



Hampshire County Council

Hampshire Learning

Self-assessment Report

(Academic Year August 2011 - July 2012)



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Section One - Background

1.1 Context

The county of Hampshire has a total population of 1,317,800 (ONS 2011 census) with a small proportion of ethnic minority groups. In 2009, 94.6% of Hampshire's resident population was estimated to be of white ethnic background [Source: "Table EE1, Population Estimates by Ethnic Group Rel.8.0, Office for National Statistics, 2011"]. The ethnic group which makes up the majority of the non-white population is Asian/Asian British (2.1%). The proportion of Hampshire's population within ethnic minority groups is uniformly low across the whole county, with only Rushmoor, Basingstoke and Deane and Hart having more than 6.0% from other than white backgrounds. The non-white population increased from 3.3% in 2001 to 5.4% in 2009. [Source: A Profile of Hampshire, 2011]

Comparing Hampshire with the national figures shows that two age groups, 16 to 29 years and 45 to 64 years, hold the key differences. The county had 2.9% less persons in the younger age group but 2.2% more than England in the older group.

However there are some significant differences between Hampshire districts. New Forest has a markedly older profile than all the other districts, with 24.3% of its population over the age of 64 years, Rushmoor having just 13.0%. Hampshire recorded 18.0% and England 16.3%. For population younger than 45 years, Rushmoor stands out as most noticeably different with 63.6%, New Forest having only 47.0%. Hampshire had 54.5% and England 58.6%. This higher figure for Rushmoor is, in large part, due to the presence of personnel in the armed forces. [Source: A Profile of Hampshire, 2011]

The county (by area) is 85% rural. Major population centres are located in the south-east (Gosport, Fareham and Havant), the north-east (Basingstoke, Farnborough and Aldershot) and central Hampshire (Winchester, Romsey and Eastleigh), with significant economic differences between districts. The proportion of the Hampshire population living in rural areas is 22.9% compared to 22.4% in the South East but there is a significant variation across districts with the proportions in each district ranging from 0% in Gosport and Rushmoor, 1.6% in Fareham, and 1.8% in Havant to 36.7% in Test Valley, 41.1% in East Hampshire and 59.1% in Winchester.

In October 2012, the JSA claimant rate was 2.3% of the resident population aged 16-64, substantially lower than the national average of 3.8% (Nomis official labour market statistics, ONS).

Large parts of the Hampshire County Council area remain relatively unaffected by multiple deprivation. Eight of the districts were placed in the least deprived quartile nationally in 2004, 2007 and 2010, with Hart consistently being the least deprived authority. Rushmoor was in the least deprived quartile for 2004 and 2007, but fell to the top position in quartile two in 2010. Gosport was in the second least deprived quartile in 2004, but fell into quartile three for both 2007 and 2010. Havant was consistently placed in quartile three, the second most deprived quartile.

The district measures mask more severe pockets of deprivation at a local area level. This is simply due to the general pattern of larger areas tending toward the

average. Investigation of the results at the Lower Layer Super Output Area (LSOA) level for Hampshire show there were 24 LSOAs in the most deprived quintile nationally, growing to 27 in 2007 and then to 31 in 2010.

For 2010, 22 of the 31 LSOAs in the most deprived quintile nationally were to be found in Havant. Of these 22 Havant LSOAs, 16 were included in all three years. The wards that constitute the Leigh Park area of Havant (Warren Park, Barncroft, Bondfields and Battins) appear regularly. This provides strong evidence of the existence of one significant area of deprivation within the county (Leigh Park). [Source: A profile of Hampshire 2011 - HCC].

In the 16-64 age group, 25.3% of people in Hampshire do not hold level 2 qualifications, or above, compared with a figure of 26.7% in the South East and 30.5% in England. Three districts have higher proportions than the average for England: Gosport 37.1%, Havant 37.6%, Rushmoor 33.3% and a further three districts have higher proportions than the average for the South East: New Forest 28.7%, Basingstoke & Deane 27.0%, Test Valley 27.0% (Nomis official labour market statistics 2011, ONS).

There are 21 post-16 colleges serving Hampshire (including the unitary authorities of Southampton and Portsmouth) and 10 schools with sixth forms.

1.2 Organisational structure

Hampshire Learning was transferred from the Culture Communities and Rural Affairs (CCRA) Department to Children's Services Department in February 2011 as part of the of the County Council's re-structure. It continues to retain its links with the Culture, Communities and Business Services (CCBS) department, in particular with regard to the adult learning provision delivered in libraries, museums and other cultural sites.

Hampshire Learning is appropriately placed to contribute and respond to policies and initiatives relating to Adult and Community Learning. The Service works towards and contributes to the County Council's 'Open for Business Plan 2011/13' and corporate objectives: Hampshire safer and more secure for all; Maximising wellbeing; Enhancing our quality of place. The Service provides high quality learning opportunities through existing and new provision, improving access and inclusion for the community. The current staffing structure is shown at Appendix 1.

1.3 Aspirations

Hampshire Learning's mission statement - 'Developing Adult Learning'- is based on the belief that learning can transform people's lives and contributes to the health and wellbeing of individuals and to the wider society. It recognises that people value learning for many different reasons including:

- gaining skills for employment
- improving English, maths and functional skills
- gaining increased confidence
- opening a door to further opportunities
- personal fulfilment or pleasure
- supporting their children's learning and development
- keeping active and independent into old age

Hampshire Learning aspires to develop adult learning by:

- using a whole range of innovative learning opportunities, delivered and promoted across Hampshire to encourage adults and their families to take part for their own personal development and fulfilment
- targeting support to those who need it most
- collaborating with a wide range of partners
- making and mapping learner pathways so learners can move from one learning opportunity to another
- providing information on learning opportunities in Hampshire.
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In shaping the curriculum offer for 2012-13, priorities were reviewed and updated and were included in the Strategic Commissioning Plan which was issued in the spring term 2012.

1.4 Priorities for 2012-13

Hampshire Learning aims to deliver varied and innovative learning opportunities across a broad spread of venues, including co-location of delivery. The following priorities for 2012-13 are to:

- ensure the development of meaningful partnership activities that enable joint working, avoid duplication and share best practice
- provide both a universal and targeted offer and to support learning where needs are greatest
- forge greater integration with other policy areas including localism, community engagement, employment, skills, digital inclusion, health and well-being
- provide greater alignment with existing Hampshire County Council and particularly Children's Services Department provision as reflected within the Open for Business Plan
- improve essential skills for learners to progress to further learning, paid/unpaid work and involvement in the community
- engage people within deprived communities to support personal and community development
- increase participation by targeting learners from particular equality groups eg those with learning difficulties and disabilities; males; minority ethnic groups; unemployed 19-25 year olds
- enable parents and children to learn together and for parents to develop confidence to support their children's learning
- maintain a broad and innovative range of learning opportunities for personal fulfilment and improved health and wellbeing including courses leading to qualifications and accredited outcomes
- support community development by:
 - ensuring that voluntary and community groups and community organisations can support informal learning activities and create progression routes for people who want to move to more formal learning and
 - enabling organisations within the voluntary and community sector to build capacity to reach people who are furthest away from learning and employment.

Hampshire Learning aims to fund activities which can achieve realistic targets and generate impacts within local communities that meet statutory, contractual and quality requirements.

1.5 Characteristics of provision

The characteristics of Hampshire Learning's provision of adult and community learning are summarised below:

- The majority of the provision is secured through funding agreements with a range of providers including: schools, children's centres, libraries, voluntary groups, community organisations and internal County Council partnerships.
- The number of learners accessing the provision in 2011-12 was 18,069. Learner information data is provided in Appendix 2.
- A significant proportion of Family Learning is provided through direct delivery. This initiative was first introduced in 2006-07 because of difficulties in maintaining quality in some sub-contracted provision in these curriculum areas.
- The Hampshire Learning provision sits alongside adult and community learning delivered by other providers, including colleges, with the result that the number of learners supported in different parts of the county is not in direct proportion to population or levels of deprivation.
- Funding through the Adult Skills Budget has been allocated across the provider network with curriculum steer towards qualifications which provide realistic progression opportunities for learners accessing community learning.
- In addition to the funded programmes delivered for the Skills Funding Agency, Hampshire Learning utilised a proportion of Hampshire County Council's funding for small developmental projects delivered mainly by voluntary sector organisations and through CCRA services eg museums and arts centres.
- From April 2010 the Skills Funding Agency became the single funding provider for adult learning opportunities in England outside of higher education. It supports the programmes that employers and individuals need now and in the future.

1.6 Curriculum offer

Much of the curriculum offer for 2011-12 was focused on target learner groups within particular communities with an emphasis on learners who do not have level 2 qualifications. The provision of learning opportunities for adults with poor literacy, numeracy and language skills, in particular for those who are unemployed, has been increasing with greater emphasis on the identification of progression routes to level 2 qualifications. The curriculum was delivered under the following learning categories:

Personal and Community Development Learning (PCDL)

PCDL is learning which is offered for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment. This learning seeks to meet local interests and needs and complements other local provision. Hampshire Learning uses some of this funding for 'Priority PCDL' to offer courses free of charge to disadvantaged learners.

Skills for Independent Living and Leisure (SILL)

Learning offered in this category is aimed at developing the knowledge, skills and understanding of adults with learning difficulties and/or disabilities. It promotes independent living in the community and is also used to support adults recovering from mental ill health to help them re-engage in learning. Provision is free.

Neighbourhood Learning in Deprived Communities (NLDC)

NLDC funding is available to help local voluntary and community sector organisations deliver learning opportunities and support activities for people living in disadvantaged neighbourhoods.

First Steps

First Steps learning is offered as an initial entry point into learning for pre-Level 2 learners from which they are actively encouraged and supported to progress to other forms of learning, including vocational programmes offered by local colleges, leading to Level 2 qualifications. The provision is free to adult learners who may be disadvantaged or disengaged from learning.

Wider Family Learning (WFL)

WFL programmes have the following aims:

- to enable adults and children to learn together
- to develop the skills and the knowledge of both the adult and the child
- to help adults to support their children's learning and development more actively and with greater confidence
- to help adults to understand why their support is important

These programmes may provide an initial entry point into learning from which learners have been actively encouraged and supported to progress to FLLN provision, where appropriate, and to work towards level 2 qualifications. Provision is free.

Family Literacy, Language and Numeracy (FLLN)

FLLN programmes have three main aims:

- to improve the literacy, language and numeracy skills of parents/carers with opportunities to access national qualifications
- to improve parents' ability to support their children's learning
- to improve children's acquisition of literacy, language and numeracy skills

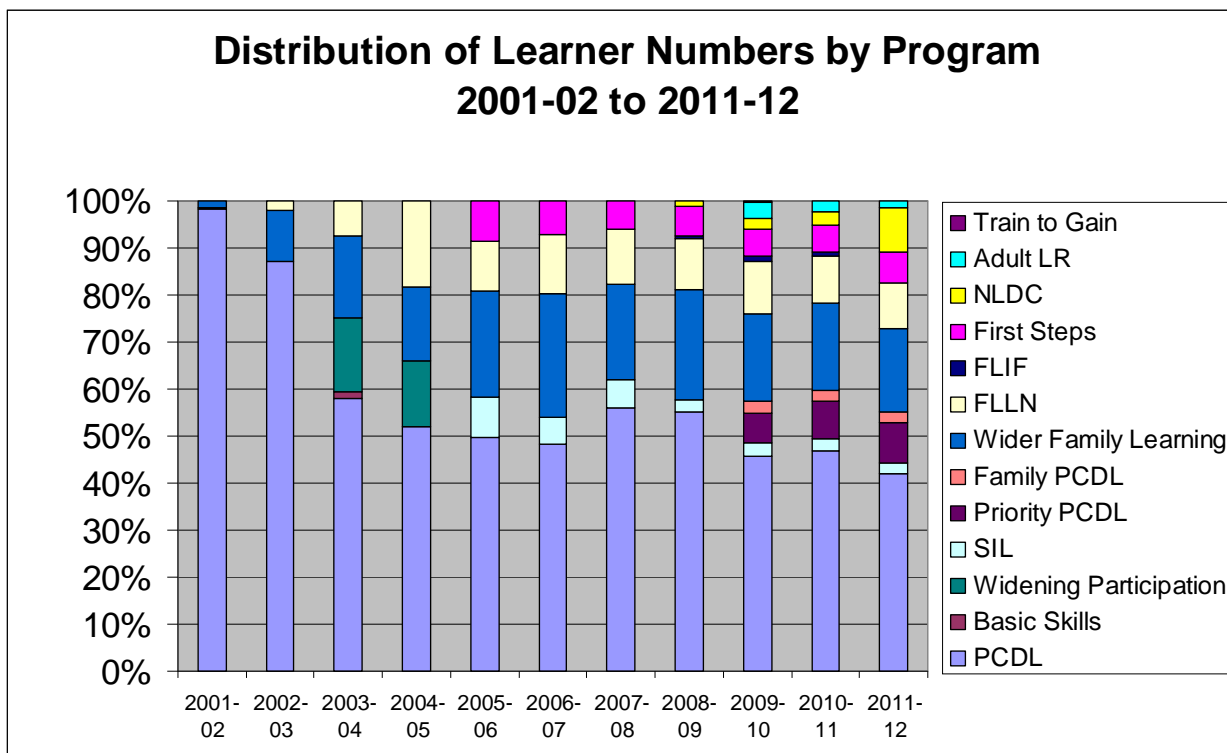
Provision is free and focuses on parents/carers who have low levels of literacy and numeracy and fall within specified categories such as parents/carers living in disadvantaged communities and parents/carers from minority ethnic backgrounds.

Adult Skills Budget (ASB)

Adult Skills Budget (ASB) funding has been used to support qualification courses across the county.

Distribution of Learner Numbers

The table below reflects changes in the pattern of provision. It illustrates the concerted and sustained effort made to develop a balanced programme which recognises the importance of learning for all and provides courses which improve the learning of target groups identified in national and local skills strategies.



1.7 Funding

The funding available to Hampshire Learning for the delivery of adult and community learning provision is largely received through contracts with the Skills Funding Agency. The County Council's contribution is currently around 8% of the budget. The level of funding made available to providers for delivering different programmes is determined by Hampshire Learning. The level of funding for WFL and FLLN is broadly in line with national recommended guidelines.

Provision is free to learners on WFL, FLLN, First Steps, SILL and NLDC programmes. There is a general expectation that learners attending PCDL courses will contribute to the costs of delivering their programmes through payment of course fees. Fee remission is available on the grounds of low income. For 2011-12 the funding allocation for PCDL was per learner rather than per hour so there was no course length restriction on leisure learning courses. 'Priority' PCDL courses were offered at no cost to disadvantaged learners. An additional category of Family PCDL is used to accommodate those parents who do not meet the criteria for WFL provision although the uptake on this has been low. ASB funding is set at national rates for qualifications listed on the Learning Aims Database. Learners contribute to the cost of their qualification and fee remissions are available for those on low income.

Hampshire Learning's Funding Agreement sets out its expectations of providers with regard to quality standards, delivery and learner targets.

Section Two – Overall effectiveness

Grade awarded

Good: Grade 2

2.1 Context

A full Ofsted inspection was carried out in June 2010. The findings detailed in the Ofsted report recorded the overall effectiveness of the provision as good and outcomes for learners, quality of provision, leadership and management were also good. A subsequent focussed monitoring visit took place in May 2012 and explored six key themes. The Service was judged to have made Significant Progress in: Outcomes for Learners; Leadership and Management; and Safeguarding and Reasonable Progress in Self-assessment and Improvement Planning; and under two themes in Quality of Provision. These were in the provision of information about progression opportunities for learners and the standard of course goals and learning objectives.

Hampshire Learning provides a good service. It has a good range of both accredited and non-accredited provision which meets the needs of individuals and communities across Hampshire. By providing courses specifically aimed at, for example, pre Level 2 learners, the unemployed, the elderly, learners in deprived communities and those in rural locations, the service is successfully widening participation. The care, guidance and support that learners receive are good and those with little confidence are sensitively supported to progress.

Leadership and management and the quality of curriculum management are all good. Arrangements for safeguarding are good. Safeguarding training has been delivered to Centre Managers and key staff. In addition, an online safeguarding tutorial has been developed to ensure that all tutors have access to basic awareness training and are confident about recognising and reporting safeguarding concerns and creating a safe and secure learning environment. The promotion of equality and diversity is good in general and at a strategic level and tutors are becoming more confident in integrating relevant equality and diversity topics into their lessons.

