359    | 83.29  | 89.97  | 92.57  | 212    | 93.40  | 94.81  | 98.51  |      |
| FEML Family Learning           | Child Development                | 1                               | 0      | 0.00   | 0.00   | 0.00   | 5      | 100.00 | 100.00 | 100.00 | 0      | 0.00   | 0.00   | 0.00   |      |
|                                |                                  | 2                               | 37     | 81.08  | 86.49  | 93.75  | 39     | 71.79  | 94.87  | 75.68  | 18     | 83.33  | 94.44  | 88.24  |      |
| Languages                      | Lang, Lit & Cult of Brit Isles   | E                               | 58     | 86.21  | 86.21  | 100.00 | 26     | 88.46  | 88.46  | 100.00 | 0      | 0.00   | 0.00   | 0.00   |      |
|                                |                                  | 1                               | 124    | 91.94  | 91.94  | 100.00 | 121    | 88.43  | 88.43  | 100.00 | 72     | 95.83  | 95.83  | 100.00 |      |
|                                | Other Languages, Lit & Culture   | 2                               | 18     | 100.00 | 100.00 | 100.00 | 42     | 92.86  | 92.86  | 100.00 | 61     | 86.89  | 91.80  | 94.64  |      |
|                                |                                  | E                               | 193    | 84.46  | 87.56  | 96.45  | 211    | 85.78  | 85.78  | 100.00 | 47     | 91.49  | 91.49  | 100.00 |      |
| Learning for Independence      | Foundations for Learning & Life  | E                               | 496    | 91.53  | 93.15  | 98.27  | 297    | 83.84  | 94.61  | 88.61  | 184    | 90.22  | 94.02  | 95.95  |      |
|                                |                                  | E                               | 118    | 94.07  | 94.92  | 99.11  | 77     | 66.23  | 97.40  | 68.00  | 7      | 100.00 | 100.00 | 100.00 |      |
| Skills for Life                | Foundations for Learning & Life  | 1                               | 227    | 66.08  | 79.74  | 82.87  | 202    | 67.82  | 77.72  | 87.26  | 89     | 60.67  | 77.53  | 78.26  |      |
|                                |                                  | 2                               | 240    | 72.92  | 85.83  | 84.95  | 252    | 76.98  | 89.29  | 86.22  | 235    | 61.70  | 87.66  | 70.39  |      |
|                                |                                  | E                               | 118    | 74.58  | 76.27  | 97.78  | 107    | 68.22  | 81.31  | 83.91  | 31     | 70.97  | 77.42  | 91.67  |      |
|                                | Lang, Lit & Cult of Brit Isles   | 2                               | 73     | 76.71  | 79.45  | 96.55  | 81     | 83.95  | 85.19  | 98.55  | 48     | 85.42  | 89.58  | 95.35  |      |
|                                | Mathematics and Statistics       | 2                               | 104    | 76.92  | 84.62  | 90.91  | 95     | 83.16  | 83.16  | 100.00 | 66     | 77.27  | 80.30  | 96.23  |      |
| Work Based Learning            | Child Development and Well Being | 3                               | 0      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00   | 1      | 100.00 | 100.00 | 100.00 |      |
|                                |                                  | Foundations for Learning & Life | 1      | 3      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00 |
|                                |                                  |                                 | 2      | 3      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00 |
|                                |                                  |                                 | E      | 6      | 83.33  | 83.33  | 100.00 | 0      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00 |
| Preparation for Work           | E                                | 1                               | 100.00 | 100.00 | 100.00 | 0      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00   |        |      |
| Work Force Development         | Foundations for Learning & Life  | 2                               | 1      | 100.00 | 100.00 | 100.00 | 0      | 0.00   | 0.00   | 0.00   | 0      | 0.00   | 0.00   | 0.00   |      |

## Appendix 6.0

### ADULT LEARNING SERVICE SELF- ASSESSMENT PROCESS MAP