Governance arrangements are sound. There is a clear strategic direction for the future development of the service and a strong commitment to the belief that learning makes a significant contribution to the personal, social and economic well-being of local residents. Capacity to improve is good.

Quality improvement arrangements are well conceived and recorded and providers receive good support to develop the quality and range of their provision. Self-assessment is accurate and used well to improve provision. The self-assessment process is good and managers have an accurate view of the key strengths and areas for improvement. The service has good systems to monitor the work of a large number of sub-contractors. Contract reviews ensure that provision is in line with the clear strategic vision provided by management. Providers' self-assessment processes have improved over recent years and providers are fully supported in the implementation of effective quality improvement systems. Staff development is good and the use of direct delivery in the areas of Wider Family Learning (WFL) and Family Literacy, Language and

Numeracy (FLLN) has provided positive results. The service is making continued progress in areas identified for improvement.

Internal and external partnerships and networks are well developed. Financial management is good and the service achieves good value for money.

Senior managers have a realistic understanding of the challenges facing adult community learning and are taking sensible decisions to ensure the sustainability of provision. Plans are being developed to address changes in the sector which are designed to enable the continued expansion of internal and external partnerships and provide a solid basis for further improvement.

2.2 Key strengths

- Outcomes for learners are good
- Teaching and learning are good, providing stimulating activities which enable learners to develop and progress
- The service has a good range of both accredited and non-accredited provision which meets the needs of individuals and communities
- The service is particularly successful in widening participation
- Partnership working is good
- Quality assurance is good and the self-assessment process is accurate and evaluative and gives an accurate view of the key strengths and areas for improvement

2.3 Key areas for improvement

- Further improve outcomes by ensuring that all tutors set clear and achievable learning goals and personal targets that stretch and challenge learners
- Increase participation and narrow achievement gaps for disadvantaged and under-represented groups of learners
- Ensure that tutors accurately assess learners' progress and achievement and provide appropriate feedback to learners
- Continue to develop strategies to improve attendance, punctuality and retention for some groups of learners
- Improve information on learning opportunities and progression routes for learners and the wider community
- Continue to work closely with providers to develop robust systems of observation of teaching and learning and performance management

Section Three - Main Findings

Outcomes for learners **Good: Grade 2**

Quality of teaching, learning and assessment **Good: Grade 2**

Effectiveness of leadership and management **Good: Grade 2**

Learning provision

Community Learning **Good: Grade 2**

Wider Family Learning **Good: Grade 2**

Family Literacy, Language and Numeracy **Requires Improvement: Grade 3**

Vocational Learning **Good: Grade 2**

3.1 Outcomes for learners

3.1.1 Learners achieve and make progress relative to their starting points and learning goals

Good: Grade 2

Outcomes for learners are good and success rates are very good for non-accredited courses and often outstanding in some community learning programmes. The Service uses data well to monitor retention and achievement and these rates are generally good. Learners make substantial gains in confidence, skills and knowledge and achieve their personal goals. Where provision is targeted at areas of social deprivation, learners' self esteem and aspirations are being successfully developed and learners report being able to participate more fully in activities within their local communities as a result of completing courses. Many learners on Family Learning programmes feel better able to support their children's learning and also improve their lifestyle through healthier eating and increased activity. Case studies for four learners nominated for Adult Learners' Week Awards in 2012 all indicated substantial gains in confidence, particularly to support their children's learning.

Success rates on the majority of accredited courses are satisfactory although managers recognise that retention rates are of concern on some programmes and are taking action to improve these results.

Learner evaluations indicated that 96% of learners felt they had achieved their learning goals.

Non-accredited courses

Non-accredited courses account for approximately 84% of the provision. In most courses, planning for individual learning is effective with clear and achievable learning goals which are agreed with each learner. Initial assessment effectively helps tutors to identify the appropriate course level for learners.

Success rates

The overall success rate for non-accredited courses was 92.97% in 2011-12 compared to 91.42% in the previous year. Tutors record learners' achievements on individual or group learning plans and summarise overall achievement on attendance registers at the end of each course.

Achievement rates

Achievement rates (measured on longer courses only ie excluding workshops) are good overall having increased from 97.75% in 2010-11 to 98.93% in 2011-12.

Retention rates

Retention rates are good averaging 93.97% overall. They are lowest in non-accredited provision in Health, public services and care (87.38%) and Business, administration and law (84.69%).

Accredited courses

Hampshire Learning recognises the quality benefits of accrediting provision through the NCFE Investing in Quality (IIQ) Licence and external qualifications. The proportion of courses leading to accreditation rose from 11.5% in 10-11 to 15.1% in 11-12.

Success rates

Programme	Number of accredited courses			Success rate		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
ASB	79	48	37	65.8%	76.7%	80.9%
First Steps	55	42	39	93.8%	82.5%	86.4%
NLDC	5	10	32	65.1%	76.0%	79.3%
PCDL	34	28	92	82.2%	90.9%	88.8%
SILL	15	6	25	88.9%	98.2%	89.5%
WFL	114	125	133	79.4%	83.8%	85.5%
Total	302	259	358	78.6%	83.1%	85.6%
No. Courses	2091	2253	2375			
%accredited	14.4	11.5	15.1			

Although it is recognised that further progress needs to be made in raising overall success rates for accredited courses, improvements have been noted in ASB, First Steps, NLDC and WFL provision over 2010-11 outcomes. In particular it is noted that effective strategies to manage attendance and encourage learners to continue to attend learning activities must be employed to improve overall retention rates.

Achievement and retention

Programme	Number of Learners			Achievement %			Retention %		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ASB	610	406	301	88.27	92.16	94.43	74.52	83.22	85.67
First Steps	377	211	354	98.50	97.31	96.59	95.24	84.79	89.47
NLDC	39	92	203	84.85	92.41	96.53	76.74	82.29	82.11

PCDL	282	207	628	85.95	99.57	97.15	95.63	91.34	91.41
SILL	88	39	186	93.02	100.0	97.25	97.73	98.21	91.98
WFL	850	892	909	92.30	95.59	98.06	86.01	87.61	87.19

In addition to accreditation offered through the NCFE IIQ Licence and a range of external qualifications, learners on FLLN courses have the opportunity to sit National Tests in Literacy and Numeracy. Improvements have been seen at Entry Level in the numbers of learners gaining both full and partial achievement.

3.1.2 Achievement gaps are narrowing between different groups of learners Good: Grade 2

In general, success rates across the provision are comparable between various groups of learners. However some areas for improvement have been identified and the most significant of these are described below.

Recruitment of male learners is lower across all programmes (23.7%). Within ASB and FLLN provision, success rates for males are lower: ASB male success rate is 64.7% against female success rate of 84.0% and FLLN male success rate is 50% against female success rate of 62.7%. Both achievement and retention rates are lower for male learners on these programmes.

Within FLLN provision there is a relatively high proportion of learners whose ethnicity is categorised as “Asian – any other background”, primarily Nepalese learners. The success rate for this group is low at 44.2% against the overall success rate of 61.2%. This is due to low achievement (51.3% compared with 85.1% for White British) rather than retention (86.1% against 86.9% for White British).

Within ASB provision success rates for 14 enrolments from learners with dyslexia were lower at 57.1% against the overall success rate of 80.9%.

For learners who have declared a disability, the most significant difference was for learners with mental health difficulties. In Leisure Learning provision there was a success rate of 78.1% against an overall success rate of 94.7%. which was caused by low retention. However this is based on a small number of enrolments (32 out of 13,837).

There is some disparity in success rates within age groups for learners within FLLN. Success rates were lower for learners within the age range 50 to 69: 41.9% (for those aged 50 to 54); 44.1% (for those aged 55 to 59); 35.2% (for those aged 60 to 64); and 39.5% (for those aged 65 to 69) against the overall success rate of 61.2%. Retention rates were satisfactory but achievement was low. A similar disparity is not seen in Wider Family Learning.

3.1.3 Learners develop personal, social and employability skills Good: Grade 2

Learners continue to demonstrate gains in confidence and in the development of personal, social and employability skills. Learners report improved confidence to seek work and to participate in volunteering activities; are confident about supporting their children’s learning; seek to improve their health and wellbeing

and report overall gains in self-confidence and self-esteem. These aspects are evidenced through learner outcomes, individual learning plans, learner evaluations and feedback, learners' success stories and case studies.

Learners demonstrate good development of competence and confidence in using ICT. Learners recognise the need for ICT skills in identifying job opportunities, preparing CVs and making job applications and are able to utilise their developing ICT skills to secure employment. Many learners on targeted courses make good use of their improved key skills in their daily lives and these skills enable learners to actively support their local communities, for example, by organising social events, producing newsletters and keeping accounts for voluntary and community organisations.

The development of technical and practical skills is good in Visual and Performing Arts. Some learners' work is accepted for public exhibitions, and some is sold. There are social benefits for learners through the interaction and support from attending classes. Some learners have gained skills that have enabled them to start small business ventures eg in floristry, patchwork and quilting and creative writing.

Hampshire Learning is keen to promote healthy lifestyle choices through the adult and community learning offer. Many courses successfully encourage learners to adopt healthy lifestyles, to take regular exercise and to form positive social interactions. PCDL provision includes a wide range of courses aimed at various aspects of healthy living including: sport, cooking and dance. WFL, FLLN and NLDC programmes target families from disadvantaged communities. As part of the engagement process, many courses are offered which boost confidence, improve literacy and numeracy skills and increase opportunities to gain employment, all of which are connected with improved health and well-being. Some good examples include the charity Trinity in Winchester which works with vulnerable people providing learning programmes in ICT, cookery and art helping learners to improve their self esteem and to progress to online learning and vocational courses at local colleges. Gosport Voluntary Action continues to work with vulnerable adults to build confidence and identify further opportunities. Continued partnership working with Winchester University provides learning opportunities in drama for ex-offenders.

Family programmes provide a wide range of courses including healthy living, creative arts, communication skills, ICT, family finance and confidence building. These courses enable parents and carers to develop good skills in supporting children's learning, which improves the adults' self-esteem and leads to enhanced social well-being. FLLN programmes identify and target the hardest to reach learners who do not have level 2 literacy and numeracy qualifications within under-represented groups and those living in disadvantaged areas. Many learners in these groups are on the first rung on the skills ladder which eventually leads to employment.

The development of learners' skills is particularly good in SILL and WFL. SILL provision for learners with learning difficulties and disabilities provides opportunities for learners to develop good personal and social skills, such as teamwork and the ability to follow and remember instructions. WFL learners are encouraged to develop evaluative and reflective skills through their own learning and their children's learning.

Volunteering encourages learners to participate in learning programmes to assess and develop their skills and explore suitable volunteering opportunities in the community. The accredited Preparation for Volunteering programme encourages learners with mental ill health or other difficulties to take up volunteering. The course provides a high level of support for learners and is successful in placing learners in volunteering positions within the local community. Other volunteering programmes within the voluntary sector, community schools and the Library Service encourage learners to develop new job-related skills and boost their self-esteem and confidence to seek work. Libraries deliver volunteering programmes to encourage individuals, particularly those who may be recently unemployed, to take on volunteer roles within the library. Some learners opt to support the delivery of learning opportunities in outreach locations or to assist tutors with the running of courses. This work makes a positive contribution to the Learning in Libraries programme which aims to provide learning to meet local community needs.

3.1.4 Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Good: Grade 2

Attention has been focused on improving the planning of progression routes by:

- targeting groups identified in national and local skill strategies and giving priority to a range of learning opportunities aimed at engaging adults with low skills to participate and progress to full level 2 qualifications
- planning progression routes with partners. All subcontractors have to identify possible progression routes as part of their submissions for funding. Clear criteria and detailed guidance on progression routes is provided in the funding application prospectus.
- using local learning partnerships effectively to identify and develop progression opportunities.
- identifying clear progression routes for learners enrolled on Family Programmes to further training and/or to the taking of national literacy and numeracy tests. There is close monitoring of the rates of progression from WFL to FLLN.
- recording a number of individual case studies of learners who have progressed successfully to other courses as a method of identifying best practice.

Closer work with partners and other providers, in particular colleges, has developed better opportunities for progression and this work continues with a focus on ensuring that learner pathways and progression opportunities are clearly explained to learners. Particular examples of this is the collaborative work with St Vincent's College on the 'Out There' community learning project where learner progression to college courses is a key feature. In addition, Hampshire Learning courses delivered by Highbury, Havant and Barton Peveril Colleges provide clear progression opportunities to college provision.

Learners successfully progress to further study or training both within Hampshire Learning provision and to other learning opportunities with other learning providers. Many learners progress to employment, both paid and unpaid: in particular volunteering has provided successful progression opportunities for many learners where they can gain experience of being in employment and continue to study and gain accreditation for their skills development.

Some centres provide learners with insufficient information on how to progress. Learner evaluations indicate that 6% of learners did not feel well supported in choosing their next steps and this is being addressed through better use of the Course Information Leaflet with clearer information about progression opportunities.

A Course Search facility, accessed through the Hampshire Learning website, has been developed centrally to ensure clear information is available to the wider community on courses and progression opportunities. This relies on providers making available relevant course information by key dates and support for providers is available so that they can maximise this marketing opportunity.

3.2 Quality of teaching, learning and assessment

3.2.1 Learners benefit from high expectations, engagement, care, support and motivation from staff

Good: Grade 2

Teaching and learning are good and provide stimulating activities to help learners to develop and progress. Tutors have high but realistic expectations of learners and set challenging goals that will motivate them.

The care and support learners receive are good. Learners are well supported by tutors and those who are lacking in confidence are sensitively helped to progress. Learners receive appropriate pre-enrolment information to make informed choices. Learners' additional support needs are identified as early in the programme as possible through initial assessment although it is recognised that some needs may not become apparent until later in the course. Learning support is made available where needed to provide the best opportunities for learners to achieve their goals. It has been recognised that achievement rates for learners with dyslexia are sometimes lower than for other learners and training for tutors has been provided to develop tutors' confidence in working with dyslexic learners and enable them to recognise and support learners' needs.

Hampshire Learning's 'Learning for All' leaflet promotes the support available for all learners and refers to the Disability Statement to identify support specifically for disabled learners. The Learner Entitlement statement provides information about opportunities to discuss any learner requirements for additional support at any stage during the course. The type of support funded by Hampshire Learning includes crèche facilities and additional tutor support and the provision of adaptive technologies. Where additional support is provided, there is evidence that it is effective in enabling learners to achieve their learning goals.

Learners' evaluations indicated that 99% of learners felt they were supported well and felt safe and secure in the learning environment.

An external moderator report for Adult Numeracy included the following comment: 'The specific needs of learners are being addressed: ESOL learners have the support in their first language and preferences of learners with dyslexia are respected and met'.

Some tutors are not sufficiently focused on improving learners' punctuality, attendance and retention rates. Although it is recognised that some learners

experience difficulties in attending, or being punctual for classes because of child care problems or other difficulties, strategies are sometimes under-developed to improve these aspects.

3.2.2 Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Good: Grade 2

The provision meets learners' needs and interests well. Whilst maintaining a wide range of non-accredited courses, Hampshire Learning has continued to increase the provision within isolated communities and areas of deprivation. Family Learning provision has been developed and improved; ICT courses for the elderly continue to be popular; and courses to develop literacy and numeracy are successfully reaching larger numbers of learners. In addition, provision is coordinated through the network and partnership connections to avoid unnecessary duplication. Centres monitor learner evaluations to take account of the views of learners.

Providers have been concerned about the effects of the recession particularly in areas already economically disadvantaged. A 'Step into Employment' programme, which offers adults support with their preparation for work has been successfully delivered in the areas where unemployment rates are high. Providers have developed First Steps and Priority PCDL programmes in response to the economic downturn. The partnerships and networks established by Hampshire Learning have a broader role to play in this context and collaboration with Jobcentre Plus has been instrumental in developing this provision.

Teaching staff are experienced and qualified in their subject areas. All tutors have a teaching qualification and are encouraged to develop their teaching skills through CPD activities as well as further teacher training leading to more advanced qualifications. Support has been provided for tutors to include relevant equality and diversity topics in their lessons and tutors are increasingly using relevant activities and materials and have demonstrated more confidence in extending learners' understanding of cultural diversity.

Tutors' detailed planning for learning ensures that learners' diverse needs and abilities are catered for and that the teaching strategies and methods employed will develop and extend learners' skills and knowledge. Tutors maintain course files which include their planning documentation and records of learners' progress and achievement for monitoring purposes. Observations of teaching and learning assess how well tutors respond to learners' needs and action plans are drawn up where improvement is needed.

The use of a wide range of teaching and learning resources, including E-learning, has improved and tutors recognise the benefits of embracing technologies and developing innovative resources to support learning. Some tutors access learning resources via the virtual learning environment (VLE): further promotion of this facility is needed to engage more tutors in sharing resources across the provider network.

3.2.3 Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Good: Grade 2

Initial assessment and the planning of individual learning are good. Hampshire Learning has worked hard with providers to ensure that learners understand how their learning is being planned, monitored and recorded effectively. Continuing attention is focussed on this area to ensure that:

- tutors use learning plans sufficiently well to identify learners' individual aims
- the outcomes of the initial assessment are used to inform lesson plans and schemes of work
- tutors complete documentation to the required standard.

Tutors set challenging learning goals for learners and these are regularly reviewed. For targeted provision and many accredited programmes, progress is monitored against the programme's learning outcomes as well as the learner's individual learning goals. Within Family Learning joint programmes, learning goals take into account the needs of the parents and the children and how well the parents are developing understanding of how their children learn and how they can support them.

3.2.4 Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Requires Improvement: Grade 3

Tutors' planning for teaching and learning includes details of group and individual learning goals with strategies for ensuring that learners are fully aware of what they will be learning and how success will be measured. Learners' written work is regularly marked and tutors feed back to learners on their progress and what they need to do to improve their work and to achieve their learning goals. In response to the question 'How helpful was the feedback you received on your progress and achievement during your course?' 98% of learners responded 'Very' or 'Mostly'.

Some tutors' assessment of learning and feedback to learners requires improvement and support and guidance for tutors in developing these skills is a priority. For the accredited provision, clear guidance on assessment and marking has been produced and the good practice evidenced needs to be extended to all courses. Feedback on all aspects of assessment and feedback to learners is provided as part of the OTL process and required improvements are documented and monitored through action planning.

Further training and support for tutors in accurate assessment and feedback to learners will be planned into staff development opportunities.

3.2.5 Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Good Grade 2

There is a strong focus on developing English, maths and functional skills, in particular within Family Learning, 'Return to Work' and most qualification courses. Learners on longer FLLN courses were entered for literacy or numeracy qualifications and, although success rates are not yet at the required level, learners benefitted from the strong focus on literacy and numeracy and demonstrated improvements in their skill level. At Entry Level larger numbers of learners achieved full or partial qualifications than in previous years. From

September 2012, learners are being prepared for Functional Skills qualifications in English, maths and ICT.

Tutors focus on skills development in much of the targeted provision, particularly where learners are being prepared for employment. Learners develop English and ICT skills through job search activities, including preparing CVs and completing application forms, including on-line applications. Many ICT courses focus on the basic skills needed for employment and many courses use ICT to enhance learning and develop confidence in learners to embrace new technologies.

Tutors are encouraged to develop strategies to support learners in developing these skills, to monitor and review learners' progress and to signpost learners to Functional Skills courses where necessary.

3.3 Effectiveness of leadership and management

3.3.1 Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance

Good: Grade 2

Hampshire Learning is positioned within the Children's Services Department of the County Council with clear lines of accountability. The County Council has the requisite policies and procedures in place to ensure that statutory and legislative requirements are met and comprehensive structures are in place to monitor Hampshire Learning's performance, including financial and budgetary management. Hampshire Learning is also inspected by the County Council's internal audit department. Learner evaluations and satisfaction surveys capture the quality of the learner experience.

Most providers have a good understanding of governance issues and the majority have sound governance structures and procedures in place.

Hampshire Learning collaborates widely and partnership working is good. Partners include schools, arts centres, libraries, colleges and voluntary and community organisations. In addition, Hampshire Learning works in partnership with County Council service areas including Ethnic Minority and Travellers Achievement Service (EMTAS) and the Library Service.

The expertise of these partner organisations enables Hampshire Learning to contact and engage with a wider range of learners. This can be illustrated by Hampshire Learning's extensive work with Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) to deliver FLLN and ESOL provision to meet the needs of ethnic minority groups. In-house initial teacher training courses have been delivered to staff in EMTAS and Age Concern Hampshire to build capacity within those services.

Local learning partnerships in the district and borough council areas have had some success in developing local learning plans and programmes to meet local community needs. Information is successfully shared about courses and some partnerships have developed joint brochures. The Test Valley has had a single contract with Hampshire Learning for adult and community learning for 2011-12 and 2012/13 through this collaborative work and the Basingstoke Partnership adopted this approach for 2012/13. In the areas of Gosport and Hart learning providers collaborate on the local learning provision and aim to meet the needs of

local residents and employers. Providers in other partnership areas meet regularly to share expertise and knowledge of current provision but there are still some partnership areas with less well defined aims and objectives. Managers recognise that more needs to be done to identify gaps in provision, to coordinate progression opportunities, and to avoid overlap and duplication in some areas.

Leadership and management are good. Senior managers work closely with county councillors and council departments to ensure that adult and community learning plays an important part in local community services. Strategic leadership is good, with a very clearly articulated vision to expand provision, particularly in areas with high levels of social and economic disadvantage. Hampshire Learning has been particularly effective in moving the emphasis of provision from traditional leisure-based courses, to those which improve the learning of target groups identified in national and local skills development strategies. Managers are ambitious for the future and committed to the continuing improvement of the quality of services.

Curriculum management is good. Middle managers have a good understanding of service priorities and work well with partners to meet the needs of learners. They are well supported by senior staff and value the continuing professional development provided by the service.

Management information

The management information system (MIS) provides for the systematic collection of appropriate data. This data is derived from many sources. Some providers have online access to the MIS to allow them to input enrolment and progression information directly. Hampshire Learning effectively collates and analyses the data and makes reports available to managers. This information is used to determine policy, plan provision and is a key component of the funding allocation and self-assessment processes.

Hampshire Learning uses MIS information effectively when planning the scope of the provision to widen participation in relation to target groups of learners. Measures are being developed to ensure that provision is appropriately targeted to address the needs of disadvantaged and excluded communities.

Good practice

Progress has been made in the extending and sharing of good practice through its identification in OTL reports; production of good practice portfolios; learner case studies; curriculum meetings; and through the sharing of teaching and learning resources. Curriculum specialists and observers of teaching and learning identify and record details of good practice and obtain the agreement of tutors to promote their work across the provider network. The website is used to publicise good practice eg planning documentation; innovative teaching methods; celebratory events; and all tutors and centre managers are invited to contribute to this process. Tutors are encouraged to use the website and Moodle to access information.

The service successfully celebrates the achievements of learners through a variety of activities and events. In addition, Adult Learners' Week, open days and awards ceremonies allow learners from across the service to display their work and to receive the congratulations of others. Learners' achievements are regularly

celebrated through curriculum newsletters and the publication of success stories shared through Hampshire Learning's website. Many providers regard this as a strength of their provision.

3.3.2 Improve teaching and learning through rigorous performance management and appropriate professional development

Good: Grade 2

Management of sub-contracted provision

The management of sub-contracted provision is good. Clear and detailed funding agreements are in place with all providers, which outline performance against funding, and they are closely monitored on a routine basis. Ongoing support and guidance form a key element of the contractual relationship between Hampshire Learning and providers. Along with close monitoring, they are recognised as essential components of the continuous quality improvement cycle and are fully integrated into the formal review process.

One of the challenges with a contracted-out service has been to ensure consistency of the quality standards. Providers' performance is monitored through an annual contract meeting and any follow up support visits, performance sampling and a traffic-light assessment system. This enables judgements about a provider's suitability to be made. A 'Link Officer' has been allocated to each provider to closely monitor the provision, provide support and advice and report regularly on the provider's performance. Officers are linked to specific partnership areas to make more effective use of their local knowledge. These contract review meetings are based on the funding agreement and are designed to:

- ensure that all statutory requirements are being met and that policies and procedures are in place and are being followed by all staff
- identify areas for development and/or improvement (for example – recording learners' progress and achievement, use of ILPs, accreditation processes, tutor course documentation and marketing and recruitment strategies)
- inform staff development needs
- identify good practice
- encourage collaboration with other providers
- provide feedback against performance

All visits are formally recorded and outcomes effectively monitored. Providers are encouraged to request additional visits or support at any time but provision of additional support is generally determined by the outcomes of performance monitoring.

The results of these visits are used with performance monitoring data and information from the traffic-light assessment system to make judgements about the provider's ability to deliver the contract. If, despite reasonable support, providers consistently fail to meet quality standards, funding is redeployed.

Hampshire Learning is committed to improving standards in teaching and learning. Hampshire Learning has well developed policies and practice in observation of teaching and learning (OTL). Providers carry out lesson observations and Hampshire Learning moderates their judgements through paired observations and standardisation meetings. Providers value the support provided by Hampshire Learning. Individual Centre Managers are responsible for managing

the observation process within their centres and for ensuring that all their tutors are observed once a year and receive appropriate feedback and developmental support. The quality of providers' OTL reports has improved although the grading is recognised to be over-generous on occasions. However, some providers' systems for carrying out OTLs are under-developed and some providers are slow in submitting copies of their internal reports and these elements are being closely monitored in 2012/13.

The role of Hampshire Learning is to support, monitor and validate the system to ensure that quality standards are maintained. Hampshire Learning's central observation team includes Quality and Curriculum Development Officers (QCDOs), the Quality Manager and the Quality Support Officer. Observations carried out by the team have been planned to meet the following objectives:

- sample classes in each learning category and across all providers
- follow up on tutors who have previously received poor grades
- support providers as they establish their own procedures eg by carrying out paired observations to ensure consistent grading.

The end of year results show that the percentage of sample observations graded as 'outstanding' and 'good' is 80%. Ofsted expressed confidence in Hampshire Learning's judgements and standardisation systems as a result of the joint observations carried out with Hampshire Learning observers at the most recent inspection. The OTL process, target setting and training with tutors have helped to improve outcomes for learners. Support is given to subcontractors to improve the quality of teaching and learning.

The delivery of many courses under the NCFE IIQ Licence or through qualifications within the QCF provides an external assessment of quality standards. Feedback from external moderators indicates high standards within the provision and reports indicate generally high standards of teaching, learning and assessment..

In most lessons, learners are clear about their objectives and are encouraged both to share in group work and to work independently. Well planned and engaging lessons characterise the non-accredited leisure provision. Where learning is best, tutors understand the barriers to learning that learners bring and provide relevant and stimulating activities to help learners progress.

A summary of the outcome grades awarded and the observations carried out during 2011-12 are shown in the tables below:

Observations of Teaching and Learning 2011-12				
	Funded courses	Number tutors teaching funded courses	Observations undertaken	Target No. of observations
Funding stream				
Adult Skills Budget	37	14	10	11
FLLN	247	76	11	10
First Steps	206	36	3	7
NLDC	323	56	2	7
PCDL	1837	379	27	30

Wider Family Learning	489	105	12	20
Total	3,139	538	69	85

Observations of Teaching and Learning – summary of grades by funding stream for 2011-12					
	Grade 1	Grade 2	Grade 3	Grade 4	Total
Adult Skills Budget		8	2		10
FLLN	3	6	2		11
First Steps		1	2		3
NLDC	1	1			2
PCDL	5	16	6		27
Wider Family Learning		11	1		12
Total	9	43	13		65

Observations of Teaching and Learning – yearly comparison of grades achieved									
	Grades 2008-09		Grades 2009-10		Grades 2010-11		Grades 2011-12		Ofsted expectation
Grade 1	8		14		15		9		
Grade 2	61	79%	60	78%	55	69%	43	80%	65%
Grade 3	18	21%	20	21%	30	29%	13	20%	27%
Grade 4	0	0%	1	1%	2	2%			8%
Totals	102		87		102		65		

Staff development

Tutors are well qualified and have relevant subject and vocational expertise. Hampshire Learning provides an annual programme of staff development to support staff involved in the delivery of its programmes. This training is designed to support staff in managing and delivering adult and community learning programmes and to bring about improvements in teaching and learning and professional practice. The staff development programme has reduced in recent years with an increased focus on supporting all tutors to gain appropriate teacher training qualifications and local opportunities for CPD. Termly tutor events to address identified needs have been arranged as well as some subject specific training events, eg an Arts 'Masterclass' which was very well received by tutors. On-line opportunities for training have been developed through the virtual learning environment (VLE) 'Support4Tutors' Moodle.

The VLE encourages tutors to share expertise and learning materials and develop online teaching and learning resources. It is currently accessed regularly by some tutors, mostly those teaching on Family Learning courses, but the benefits of developing and extending the use of the VLE, including use by learners, is recognised. Planning for this is being progressed with the County Council's IT Services department. The upgrade will also provide opportunities to utilise video conferencing opportunities more effectively to support staff development and staff

meetings, as well as teaching and learning to encourage learners to become more autonomous.

All Hampshire Learning staff development courses are now promoted on the 'Learning Zone' which is a fully automated Course Administration System (CAS) supported by Hampshire County Council.

3.3.3 Evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement

Good: Grade 2

The self-assessment process has been refined year on year to improve the quality of the information utilised to produce the final Self-assessment Report (SAR).

The self-assessment process utilises information from the following sources:

- statistical data provided by the management information system
- learner evaluation data
- contributory SARs from providers: SARs were typically collated by centre managers incorporating learner feedback and input from tutors and other key staff.
- contributory Quality Improvement Plans (QuIP) from providers
- separate SAR for Hampshire Learning direct delivery of WFL and FLLN programmes
- separate Hampshire Learning reports completed for key curriculum areas completed by curriculum specialists
- reports on observations of teaching and learning
- Link Officer monitoring and support visits
- input from HL officers
- monitoring of the Quality Improvement Plan (QuIP)
- local learning partnerships – providers have reported on their involvement with local learning partnerships

The SAR process includes:

- support for providers to compile the SAR and the QuIP including written guidance and further support if required by providers
- thorough checking of provider SARs to ensure there is an accurate and effective contribution to Hampshire Learning's overall SAR and QuIP
- tutor involvement in the SAR process which has been improved through the development of a tutor feedback proforma
- learner feedback used to inform the SAR
- moderation of providers' SARs and QuIPs to ensure consistency in reporting feedback to providers
- the regular updating and sharing of the Hampshire Learning QuIP targets
- use of team meetings to monitor subcontractors' targets

Providers collate local learner evaluation data, analyse the results and action appropriately at a local level. Overall results are collated centrally to inform the county SAR.

Action plans clearly identify areas for improvement and managers regularly review and record progress towards improvement. Annual contract reviews, and

follow up support visits where needed, monitor the quality of provision and identify actions for improvement.

The SAR process is judged to be good. Self-assessment is used well to review the quality of provision. The Ofsted inspection found that the self-assessment process was accurate and evaluative and gave an accurate view of the key strengths and areas for improvement. It was noted, however, that the rigour and quality of subcontracted providers' self assessment reports varied considerably. Improvements in the standard of providers' SARs have been noted over the past two years but it is recognised that some newer providers need support to produce a clear and accurate report containing sound judgements about their provision.

Quality Improvement

Hampshire Learning has developed a comprehensive written framework for quality improvement which aims to:

- clarify and make explicit Hampshire Learning's expectations of providers in delivering quality adult learning
- take into account learners' needs, interests and skills development
- seek continuous improvement in the quality of teaching, learning and assessment
- provide opportunities for learner involvement at all stages of delivery
- involve all staff at all levels in continuously seeking to improve the provision
- seek to ensure consistency of quality across the provider network
- take into account the quality requirements of funding, inspection and awarding bodies, including the Skills Funding Agency, Ofsted and NCFE 'Investing in Quality' Licence
- recognise and record learners' progress and achievement in non-accredited learning (RARPA)

Hampshire Learning's Quality Improvement Framework has been externally endorsed by the NCFE's Investing in Quality (IIQ) approval process. In order to maintain the IIQ Licence, Hampshire Learning has been subject to six-monthly reviews to evidence continued compliance with the IIQ Quality Statements which are mapped against the Common Inspection Framework. The IIQ enables Hampshire Learning to develop accredited courses to meet the needs of specific groups of learners and is a valuable tool for recognising learner achievement and supporting progression. The 2011-12 period represents the ninth year of this national award. As the programme of accredited courses has developed and grown a need was identified to improve procedures and processes for internal verification and standardisation to meet the IIQ requirements. This was highlighted at the IIQ monitoring visit and systems are now in place to address issues around evidence requirements, levels and internal verification.

Providers take account of learners' views to bring about improvement in their service. The majority of providers rely on the analysis of learner evaluation, whilst the more pro-active providers seek the views of learners to improve provision through forums and other more direct approaches.

3.3.4 Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community

Good: Grade 2

The curriculum strategy is set out in Hampshire Learning's Strategic Commissioning Plan and learning providers bid for funding to meet identified local learning needs. Providers are encouraged to work with Local Learning Partnerships to produce a local learning plan identifying needs for learners, employers and the local community. Test Valley, Hart and Basingstoke have been successful in engaging a wide range of partners to engage in planning the curriculum. A project in Gosport, Making Gosport Work, consulted widely across the locality through questionnaires, meetings and events, to identify the needs of the local community: this resulted in the production of a local learning 'map' which was widely distributed across Gosport and brought stakeholders together for future curriculum planning. The project's findings have been shared across other partnership areas.

Centre managers are responsible for setting up and managing the learning provision to meet the quality and data requirements set out by Hampshire Learning. The majority of managers have broad experience of adult and community learning and successfully develop and manage the programme of learning to meet local needs and interests.

Learner participation, representation and responsiveness to learner need, vary across the provider network. Some providers report the use of questionnaires and other means of gaining feedback from the wider community. The majority of providers rely on the analysis of feedback from current learners to inform the curriculum offer and managers and tutors use this information to plan future provision. The service also consults the wider community, through its local partnerships, to plan provision to engage new learners and increase participation for under-represented groups.

3.3.5 Actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap

Good: Grade 2

The promotion of equality and diversity is good. Hampshire Learning's commitment to equality, diversity and social inclusion for adult and community learning in Hampshire is detailed in the Hampshire Learning Equality Framework.

By setting out the core principles, the framework:

- encourages engagement with the full diversity of people to improve practice
- helps to identify barriers facing particular equality groups and develop actions to address these, appropriate to local need
- ensures a shared understanding of equality and facilitates the sharing of best practice
- ensures that equality and inclusion issues are addressed in a systematic and strategic manner
- challenges, and aims to eliminate, discrimination and harassment
- aims to dismantle attitudinal and cultural barriers and actively work towards equality and inclusion

In practical terms, the framework is integrated into the self-assessment reporting process and helps to drive forward continuous improvement in equality and deliver the culture change necessary to mainstream equality, diversity and inclusion in all policy and practice.

The overall focus of the provision is increasingly being targeted towards disadvantaged and under-represented groups. The priority groups for WFL are learners in the most deprived communities. FLLN targets parents/carers who have low levels of literacy and numeracy who live in disadvantaged communities or who come from minority ethnic backgrounds. NLDC provision is developed in areas of need and is targeted to clearly identified groups. Taster sessions, visits and activity days have been successfully used to increase awareness in areas of deprivation and to encourage participation from under-represented groups.

Examples illustrating the diverse approach and the value of partnership working in promoting Equality and Diversity are listed below:

- Family Learning classes in the Rushmoor area delivered to Nepali speaking parents of children in local schools have been successfully

established through joint working with Hampshire County Council's Ethnic Minority and Travellers' Achievement Service (EMTAS)

- British Sign Language classes are available for those who support people with hearing impairments
- IT classes for visually impaired people through partnership working with Winchester Area for Community Action and the library service attract many older learners who are accessing a computer for the first time
- The Phoenix Centre, an Arts Centre at Bordon, has a specific focus on delivering programmes for people with learning difficulties, both at the Centre and through partnership working with Day Centres across the county
- A drama group for ex-offenders is delivered in conjunction with Winchester University
- A learning programme delivered at Trinity Winchester for vulnerable adults provides opportunities for further study at local colleges, volunteering opportunities and employment
- A Learning Bus has been used to deliver a range of courses, including ICT and work preparation, in rural and disadvantaged areas
- Cookery courses continue to meet the needs of specific groups of learners. Cooking for Men has been a popular course and Confident Cookery is delivered to vulnerable learners to develop basic skills and encourage healthy eating.
- In WFL/FLLN provision, there has been good targeting of equality groups eg Muslim ladies group, dads' language group, a course for grandparents who are carers and courses for settled travellers.

There is evidence that equalities data is being used to plan provision to meet the needs of under-represented learners. For example, the numbers of learners from ethnic minority backgrounds in FLLN increased to 32.06% which compares favourably with 30.5% in 2010-11 and 25.4% in 2009-10 and is considerably higher than the average of 6.78% for provision overall.

Feedback from external verification of Entry Level Literacy and Numeracy portfolios indicates that the learner focused approach is clearly inclusive and reflects excellent practice. Tutors' feedback to learners is positive and in a format appropriate to age and ability as well as the needs of ESOL learners.

Training has been delivered to centre managers and staff on the Single Equality Scheme and its impact on adult and community learning provision, and managers and staff are aware of their responsibilities. Some tutors' understanding of how to apply this in their teaching remains underdeveloped. There are many good examples of tutors extending learners' understanding of cultural diversity but on occasions such opportunities are missed. This is being closely monitored through the OTL process and training has been extended to support tutors to integrate relevant equality and diversity topics into their lessons across all curriculum areas.

Most centres can access a range of appropriate adaptive technology which is available for learners who have difficulties or disabilities.

Hampshire Learning's MIS system is used effectively to plan the scope of the provision to widen participation in relation to target groups of learners and to monitor the achievement of various groups of learners. Monthly reporting and regular monitoring of success rates for various groups is carried out and where

significant differences have been identified, strategies are put in place which aim to narrow the achievement gap. An example of this is additional training for tutors in working with dyslexic learners and modifications to the programme delivered to Nepalese women.

3.3.6 Safeguard all learners

Good: Grade 2

Procedures relating to safeguarding and health and safety are in place to ensure that learning takes place in a safe and secure environment. Hampshire Learning is constantly reviewing its Safeguarding policies and practice and the need for training has been addressed.

The County Council has a range of relevant policies and accompanying procedures in place including:

- Safeguarding Children policy
- Safer Recruitment policies
- Education Service guidelines
- Standards for Good Practice in Safeguarding

Safeguarding policy has been developed to ensure that the risks are appropriately addressed. Risks assessments are carried out on classrooms, buildings and activities. The service ensures that all staff who work directly with children have appropriate Criminal Records Bureau (CRB) checks and training on safeguarding. Providers complete checks for their staff, and these are monitored through annual contract review meetings. The Children's Services department carries out rigorous audits of partner schools' safeguarding arrangements. Managers maintain a comprehensive single central record of tutors to ensure safeguarding arrangements are managed effectively. A training programme has been developed to ensure all tutors receive up-to-date guidance and develop confidence in recognising and reporting potential safeguarding concerns.

Many providers are well aware of requirements because they are schools, colleges or voluntary and community organisations who have specialised, often for many years, in meeting the needs of children and vulnerable adults.

Training for tutors has been developed to ensure they have appropriate guidance and develop confidence in recognising and reporting safeguarding concerns and are able to provide a safe and secure learning environment for all learners. An on-line course is available to complement training provided by providers for their tutors. Feedback from learners indicates that they have a good understanding of safeguarding and that they feel safe in their classes.

Safeguarding and Health and Safety practices are consistently monitored through contract reviews and observations of teaching and learning with any areas for improvement being clearly documented and promptly actioned.

Section Four – Learning provision

4.1 Community Learning

Good: Grade 2

Context

Community learning encompasses the part of the provision traditionally identified as 'non-vocational learning'. This area is increasingly being developed to meet the needs of excluded and disadvantaged learners, learners with learning difficulties or disabilities and learners who are taking the first steps into learning and who wish to move into training or employment. Key subject areas within Community Learning include ICT, Arts and Media and Skills for Independent Living and Leisure (SILL). Other courses include Sport and Fitness; Return to Work; Confidence Building; First Aid and Complementary Therapies.

ICT

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	58	347	323	31.89	68.11	8.98	52.94	2.48
Longer course	239	2325	1951	32.39	67.61	8.56	63.66	2.00
NCFE IIQ Part B Accredited								
Longer course	43	300	244	26.23	73.77	14.75	58.61	2.87
Qualifications								
Longer course	9	29	26	26.92	73.08	0	15.38	3.85

2010-11	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	72	532	486	31.48	68.52	8.44	55.35	2.88
Longer course	308	2777	2403	34.67	65.33	11.61	67.00	3.91
NCFE IIQ Part B Accredited								
Longer course	38	230	170	27.65	72.35	15.29	74.12	6.47
Qualifications								
Longer course	5	22	22	18.18	81.82	22.73	0	4.55

2011-12	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	51	393	304	31.91	68.09	9.21	53.62	2.30
Longer course	341	2717	2080	36.68	63.32	13.85	62.69	4.13
NCFE IIQ Part B Accredited								
Longer course	58	455	410	33.66	66.34	18.05	31.22	7.32
Qualifications								
Longer course	2	23	22	18.18	81.82	9.09	0	4.55

Arts and Media

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	70	580	463	13.17	86.83	5.40	22.25	0.86
Longer course	490	5365	3198	22.98	77.02	5.16	38.74	1.59
Qualifications								
Longer course	2	27	27	33.33	66.67	3.70	11.11	0

2010-11	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	93	841	717	11.85	88.15	5.44	30.40	0.98
Longer course	477	4895	2934	22.15	77.85	7.23	38.92	1.84
NCFE IIQ Part B Accredited								
Longer course	12	109	71	15.49	84.51	26.76	19.72	4.23
Qualifications								
Longer course	2	20	20	15.00	85.00	5.00	0	5.00

2011-12	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	206	1705	1306	7.81	92.19	7.12	36.37	0.92
Longer course	504	5004	2907	27.38	72.62	9.15	44.55	1.93
NCFE IIQ Part B Accredited								
Longer course	2	36	36	13.89	86.11	0	0	2.78
Qualifications								
Longer course	6	77	37	2.70	97.30	8.11	18.92	0

Skills for Independent Living and Leisure

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	1	19	19	36.84	63.16	63.16	0	0
Longer course	85	711	396	41.16	58.84	81.31	12.88	1.52
NCFE IIQ Part B Accredited								
Longer course	15	88	88	43.18	56.82	56.82	21.59	4.55

2010-11	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	5	23	12	41.67	58.33	100.00	50.00	0

Longer course	97	873	474	41.35	58.65	73.00	23.84	2.32
NCFE IIQ Part B Accredited								
Longer course	12	109	71	15.49	84.51	26.76	19.72	4.23

2011-12	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	1	9	9	100.00	0	100.00	0	0
Longer course	54	533	265	33.58	66.42	72.83	15.09	3.02
NCFE IIQ Part B Accredited								
Longer course	24	231	180	41.11	58.89	77.78	11.11	1.11
Qualifications								
Longer course	1	6	6	83.33	16.67	100.00	0	0

All Others

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	149	1144	945	30.58	69.42	8.04	19.05	2.43
Longer course	628	6208	3770	21.70	78.30	7.16	30.05	3.87
NCFE IIQ Part B Accredited								
Longer course	62	543	519	16.18	83.82	14.64	8.67	8.48
Qualifications								
Workshop	2	19	19	84.21	15.79	0	52.63	0
Longer course	87	738	644	25.78	74.22	5.75	14.91	6.21

2010-11	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	189	1573	1334	29.16	70.84	8.55	19.12	2.77
Longer course	764	7464	4724	24.79	75.21	9.12	29.34	5.25
NCFE IIQ Part B Accredited								
Longer course	35	315	311	19.61	80.39	23.47	6.43	10.93
Qualifications								
Workshop	4	39	39	46.15	53.85	7.69	20.51	0
Longer course	67	606	577	23.74	76.26	9.53	8.15	9.36

2011-12	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	239	2008	1748	24.89	75.11	8.70	18.76	3.78

Longer course	781	7351	4646	23.68	76.32	10.27	28.09	3.49
NCFE IIQ Part B Accredited								
Workshop	3	35	31	3.23	96.77	3.23	9.68	3.23
Longer course	81	658	591	36.04	63.96	24.03	6.26	4.91
Qualifications								
Longer course	55	510	428	17.52	82.48	12.62	3.50	7.01

* All Others includes	Number of Learners		
	2009-10	2010-11	2011-12
Health, public services & care	694	996	1588
Retail and commercial enterprise	179	492	657
Leisure, travel and tourism	1764	1800	1462
Languages, literature and culture	1045	1106	935
Preparation for life and work	1574	1332	1745
Business, administration and law	198	512	577

Strengths

- Outcomes for learners are good
- Teaching and learning are good
- Particularly effective development of programmes to meet local needs
- Good development of learners' confidence, personal and social skills and additional health-related benefits

Areas for improvement

- Information, guidance and sign-posting about progression to further appropriate courses needs to be improved
- Develop challenging group and individual learning goals to extend learning
- Ensure that assessment and feedback to learners is effective
- Continue to support tutors to raise standards of teaching and learning in ICT

Outcomes for learners

ICT

2009-10	% Retention	% Achieve	%Success
Non-Accredited	96.04	94.80	91.05
NCFE IIQ Part B Accredited	94.33	95.41	90.00
Qualifications	93.10	85.19	79.31

2010-11	% Retention	% Achieve	%Success
Non-Accredited	95.06	98.26	93.41
NCFE IIQ Part B Accredited	93.04	99.07	92.17
Qualifications	63.64	85.71	54.55

2011-12	% Retention	% Achieve	%Success
Non-Accredited	94.40	99.18	93.63
NCFE IIQ Part B Accredited	82.34	96.25	79.25
Qualifications	68.18	93.33	63.64

Arts

2009-10	% Retention	% Achieve	%Success
Non-Accredited	95.10	93.91	89.31
Qualifications	97.73	93.02	90.91

2010-11	% Retention	% Achieve	%Success
Non-Accredited	93.82	97.62	91.59
NCFE IIQ Part B Accredited	87.16	100.00	87.16
Qualifications	65.00	100.00	65.00

2011-12	% Retention	% Achieve	%Success
Non-Accredited	94.72	99.32	94.08
NCFE IIQ Part B Accredited	100.00	97.22	97.22
Qualifications	98.70	90.79	89.61

Skills for Independent Living and Leisure

2009-10	% Retention	% Achieve	%Success
Non-Accredited	97.59	95.07	92.78
NCFE IIQ Part B Accredited	97.73	93.02	90.91

2010-11	% Retention	% Achieve	%Success
Non-Accredited	96.56	98.10	94.72
NCFE IIQ Part B Accredited	98.21	100.00	98.21

2011-12	% Retention	% Achieve	%Success
Non-Accredited	95.30	99.21	94.55
NCFE IIQ Part B Accredited	91.77	100.00	91.77
Qualifications	100.00	0	0

All Others

2009-10	% Retention	% Achieve	%Success
Non-Accredited	94.53	93.90	88.76
NCFE IIQ Part B Accredited	91.16	91.31	83.24
Qualifications	77.46	88.18	68.31

2010-11	% Retention	% Achieve	%Success
Non-Accredited	93.62	97.54	91.31
NCFE IIQ Part B Accredited	76.83	95.04	73.02
Qualifications	87.60	91.13	79.83

2011-12	% Retention	% Achieve	%Success
Non-Accredited	92.74	98.74	91.57
NCFE IIQ Part B Accredited	90.87	98.32	89.35
Qualifications	89.74	95.16	85.40

Community Learning is good. The data in the table above shows generally high figures for retention, achievement and success although it recognised that ICT continues to require improvement. One SILL course recruited 6 learners for an Entry Level literacy qualification and, although learner retention was excellent and some learners gained partial achievement, none of the learners achieved the full qualification resulting in a 0% success rate.

Outcomes for learners are good. Learners are engaged, well-motivated to succeed, produce a high standard of work and demonstrate confidence and

competence. Learners are given every opportunity to state their needs and interests and are involved in deciding their own achievement targets.

Quality of Provision

In ICT the range of programmes is good and well integrated with that of other providers in Hampshire. The service collaborates effectively to attract hard-to-reach learners and a learning bus and portable laptop computers have been successfully used to bring provision to isolated villages and community centres. Entry level and taster courses in basic computer literacy are complemented by innovative courses such as cyber safety and social networking. ICT is an area that attracts many elderly learners seeking to learn the new skills of a technological world. They gain confidence and put their learning to practical use by using computers and the internet for shopping and communicating with family and friends. Courses for visually-impaired learners continue to meet learners' individual needs with 30 learners attending courses and 10 volunteers being trained to support the programme. There has been successful targeting of the unemployed, with many learners progressing onto qualification courses. Learners developed confidence to develop their own skills and, in many cases, to support their children in using ICT.

Teaching and learning are satisfactory. In some lessons there is a lack of challenge and a need for course goals and learning objectives to be more precisely defined. There is a continuing need to raise standards for learners by making sure that assessment to support learning and feedback are specific and helpful.

The learning environment is generally good with good resources to support the provision including access to appropriate software and hardware, and some providers having access to the latest technologies eg I Pads. There is good attention to health and safety with regard to equipment and posture and key points are reiterated throughout the courses. Individual learning support is well used in many classes where the need is identified.

A strong point of the Arts provision is that tutors, many of whom are practising artists, designers, photographers and craftspeople, have a high level of specialist expertise. They enthusiastically communicate the knowledge and passion they have for their subject motivating learners to achieve, often beyond the expected level. Learners enjoy their courses and are proud of the high quality of the creative work they produce. In patchwork and quilting courses learners produce articles of high quality which have won awards in national competitions. In soft furnishing classes, pleating and lined curtains made from vibrant fabrics are finished to a professional standard. Learners are also making a positive contribution to their communities. Community Choirs are active in a variety of community settings from residential care homes to official events eg switching on Christmas lights; The Winchester Drama Group has performed and raised money for charity at The Tower Arts Centre. Some providers use national events like The Big Draw to engage learners in community learning and Fun Days bring learners together where arts activities are a key feature. Some learners have raised money for a local hospice through the sale of artwork and by working with local children in schools.

There are good opportunities for progression with much of the arts provision, particularly dance and painting and drawing. Arts and media courses provide opportunities for social interaction and keeping healthy and active which are key reasons why learners join a class.

Teaching and learning are generally good: learner centred teaching predominates and learners are supported to achieve their own goals and are encouraged to draw on their own idea to foster creative thinking. Tutors use one-to-one as a strategy to good effect. In the less successful classes, there is evidence of tutors not recognising or responding to learners needs and an over-reliance of tutor-centred delivery.

Arts workshops and events held across the county celebrate cultural diversity well but learning about other cultures is not sufficiently well promoted in all lessons. In some classes there is a need to develop challenging group and individual learning goals to extend learning and to improve the quality of written feedback in progress reviews in order to continue to raise standards and learners' progress.

The development of learners' skills is good in the Skills for Independent Living and Leisure element of the provision. Learners participate well in a good range of interesting projects and produce work of a high standard. Learners also develop good personal and social skills. A particularly inclusive approach is adopted when identifying topics for the curriculum. Managers collect information from initial assessments, progress reviews and guidance interviews to identify learners' interests and preferences.

Learners gain a wide range of skills and health-related benefits, particularly evident in Tai Chi, Yoga and Pilates classes where learners show a very good understanding of both the technical movements and the philosophy behind them. These additional benefits are a motivating factor for learners and a positive influence on engagement.

Courses are developed in areas of need and are targeted to clearly identified groups. Taster days, visits and family activity days have been successfully used to increase awareness in areas of deprivation and to encourage participation. NLDC funding has been used in partnership with libraries and voluntary sector organisations to engage hard to reach learners in local communities, many of whom are new to learning.

A partnership with St Vincent College to deliver outreach provision in the disadvantaged areas of Gosport has been successful in engaging learning in a wide range of activities. The project targets adults who have benefited least from the education system or who may be disadvantaged in some way and provides opportunities for learners to build confidence and plan their progression into more formal learning, to gain skills and qualifications and seek employment. Learner Support funding is provided to cover childcare expenses as many learners are not able to participate in the programme without such support.

Accredited provision includes the Confident Cookery, ICT and Arts courses delivered by the Trinity Centre, a charitable organisation which provides support for people who are homeless or vulnerably housed and a service for vulnerable women.

Some community learning courses have been delivered to meet the needs of disadvantaged learners, particularly those who are unemployed or who lack confidence. A number of courses are delivered as IIQ accredited programmes and some programmes have been developed in partnership with the organisations delivering the courses to meet learners' needs and to address local factors.

Partnerships are well developed and the service works effectively at a local level to support initiatives and widen learning opportunities. The service has responded sensitively to community requests and has developed appropriate provision. In addition, HL has provided effective training to support quality assurance in partners' centres.

Leadership and management

The level of collaboration with Chief Officers and Elected Members is good. The strategic and operational management of centres is good. Centre managers generally provide good support to tutors and learners and ensure adequate resourcing of their classes. They work well with other local providers to plan coherent provision and progression opportunities.

Managers have worked hard to develop strong partnerships and to support tutors across the region. Communication between Hampshire Learning and centre managers is good. Centre managers value the support they are given to deal with problems and to develop quality and management arrangements. Staff are suitably experienced and qualified in their specialist areas.

In relation to safeguarding, some of this provision may involve under-represented or vulnerable adults. Many of the providers who teach these groups have specialised in this client group for many years and have a good awareness of the attention which needs to be paid to learners' needs. These needs may not be so well understood by the tutors of traditional adult learning but they too may well encounter safeguarding issues and therefore need to access relevant training. Recent changes in legislation with regard to CRB checks have been noted and communicated to providers.

Effective partnerships have been established to deliver outreach work using laptops. Targeted courses successfully increased participation of under-represented groups, eg visually impaired, older learners, travellers and adults with mental health issues. There is a continuing focus on encouraging tutors to use their skills and expertise to improve the promotion of equality and diversity in lessons.

In the best sessions tutors use a range of embedded e-learning such as interactive whiteboards, PowerPoint presentations, internet downloads, audio and visual learning materials, interactive games and tutor-learner email communications. Other sessions make use of more limited e-learning materials such as word-processed handouts. There is a need for Centre Managers to encourage all tutors to explore wider e-learning technologies/ opportunities within their teaching and learning to develop innovative practices which enhance the learning environment. More tutors are now using the Support4Tutors' Moodle to create and share resources with colleagues across the region.

All tutors are well qualified and competent in both subject area and teacher training. Most tutors are highly motivated and able to motivate learners using a range of teaching methods.

Resources are good overall. Most classes are held in community colleges or schools where the accommodation and access are suitable. Learners in ICT are generally taught in well-equipped centres.

4.2 Wider Family Learning

Good: Grade 2

Context

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	149	1867	1640	21.59	78.41	1.89	4.82	4.51
Longer course	145	1260	1098	12.30	87.70	6.28	1.64	2.91
NCFE IIQ Part B Accredited								
Longer course	110	913	820	6.83	93.17	7.68	1.71	5.49

2010-11	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	172	2132	1908	15.04	84.96	2.94	4.14	4.98
Longer course	141	1303	1170	10.51	89.49	6.75	2.14	3.33
NCFE IIQ Part B Accredited								
Longer course	125	1010	892	7.29	92.71	11.66	3.03	7.17

2011-12	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Non-accredited								
Workshop	208	2234	1917	18.73	81.27	4.02	3.23	4.69
Longer course	148	1325	1200	15.92	84.08	8.75	2.25	3.75
NCFE IIQ Part B Accredited								
Longer course	133	1062	909	10.01	89.99	11.11	1.87	6.82

Wider Family Learning (WFL) is a key element of the 'core offer' and is delivered through a combination of direct delivery and sub-contracted provision in children's centres, schools, extended schools, community schools and other community settings and therefore contributes to integrated services for families within Children's Services.

The key aims of WFL are to enable parents and children to learn together and for parents to develop skills and confidence to support their children's learning. WFL provides opportunities to initially engage parents with low literacy and numeracy skills onto programmes that are designed to develop these skills as well as identifying opportunities for progression to further learning. The overall provision includes healthy living, creative arts, communication skills, understanding behaviour, sports-based courses, ICT, family finance and confidence building courses.

The priority groups for this provision are learners in the most deprived communities, specifically those who do not have any formal qualifications or have not reached level 2. Programmes are therefore targeted on the following

areas: Basingstoke, Gosport, Havant and Rushmoor and pockets of deprivation in other areas. More effective targeting is required to improve male participation and the engagement of learners from ethnic minority backgrounds across the county.

Strengths

- Innovative range of provision, responsive to local needs
- Good acquisition of knowledge and achievement of personal goals and social skills enables learners to develop the confidence to support their children
- Curriculum management is good
- Teaching and learning are good

Areas for improvement

- Continue to build confidence of tutors in promoting equality and diversity in lessons
- Improve participation of learners from disadvantaged areas in Havant
- Increase male participation

Outcomes for Learners

2009-10	% Retention	% Achieve	%Success
Non-Accredited	90.95	90.58	82.38
NCFE IIQ Part B Accredited	86.97	92.57	80.50

2010-11	% Retention	% Achieve	%Success
Non-Accredited	88.89	98.87	87.89
NCFE IIQ Part B Accredited	87.61	95.59	83.75

2011-12	% Retention	% Achieve	%Success
Non-Accredited	93.06	99.43	92.30
NCFE IIQ Part B Accredited	87.19	98.06	85.50

Retention and achievement are good. The success rates for both non-accredited and NCFE IIQ Part B accredited courses have improved from the previous year.

The total number of accredited courses rose from 110 in 2009/10 to 125 in 2010/11 and 133 in 2011/12. There was also a small increase in the number of learners enrolling onto an accredited course which was 909 in 2011-12 compared to 892 in 2010-11 and 860 in 2009-10. Learners are now more confident to undertake accredited programmes.

Quality of provision

Teaching and learning are good. Sessions are well planned and build on previous learning. Activities are well planned with a good range of resources and activities which are designed so that they can be used at home with children. In many cases, tutors' informal teaching style helps to engage and encourage learners to take part, with learning objectives displayed and explained well to learners. A good range of teaching strategies are used to build on learners' experience and interests and there is good use of questioning to check understanding and to assess learners' progress in

meeting the session objectives. Learners report feeling safe and secure within the learning environment.

Family Learning programmes are wide-ranging and innovative, and responsive to local needs. Programmes include: Getting into Gardening, Music and Craft courses, Lego Construction, Family Scrapbooking, Sewing Skills, Looking at Science, Family Games, Family First Aid, Cooking on a Budget, Let's Play with Dad, Baby Signing Makaton.

Effective partnerships and a network of links with key agencies and community groups have been established to support curriculum development and widen participation. Learning opportunities are in accessible settings in a wide range of venues including: schools, children's centres, libraries, community centres, craft centres, churches, and museums. Courses are held at learner convenient times with support for childcare, travel and additional needs. These links also support the identification of learners' needs and enable organisations to refer learners to courses.

Learner recruitment strategies through schools are particularly effective and there is good provision of supported learning. Learners feel safe and their children are well looked after in crèches. Progression advice is built into all family learning courses from the start. Family Learning has been shown to be particularly important in improving learners' confidence enabling learners to:

- interact more with their children at home, telling stories, reading together or creating books
- volunteer at schools
- join additional courses
- progress to further qualifications

Targeting and recruitment of 'hard to reach' learners has been focused on the most disadvantaged areas (wards indicated in the table below) and provided learning opportunities for disadvantaged and socially excluded families where extra personal support is often required.

		WFL Learners					
		2009-10		2010-11		2011-12	
Alamein	Test Valley	97	2.99%	71	2.00%	71	1.98%
Barncroft	Havant	40	1.23%	85	2.40%	127	3.55%
Battins	Havant	23	0.71%	59	1.66%	84	2.35%
Bondfields	Havant	17	0.52%	28	0.79%	67	1.87%
Butts Ash and Dibden	New Forest		0.00%		0.56%		0.50%
Purlieu		0		20		18	
Fareham North-West	Fareham	34	1.05%	4	0.11%	4	0.11%
Grange	Gosport	117	3.61%	67	1.89%	143	4.00%
Hart Plain	Havant	9	0.28%	9	0.25%	9	0.25%
Hayling West	Havant	19	0.59%	7	0.20%	13	0.36%
Heron Wood	Rushmoor	40	1.23%	29	0.82%	44	1.23%
Holbury and North	New Forest		0.00%		0.48%		0.42%
Blackfield		0		17		15	
Leesland	Gosport	17	0.52%	30	0.85%	34	0.95%
Mayfield	Rushmoor	21	0.65%	25	0.70%	40	1.12%
North Town	Rushmoor	26	0.80%	50	1.41%	43	1.20%
Purbrook	Havant	7	0.22%	11	0.31%	35	0.98%
Stakes	Havant	4	0.12%	8	0.23%	52	1.45%
Town	Gosport	15	0.46%	21	0.59%	23	0.64%
Warren Park	Havant	26	0.80%	156	4.40%	193	5.39%
"Most deprived area" total		512	15.81%	697	19.64%	1015	28.37%
Overall Total		3,239		3,548		3,578	

The development of family learning has created learner pathways for parents to move into literacy and numeracy programmes. Courses in Healthy Eating, ICT and Introduction to Money Management have helped recruit learners from the most deprived areas in the county enabling them to move to literacy and numeracy programmes. Learners report improvements in their confidence, self-esteem and parenting skills and say they interact more with their children and now have a greater understanding of how their children learn. Many learners also reported the benefits of being able to support their children with their homework as well as the gains in their own skills.

Leadership and management

There is a clear strategy and appropriate action plans are in place for family programmes. Regular team meetings are held to review progress, share good practice and assess the effectiveness of all aspects of provision, all of which contribute to the raising of standards. Officers work with a variety of providers to support the development and co-ordination of family programmes across Hampshire.

Good curriculum leadership for centre managers and tutors is provided through meetings and an innovative staff development programme. Support for tutors is effectively delivered through the Curriculum Support Group and the website and Moodle enable tutors to access resources and quality support documents. The resources for family learning are good and well utilised.

Funding is allocated to ensure that target learners are being recruited. Direct delivery provision was introduced to improve standards in 2007-08 and is now well-established. The aim has been to achieve a balance between direct and sub-contracted delivery recognising the important contribution sub-contracted delivery can make where the provision is effective, for example, through the Test Valley Learning Partnership.

The awareness of, and commitment to, equality and diversity issues are well-developed in this element of the provision as the ethos is about targeting the hardest to reach learners, many of whom will be from under-represented groups. There is, however, a need to improve the participation of male learners.

Equality and diversity policies and procedures are well understood by tutors and providers, but promotion of diversity in lessons and learning activities is under-developed. There is a need to build the confidence of all tutors in promoting equality and diversity in lessons by specific, focused training.

Awareness of safeguarding issues is good and these are given high priority. All tutors undergo enhanced CRB clearance procedures and health clearances. Training in safeguarding is effectively provided and CRB checks are in place.

4.3 Family English, Maths and Language

Requires Improvement: Grade 3

Context

Family English, Maths and Language (FEML) replaced Family Literacy, Language and Numeracy (FLLN) provision with effect from August 2012. FLLN programmes were delivered in 2011/12 to improve the literacy, language and numeracy skills of parents, particularly those from disadvantaged communities or from ethnic minority backgrounds and provided opportunities to access national qualifications. FLLN was delivered by 14 providers in 87 centres across the county. 45.7% of the learners were new to the programme in 2011-12.

2009-10	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Workshop	86	660	541	16.08	83.92	4.44	2.03	13.12
Longer course	186	1781	1355	7.90	92.10	8.71	3.32	31.29

2010-11	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Workshop	78	652	535	13.08	86.92	7.66	4.67	9.16
Longer course	184	1872	1361	8.08	91.92	10.95	5.07	37.77

2011-12	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
Workshop	58	509	473	16.70	83.30	6.13	5.92	9.51
Longer course	189	1922	1417	8.96	91.04	12.07	5.43	37.90

Strengths

- Good programme of innovative courses
- Good targeting of provision to the people in greatest need
- Learners make substantial gains in confidence, particularly to support their children
- High standard of teaching and learning resources

Areas for improvement

- Improve success rates
- Increase participation of learners from the most disadvantaged areas of Havant
- Increase participation and success rates for males
- Increase support for tutors to improve assessment and monitoring of learners' progress and achievement

Outcomes for learners

	% Retention	% Achieve	%Success
2009-10	83.86	81.83	68.62
2010-11	81.34	78.53	63.87
2011-12	84.82	72.16	61.20

Learners enrolled on longer FLLN courses have been prepared for entry to Literacy or Numeracy National Tests or Entry Level Certificates and the following table indicates the pattern of entry for these qualifications and an overall summary of the pass rates.

	09-10	10-11	11- 12
Total enrolments on FLLN courses	1781	1872	1922
Entries for National Tests or Entry Level Certificates	628	769	895
National Test/Entry level Certificate Passes/Unit achieved	455	647	731
Enrolments entered for accredited outcome	35.3%	41.1%	46.6%
Pass Rate	72.5%	84.1%	81.7%

The following table shows the number of learners achieving literacy and numeracy qualifications:

	Entry Level						Level 1			Level 2		
	Full Certificate			Partial			09-10	10-11	11-12	09-10	10-11	11-12
	09-10	10-11	11-12	09-10	10-11	11-12						
Literacy	117	86	118	73	152	204	59	85	81	61	92	80
Numeracy	10	18	32	2	17	22	70	85	99	63	112	95
Total	127	104	150	75	169	226	129	170	180	124	204	175

The overall number of learners achieving full qualifications increased from 478 in 2010-11 to 505 in 2011-12. Literacy passes increased from 263 to 279 and numeracy passes increased from 215 to 226. There was also an increase in the number of partial achievements in Entry level certificates from 169 (152 literacy, 17 numeracy) to 226 (204 literacy, 22 numeracy).

The overall success rates on these programmes have declined over the past two years. Both retention and achievement require improvement. Achievement rates for qualification courses have fallen because of the large number of EMTAS learners who do not achieve full Entry Level certificates. This is reflected in the overall success rate which has fallen over the past two years.

However, it is important to recognise the successful outcomes for learners on FLLN programmes. Learners make substantial gains in confidence, in particular in their ability to support their children's learning. Learners consistently report on the improvements in their own learning in literacy and numeracy and how they have developed skills to help their children. There are high levels of achievement for learners on non-accredited courses. The change to FELM provision in 2012/13 with the introduction of Functional Skills qualifications will provide an opportunity to reassess ways in which success is measured on these programmes. This will provide an opportunity to ensure that the learning aim for each learner is clearly identified at the start of the course: learning aims may include individual learning goals; NCFE IIQ achievements; short QCF units or Functional Skills qualifications. The procedures for entering learners for external qualifications are being reviewed and a realistic means of measuring learners' success rates on FELM courses will be put in place.

Recruitment of male learners (10.9%) and success rates for males (49.4%) require improvement.

Quality of Provision

An excellent range of short, easily accessible courses was delivered. A good level of engagement was achieved by providing a variety of activities and innovative courses in FLLN to meet the needs and interests of the learners: for example, Family Language through ICT, Keeping Up With the Children, Exploring Poetry, Play and Language, Memory Books, Family Learning Makaton, Getting Ready for the Olympics and Bounce and Rhyme.

Teaching is well planned, lively and engaging. Learning methods are recognised as a strength and learners receive very good individual support and guidance from tutors. Learning resources are good and are well matched to the needs of learners. External Verifier feedback on Entry level literacy portfolios indicated that 'materials are appealing and very learner friendly' and for numeracy portfolios 'materials are colourful, appealing and offered in a practical fashion to foster family learning'.

The standard of learners' work in class is generally good. Learners acquire good skills, knowledge and increased self-confidence which helps them to support their children in the home environment. Completed portfolios are of very good quality. Learners feel safe and have a good understanding of safeguarding.

Although initial assessment is generally carried out effectively, some tutors do not set 'smart' learning outcomes. There is some ineffective formative assessment with some tutors not carrying out sufficient review of learners' work. Development of tutors' assessment practice, including peer and self-assessment, as well as improved monitoring of learners' progress and achievement against learning goals are the focus for this provision.

The service uses its wide range of partnerships to excellent effect in meeting the needs of local communities and targeting provision to the people in greatest need. It has close links with schools, children's centres, arts organisations, community centres, libraries, museums, the army, the navy, Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS), the Asian Welfare Organisation, churches, Discovery Centres, parks, the Forest Bus and specialist disability organisations.

NCFE direct claim status has been achieved for entry-level literacy and numeracy qualifications and the external validation reports refer to the effectiveness of the monitoring process and overall quality of the programmes.

Leadership and management

FLLN programmes target hard-to-reach and under-represented learners in the most disadvantaged areas. In 2011-12 25.35% of learners on FLLN courses came from the most disadvantaged areas in the county compared with 15.93% of learners in these areas for all Hampshire Learning provision. However in many of the more disadvantaged areas of Havant learner numbers are still low. There needs to be a continuing focus and clear target setting for the engagement of learners from these areas.

The following tables illustrate the above points by showing the wards that had one or more Lower-level Super Output Areas (LSOA) appearing in the top quintile of most deprived LSOA in the country (Index of Multiple Deprivation) or appearing in the top ten most deprived wards in Hampshire by the Employment, Skills and Training deprivation measure. For each ward the number and percentage of FLLN learners for the last three years is given. For comparison there is a similar table for all learners.

		FLLN Learners					
		2009-10		2010-11		2011-12	
Alamein	Test Valley	110	6.32%	86	4.97%	154	8.91%
Barncroft	Havant	18	1.03%	8	0.46%	23	1.33%
Battins	Havant	10	0.57%	9	0.52%	8	0.46%
Bondfields	Havant	16	0.92%	3	0.17%	6	0.35%
Butts Ash and Dibden Purlieu	New Forest	10	0.57%	14	0.81%	3	0.17%
Fareham North-West	Fareham	12	0.69%	1	0.06%	4	0.23%
Grange	Gosport	73	4.19%	72	4.16%	60	3.47%
Hart Plain	Havant	3	0.17%	0	0.00%	8	0.46%
Hayling West	Havant	0	0.00%	0	0.00%	0	0.00%
Heron Wood	Rushmoor	4	0.23%	17	0.98%	9	0.52%
Holbury and North Blackfield	New Forest	0	0.00%	13	0.75%	2	0.12%
Leesland	Gosport	7	0.40%	11	0.64%	17	0.98%
Mayfield	Rushmoor	63	3.62%	84	4.85%	71	4.11%
North Town	Rushmoor	10	0.57%	16	0.92%	19	1.10%
Purbrook	Havant	7	0.40%	0	0.00%	5	0.29%
Stakes	Havant	1	0.06%	0	0.00%	8	0.46%
Town	Gosport	11	0.63%	7	0.40%	7	0.41%
Warren Park	Havant	12	0.69%	14	0.81%	34	1.97%
"Most deprived area" total		367	21.08%	355	20.50%	438	25.35%
Overall Total		1741		1732		1728	

		All Learners					
		2009-10		2010-11		2011-12	
Alamein	Test Valley	208	1.30%	187	1.05%	280	1.55%
Barncroft	Havant	93	0.58%	146	0.82%	248	1.37%
Battins	Havant	76	0.48%	120	0.67%	151	0.84%
Bondfields	Havant	66	0.41%	84	0.47%	137	0.76%
Butts Ash and Dibden Purlieu	New Forest	24	0.15%	55	0.31%	44	0.24%
Fareham North-West	Fareham	114	0.71%	100	0.56%	96	0.53%
Grange	Gosport	266	1.66%	270	1.52%	408	2.26%
Hart Plain	Havant	52	0.33%	86	0.48%	120	0.66%
Hayling West	Havant	95	0.59%	95	0.53%	129	0.71%
Heron Wood	Rushmoor	89	0.56%	86	0.48%	94	0.52%
Holbury and North Blackfield	New Forest		0.10%		0.25%		0.17%
Leesland	Gosport	69	0.43%	86	0.48%	128	0.71%
Mayfield	Rushmoor	149	0.93%	169	0.95%	189	1.05%
North Town	Rushmoor	85	0.53%	109	0.61%	112	0.62%
Purbrook	Havant	53	0.33%	112	0.63%	147	0.81%
Stakes	Havant	39	0.24%	94	0.53%	128	0.71%
Town	Gosport	101	0.63%	126	0.71%	147	0.81%
Warren Park	Havant	82	0.51%	213	1.20%	288	1.59%

"Most deprived area" total	1,677	10.50%	2,182	12.26%	2,876	15.93%
Overall Total	15,977		17,797		18,059	

There has been a year on year increase in the recruitment of ethnic minority learners. The cohort has risen from 5.67% in 2006-07 to 16.92% in 2008-09 and is now 32.06% in 2011-12. This compares well with the overall figure of 6.78% for the provision as a whole. Partnership working with Hampshire EMTAS has enabled ethnic minority learners to achieve entry-level literacy and numeracy qualifications. Efforts are made to meet particular cultural requirements, for example, a literacy group was provided for Muslim women who would not have been able to attend if men were allowed to register.

There is a strong commitment to equality and diversity at the strategic level but the promotion of equality and diversity in lessons is not yet sufficiently consistent across the provision.

There is good attention to safeguarding. All tutors undergo enhanced CRB and health clearance procedures. Staff awareness of safeguarding issues is good and tutors access training on current policy and practice.

To address the difficulty of finding appropriately qualified tutors Hampshire Learning has continued its strategy of utilising its Direct Delivery team to deliver FLLN provision and an increasing number of tutors now hold or are working towards subject specialist qualifications at Level 4 and 5.

There is a need to continue to develop the use of e-technologies and e-learning in sessions and to continue to encourage tutors to use the Support4tutors Moodle to access resources and share good practice.

4.4 Vocational Learning

Good: Grade 2

Context

Vocational learning encompasses the provision that is funded to deliver qualification courses or introductory courses leading to qualifications. ASB funding is used to support vocational education across the county and First Steps courses provide an entry point for pre-level 2 learners to embark on an introductory programme which will lead, eventually, to a first full Level 2 qualification. Qualifications delivered include GCSE English and Maths; National Tests in Literacy and Numeracy; IAB qualifications in Computerised and Manual Bookkeeping; British Sign Language; and Level 2 and Level 3 qualifications for the Children and Young People's Workforce which were introduced in 2010-11 and which have seen increased learner participation in 2011-12.

	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
ASB 2009-10								
ICT	9	29	26	26.92	73.08	0	7.69	3.85
Arts	2	27	27	33.33	66.67	3.70	0	0
Languages	35	340	334	32.63	67.37	4.19	20.66	1.5
Prep for Life	15	73	46	19.57	80.43	4.35	2.17	4.35
Business	8	77	64	10.94	89.06	0	4.69	12.50
All Others	10	133	131	29.01	70.99	10.69	3.05	9.16
Overall	79	679	610	28.52	71.48	4.43	12.95	4.10
ASB 2010-11								
Health	3	77	77	2.60	97.40	1.30	1.30	9.09
ICT	5	22	22	18.18	81.82	22.73	0	4.55
Arts	1	9	9	33.33	66.67	11.11	0	0
Languages	11	110	109	24.77	75.23	7.34	5.50	4.59
Education	5	61	61	29.51	70.49	11.48	4.92	4.92
Prep for Life	13	48	41	24.39	75.61	12.20	9.76	7.32
Business	6	55	48	6.25	93.75	4.17	4.17	8.33
All Others	4	48	48	22.92	77.08	6.25	2.08	0
Overall	48	430	406	18.72	81.28	7.64	4.19	5.67
ASB 2011-12								
Health	5	112	108	4.63	95.37	3.70	0	7.41
ICT	1	15	15	13.33	86.67	0	0	6.67
Languages	3	40	40	17.50	82.50	15	5	12.50
Prep for Life	19	102	62	22.58	77.42	24.19	3.23	0
Business	7	57	49	18.37	81.63	12.24	0	6.12
All Others	2	22	22	4.55	95.45	13.64	0	0
Overall	37	348	293	12.63	87.37	11.95	1.37	5.80

	Courses	Enrolments	Learners	%Male	%Female	%LDD	%60+	%Ethnic
First Steps 2009-10								
Health	18	162	150	10.67	89.33	10.00	0.67	12.67
ICT	63	403	353	27.20	72.80	8.22	37.96	5.38
Retail	3	21	21	33.33	66.67	47.62	9.52	14.29
Arts	6	58	53	20.75	79.25	22.64	45.28	0
Prep for Life	43	367	364	23.08	76.92	9.34	8.79	19.78
All Others	7	74	74	24.32	75.68	6.76	10.81	16.22
Overall	140	1085	994	23.04	76.96	10.16	20.12	11.87
First Steps 2010-11								
Health	32	299	274	6.20	93.80	8.39	2.55	5.84
ICT	77	553	447	33.33	66.64	19.46	40.72	8.72
Retail	15	120	119	18.49	81.51	19.33	13.45	6.72
Arts	6	58	57	73.68	26.32	33.33	12.28	5.26
Prep for Life	27	209	196	43.37	56.63	26.02	6.63	22.96
Business	11	105	87	32.18	67.82	18.39	5.75	18.39
All Others	7	78	78	25.64	74.36	20.51	3.84	8.97
Overall	175	1417	1124	27.48	72.52	17.82	20.30	10.73
First Steps 2011-12								
Health	34	323	304	6.58	93.42	10.20	0.66	7.89
ICT	53	398	353	33.14	66.86	18.41	23.23	6.52
Retail	4	19	19	47.37	52.63	36.84	0	0
Arts	9	114	105	72.38	27.62	44.76	5.71	3.81
Languages	10	79	66	4.55	95.45	4.55	3.03	4.55
Prep for Life	61	482	390	39.23	60.77	24.36	2.31	8.46
Education	15	129	128	23.44	76.56	20.31	4.69	3.91
Business	15	125	121	19.01	80.99	13.22	0.83	1.65
All Others	5	39	37	27.03	72.97	18.92	5.41	5.41
Overall	206	1708	1349	27.95	72.05	18.16	7.93	6.97

Strengths

- Good partnership arrangements to identify target learners
- Good range of provision
- Good support for learners

Areas for improvement

- Continue to improve success rates on qualification courses
- Continue to develop clear learner progression pathways for First Steps provision

Outcomes for learners

	%Retention	%Achieve	%Success
ASB 2009-10			
ICT	93.10	85.19	79.31
Arts	59.26	100.00	59.26
Languages	72.78	89.02	64.79
Prep for Life	64.38	89.36	57.53
Business	85.33	68.75	58.67
All Others	77.44	97.09	75.19
Overall	74.52	88.27	65.78
ASB 2010-11			
Health	97.40	98.67	96.10
ICT	63.64	85.71	54.55

Arts	55.56	100.00	55.56
Languages	86.36	89.47	77.27
Education	93.44	98.25	91.80
Prep for Life	72.34	88.24	63.83
Business	87.27	87.50	76.36
All Others	60.42	86.21	52.08
Overall	83.22	92.16	76.69
ASB 2011-12			
Health	99.11	100.00	99.11
ICT	57.14	87.50	50.00
Languages	95	81.58	77.50
Prep for Life	71.57	87.67	62.75
Business	91.07	100.00	91.07
All Others	77.27	100.00	77.27
Overall	86.13	94.30	81.21

	%Retention	%Achieve	%Success
First Steps 2009-10			
Health	88.89	96.53	85.80
ICT	91.32	92.93	84.96
Retail	85.71	94.44	80.95
Arts	100.00	100.00	100.00
Prep for Life	97.82	99.16	97.00
All Others	98.65	100.00	98.65
Overall	94.01	96.57	90.78
First Steps 2010-11			
Health	92.52	98.53	91.16
ICT	92.59	98.44	91.14
Retail	98.33	98.31	96.67
Arts	100.00	100.00	100.00
Prep for Life	80.38	98.21	78.95
Business	100.00	100.00	100.00
All Others	100.00	100.00	100.00
Overall	92.52	98.70	91.32
First Steps 2011-12			
Health	84.21	98.53	82.97
ICT	86.68	98.84	85.68
Retail	94.74	100.00	94.74
Arts	100.00	100.00	100.00
Languages	92.41	100.00	92.41
Prep for Life	85.89	98.79	84.85
Education	85.27	99.09	84.50
Business	80.00	100.00	80.00
All Others	94.87	100.00	94.87
Overall	86.83	99.06	86.01

Success rates for the ASB provision have improved significantly over the past two years through closer monitoring and support for tutors, resulting in better overall results in 2011-12. The overall qualification success rate reported by the Data Service of 84.7% is now above the National Achievement rate of 80.7% for similar providers. 84.7% is higher than the overall success rate reported above as it does not include those learners who withdrew from the course prior to the first threshold date for data purposes. Success rates for the qualification courses for the Children and Young People's Workforce are excellent at 99%. Retention on the ITQ Award in IT User Skills was poor with 7 learners out of 14 completing the course and this

contributed to low success rates in ICT. Some Adult Literacy and Numeracy provision, particularly at Entry Level, had low achievement rates.

Outcomes for learners in First Steps provision are good with excellent success rates for the Arts provision.

Quality of Provision

The delivery of vocational courses has been of a high standard with evidence of high levels of learner motivation, engagement and participation and good overall support for learners. Tutors plan well to meet learners' needs and improvements have been seen in recording of learners' progress and achievement and feedback to learners. Learners reported that tutors paid good attention to promoting a safe and welcoming learning environment and there is a good level of care, support and challenge for learners.

Learning resources are generally good. Observations of teaching and learning indicate that some tutors could improve the use of e-learning resources, including the interactive whiteboard when it is available in the classroom and that some learners would benefit where tutors are able to develop differentiated resources to meet the needs of learners at different levels within the group.

There is good attention to safeguarding and health and safety. Tutors follow safe working practices and learners feel that the learning environment is safe and welcoming and that there is a very high level of respect between learners and tutors.

There is also good attention to equality and diversity in planning documents and within the class. One tutor has compiled a glossary of bookkeeping terms for a learner who spoke English as a second language and tutors show good support for dyslexic learners. However some tutors missed opportunities to extend learners' knowledge of cultural diversity.

Within First Steps provision, a wide range of courses has been delivered, many in partnership with colleges, which will lead learners into college provision. Courses are tailored to meet the needs of disadvantaged groups, including the unemployed, and these have been successfully delivered with evidence of learners' gains in confidence and skills to help them to seek employment or move to the next level of training. Some further work is needed to ensure that progression routes are clearly identified for all First Steps provision and that all learners are given sufficient information and guidance to progress.

Leadership and Management

Management of these courses has been satisfactory overall with colleges delivering the majority of First Steps courses.

Tutors are well qualified and competent in both subject area and teacher training. Most tutors are highly motivated and able to motivate learners using a range of teaching methods. 11 of the 14 tutors delivering ASB provision were observed by Hampshire Learning. Ten tutors were awarded Grade 2 and one tutor was awarded Grade 3. Observation reports highlighted good learner engagement and

motivation; a good variety of teaching strategies being used to support learning and overall good attainment.

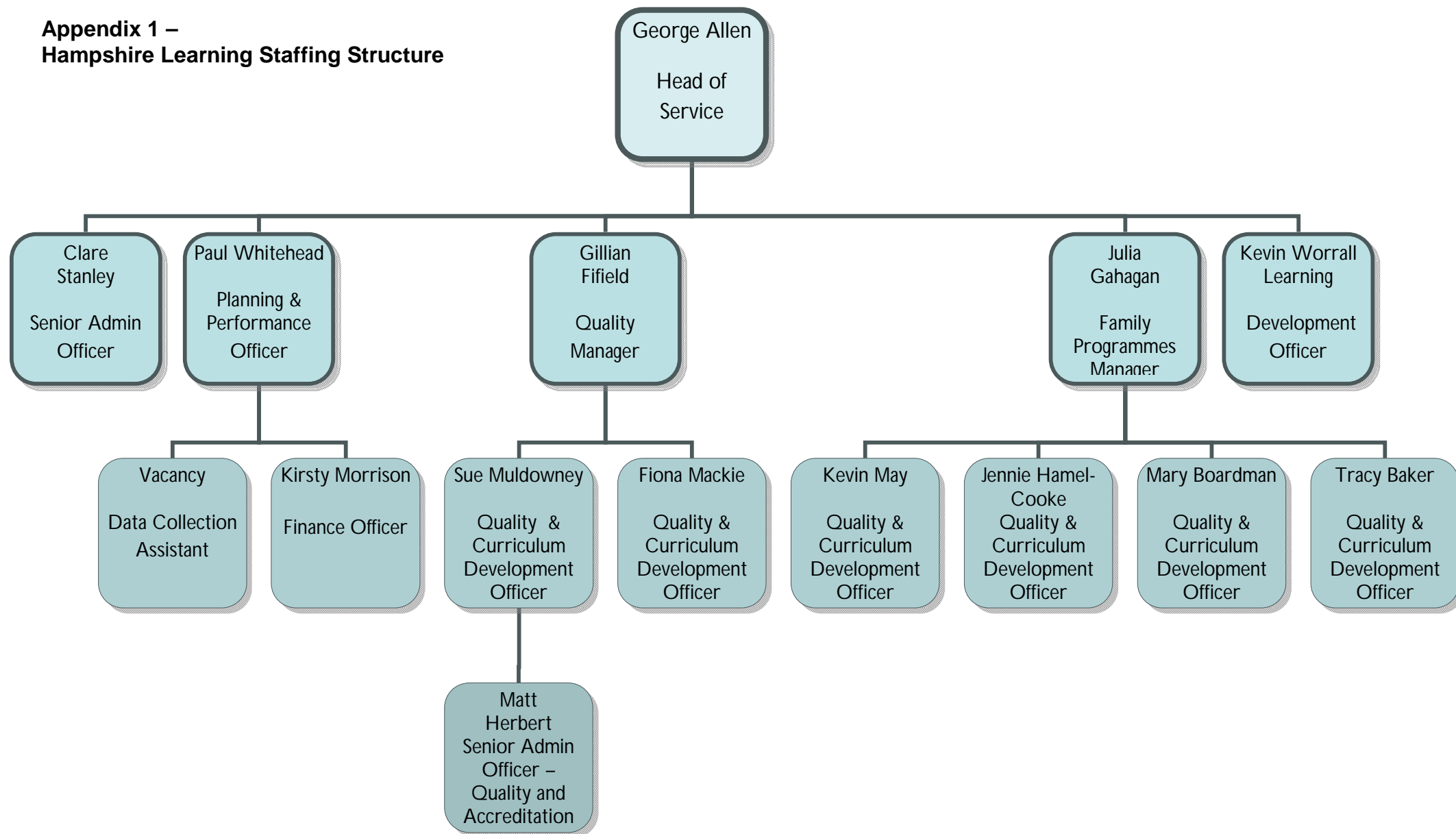
Many learners have progressed to further learning and have demonstrated increases in confidence and improved opportunities for volunteering and employment.

Resources are good overall. Most classes are held in community colleges or schools where accommodation and access are suitable.

The service uses its wide range of partnerships to excellent effect in targeting provision to people in greatest needs. New partnerships with employment specialists cater for the needs of learners seeking work.

Within First Steps, overall targeting of pre-level 2 learners has been good with clear progression pathways for many learners. For 2012-13 more emphasis is being placed on identified progression routes, particularly into college provision, for learners to achieve full Level 2 qualifications.

**Appendix 1 –
Hampshire Learning Staffing Structure**



Appendix 2 – Data tables

The tables shown below provide learner data for adult programmes secured by Hampshire Learning in 2011-12, with a breakdown by sector subject.

Number of learners and learner categories

	2008-09	2009-10	2010-11	2011-12
Total numbers of learners	15,272	16,036	17,637	18,069
* Enrolment per 1,000 adult population	22.02	24.19	26.25	25.24
% of learners who have disabilities and/or learning difficulties	6.1	8.3	10.1	10.8
% of learners who are male	22.3	23.0	23.2	23.7
% of learners from ethnic communities	3.6	5.1	6.1	5.8
% of learners aged 60+	23.2	24.7	27.6	27.6

* participation rate is below national average as 16 further education colleges are also funded to run adult learning programmes

Workshops, courses, enrolments and learners

	<u>Workshops</u>	<u>Courses</u>	<u>Enrolments</u>	<u>Learners</u>
Health, public services and care	90	96	1,768	1,588
Information and communication technology	51	401	3,588	2,709
Retail and commercial enterprise	38	54	774	657
Leisure, travel and tourism	4	241	2850	1,462
Arts, media and publishing	206	512	6,822	4,188
Languages, literature and culture	1	187	1,585	935
Preparation for life and work – Excluding SILL and FLLN	55	232	2,253	1,741
Preparation for life and work – FLLN	58	189	2,431	1,728
Preparation for life and work – SILL	1	78	779	428
Business, administration and law	36	33	644	586
Family Learning	208	281	4,621	3,578
All Others	18	71	688	626
Overall	766	2,375	28,803	18,059

Retention, Achievement and Success rates

	<u>%Retention*</u>	<u>%Achieved*</u>	<u>%Success*</u>	<u>%Success*</u>
	<u>11-12</u>	<u>11-12</u>	<u>11-12</u>	<u>10-11</u>
Health, public services and care	89.47	99.15	88.71	92.87
Information and communication technology	92.51	98.78	91.38	93.03
Retail and commercial enterprise	96.88	99.01	95.92	93.21
Leisure, travel and tourism	94.89	97.72	92.73	91.05
Arts, media and publishing	94.82	99.17	94.03	91.39
Languages, literature and culture	93.50	99.45	92.99	89.91
Preparation for life and work – excluding SILL and FLLN	89.39	98.31	87.88	84.04
Preparation for life and work – FLLN	84.82	72.16	61.20	63.86
Preparation for life and work – SILL	94.28	98.62	92.98	95.03
Business, administration and law	85.56	97.47	83.39	87.96
Family Learning	90.45	98.84	89.28	86.07
All Others	92.27	99.45	91.76	89.02
Overall	92.18	96.63	89.06	88.23

*Workshops excluded

Learner characteristics

	<u>% Male</u>	<u>% Female</u>	<u>% LDD</u>	<u>% 60+</u>	<u>% Ethnic</u>
Health, public services and care	18.95	81.05	9.32	12.72	4.53
Information and communication technology	35.44	64.56	13.62	57.29	4.36
Retail and commercial enterprise	10.65	89.35	7.00	14.00	2.74
Leisure, travel and tourism	12.59	87.41	3.76	44.66	1.57
Arts, media and publishing	21.44	78.56	8.50	41.26	1.62
Languages, literature and culture	27.06	72.94	3.21	36.90	4.71
Preparation for life and work – excluding SILL and FLLN	38.08	61.92	25.22	8.04	6.03
Preparation for life and work – FLLN	10.88	89.12	10.59	5.44	32.06
Preparation for life and work – SILL	38.55	61.45	74.07	14.02	2.10
Business, administration and law	26.28	73.72	11.60	14.33	2.73
Wider Family Learning	16.74	83.26	6.46	2.82	5.00
All Others	37.70	62.30	10.70	31063	2.40
Overall	23.68	76.32	10.75	27.58	5.80

Potential Guided Learning Hours (glh) by Subject Sector Categories

The following table shows the percentage of potential guided learning hours within subject sectors delivered by Hampshire Learning

Sector	Subject Categories	% Potential glh			
		2008-09	2009-10	2010-11	2011-12
1	Health public services and care	2.95	2.17	3.88	5.60
6	Information and communication technology	10.29	9.79	9.81	10.06
7	Retail and commercial enterprise	0.62	0.73	1.68	1.72
8	Leisure, travel and tourism	13.05	11.46	10.83	9.32
9	Arts, media and publishing	23.12	24.61	22.05	23.13
12	Language, literature and culture	7.67	10.75	8.98	7.06
14.1	Preparation for life and work - excluding SILL and FLLN	8.88	8.06	7.74	8.37
14.2	FLLN	15.41	16.94	18.62	19.30
14.3	SILL	4.16	3.24	3.79	3.30
15	Business, administration and law			1.39	1.59
16	Family Learning	13.84	7.60	7.42	8.10
	All others	0	4.66	3.80	2.47

Enrolments by Subject Sector

The following table shows the percentage of enrolments within subject sectors delivered by Hampshire Learning compared to the National figures for 2009-10

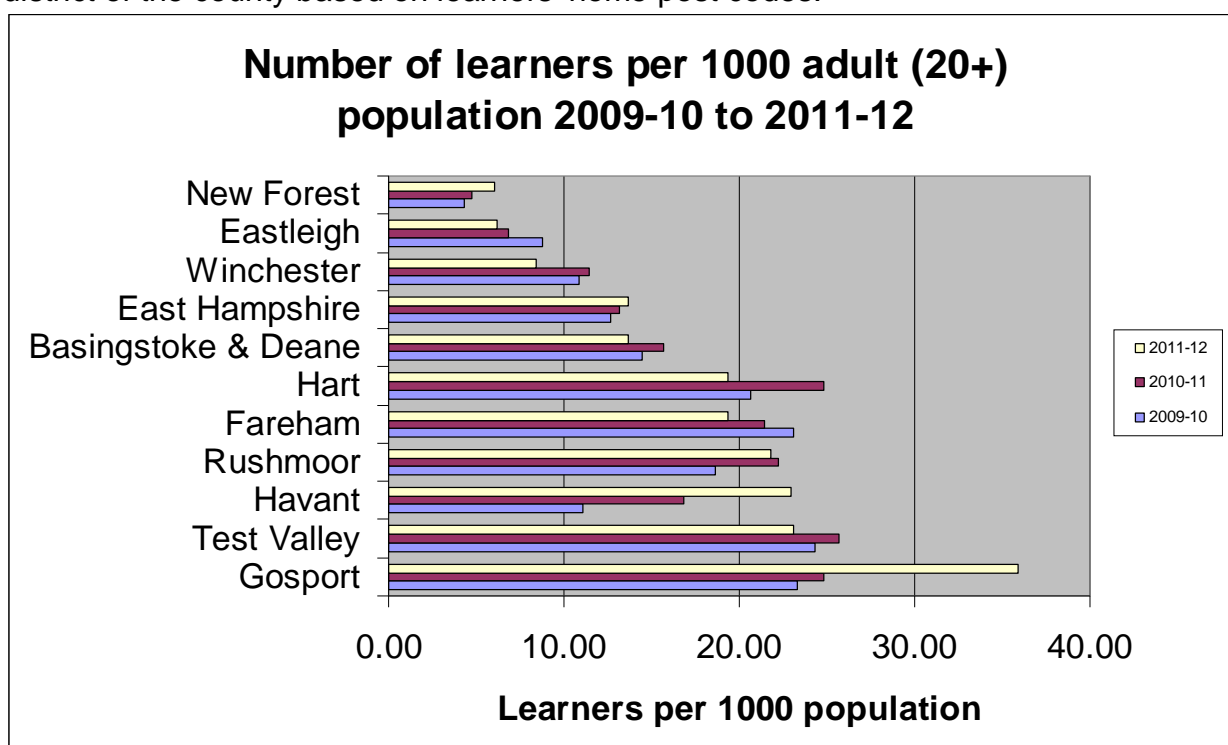
Enrolments by subject sector area		HCC 11-12		National 09-10	
1	Health public services and care	1,768	6.1%	67,830	5.4%
6	Information and communication technology	3,588	12.5%	153,420	12.2%
7	Retail and commercial enterprise	774	2.7%	44,090	3.5%
8	Leisure, travel and tourism	2,850	9.9%	130,600	10.4%
9	Arts, media and publishing	6,822	23.7%	323,000	25.8%
12	Language, literature and culture	1,585	5.5%	122,940	9.8%
14.1 & 14.3	Preparation for life and work - excluding FLLN but INCLUDING SILL	3,032	10.5%	136,890	10.9%
14.2	FLLN	2,431	8.4%	91,300	7.3%
15	Business, administration and law	644	2.2%	9,750	0.8%
16	Family Learning	4,621	16.0%	93,900	7.5%
	All others	688	2.4%	79,000	6.3%
		28,803		1,252,720	

National figures from ASL SFR 2011

Participation Rates

(Havant, Gosport, Rushmoor, Basingstoke, New Forest – most deprived Hart – least deprived)

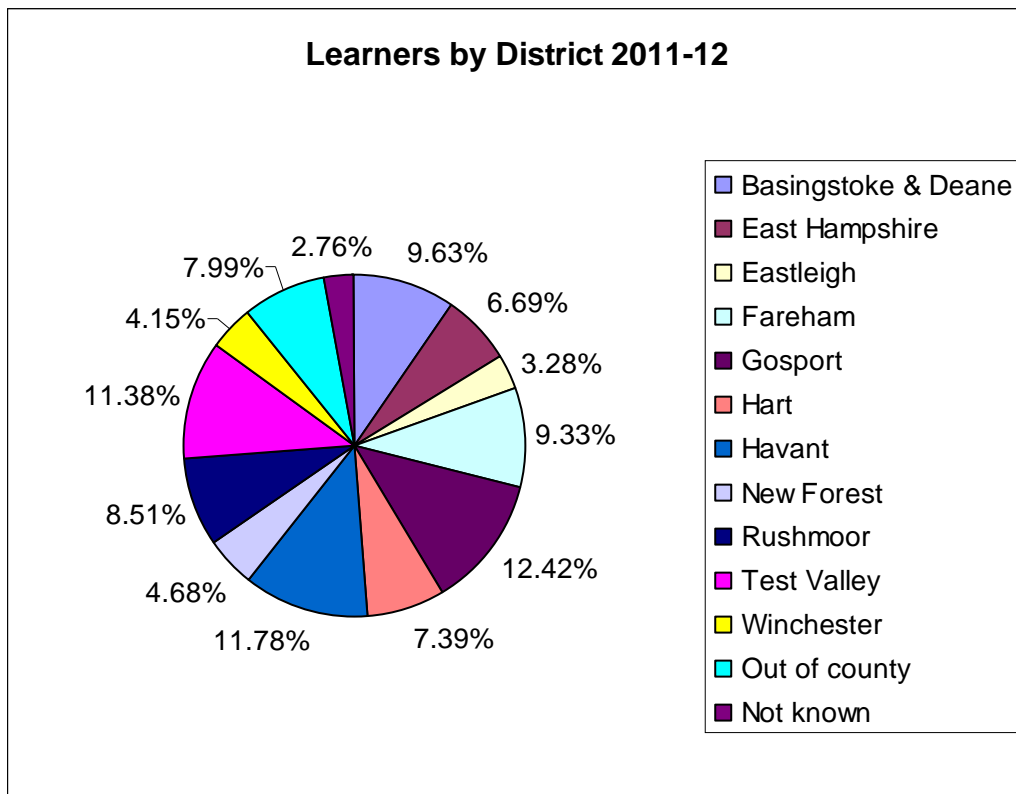
The following graph shows the number of learners per 1,000 population for each district of the county based on learners' home post codes.



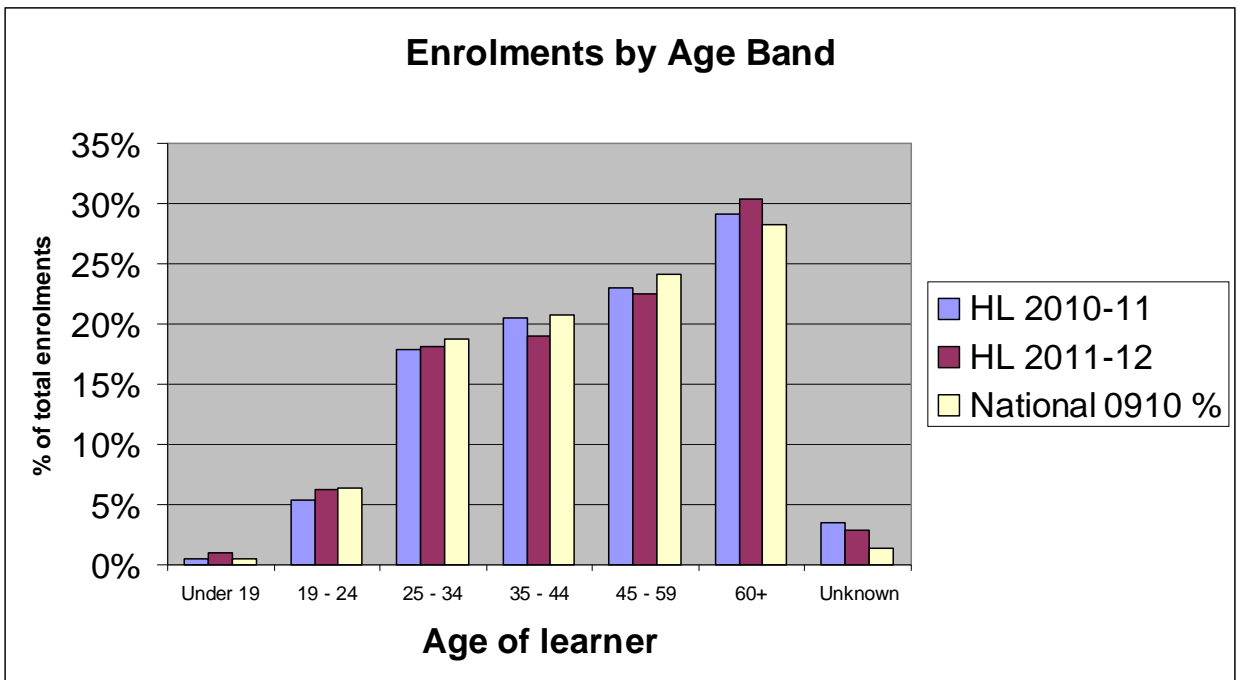
The following table shows participation of learners by District Council areas.

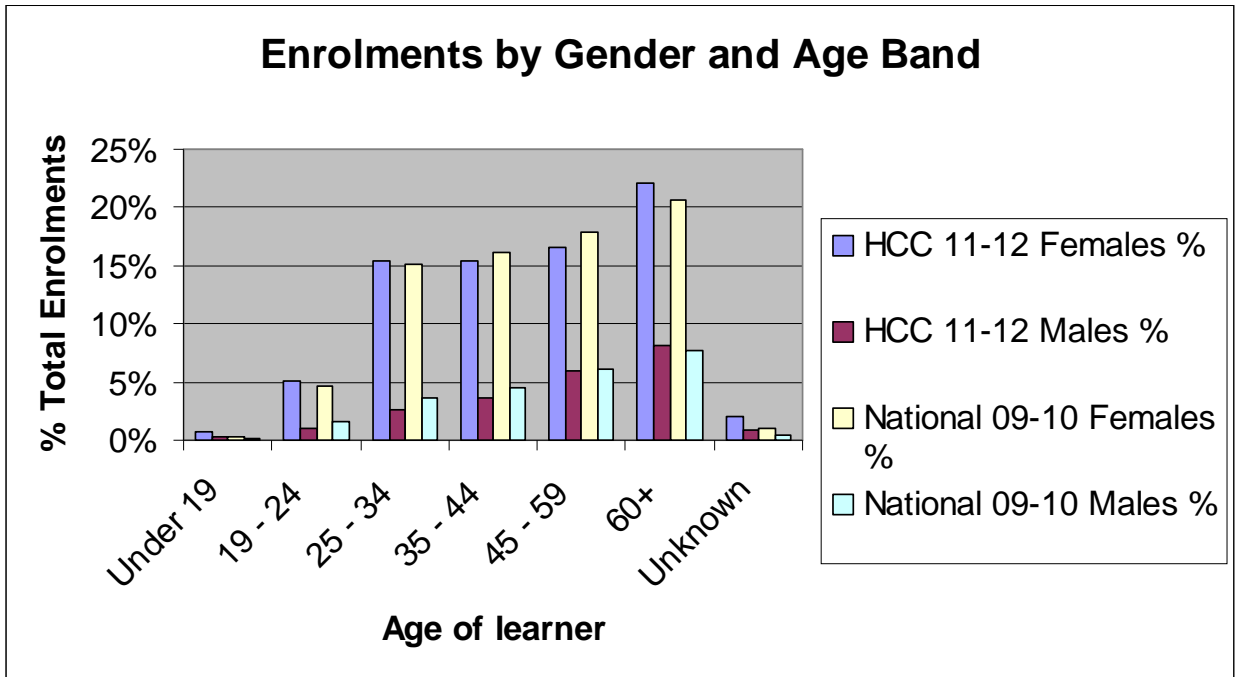
Learner Numbers by District Council Areas						
	2009/10		2010/11		2011/12	
Basingstoke & Deane	1785	11.13%	1955	11.08%	1739	9.63%
East Hampshire	1062	6.62%	1113	6.31%	1208	6.69%
Eastleigh	809	5.04%	634	3.59%	592	3.28%
Fareham	1996	12.45%	1872	10.61%	1685	9.33%
Gosport	1425	8.89%	1514	8.58%	2243	12.42%
Hart	1404	8.76%	1698	9.63%	1335	7.39%
Havant	992	6.19%	1518	8.61%	2128	11.78%
New Forest	603	3.76%	667	3.78%	846	4.68%
Rushmoor	1278	7.97%	1544	8.75%	1536	8.51%
Test Valley	2079	12.96%	2205	12.50%	2056	11.38%
Winchester	920	5.74%	980	5.56%	749	4.15%
Out of county	1261	7.86%	1447	8.20%	1443	7.99%
Not known	422	2.63%	490	2.78%	499	2.76%
Total	16036		17637		18059	

The above data for 2011-12 is represented in the pie chart below

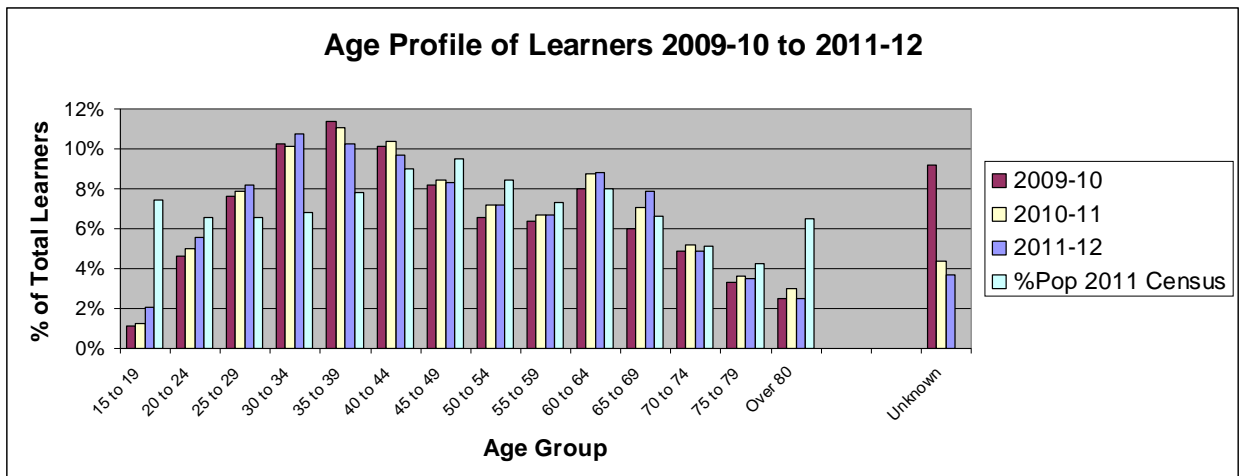


The following graphs show the pattern of enrolments by age range of adult learners on SFA-funded courses and compares it to the National picture.

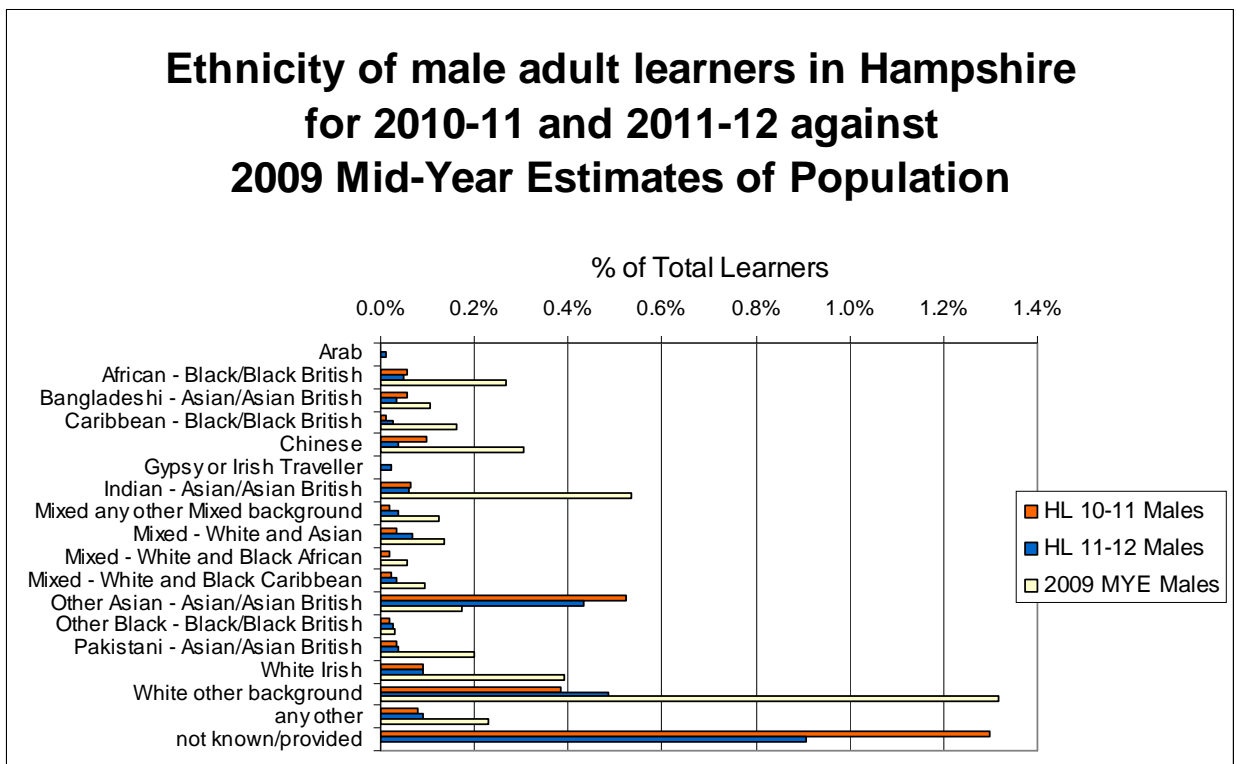
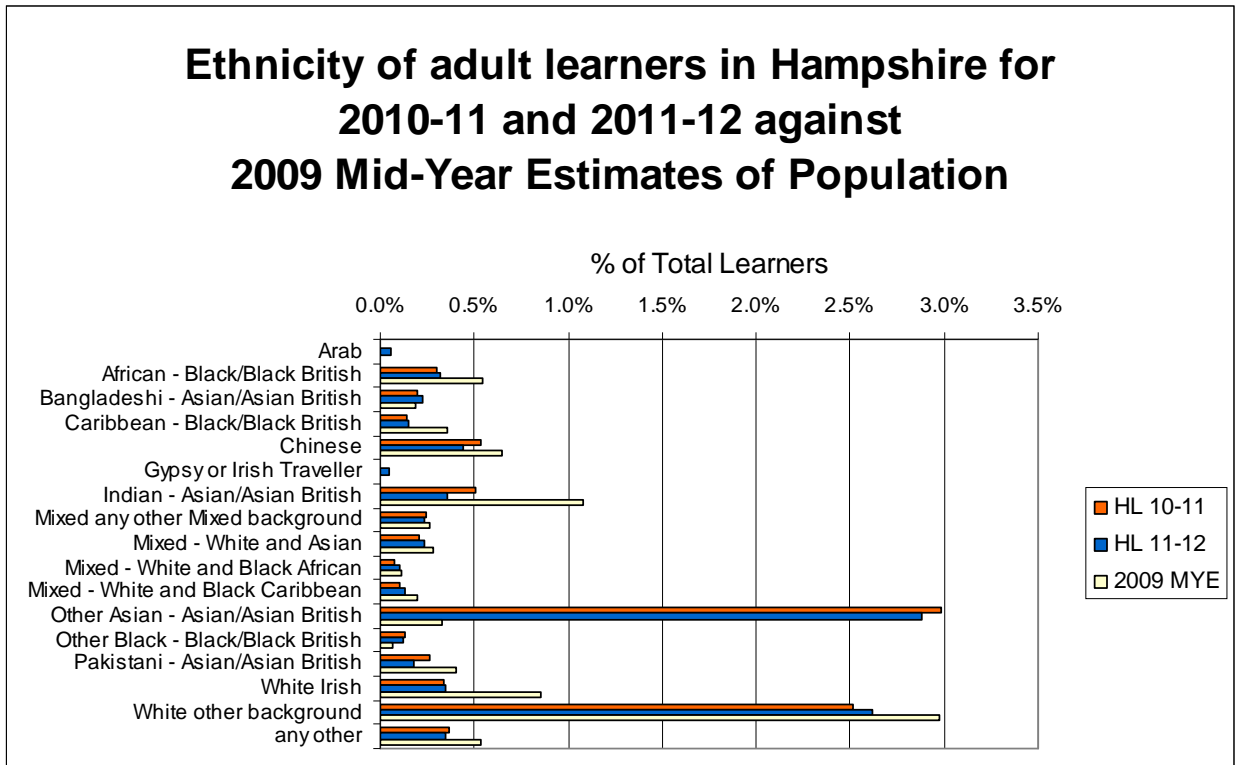




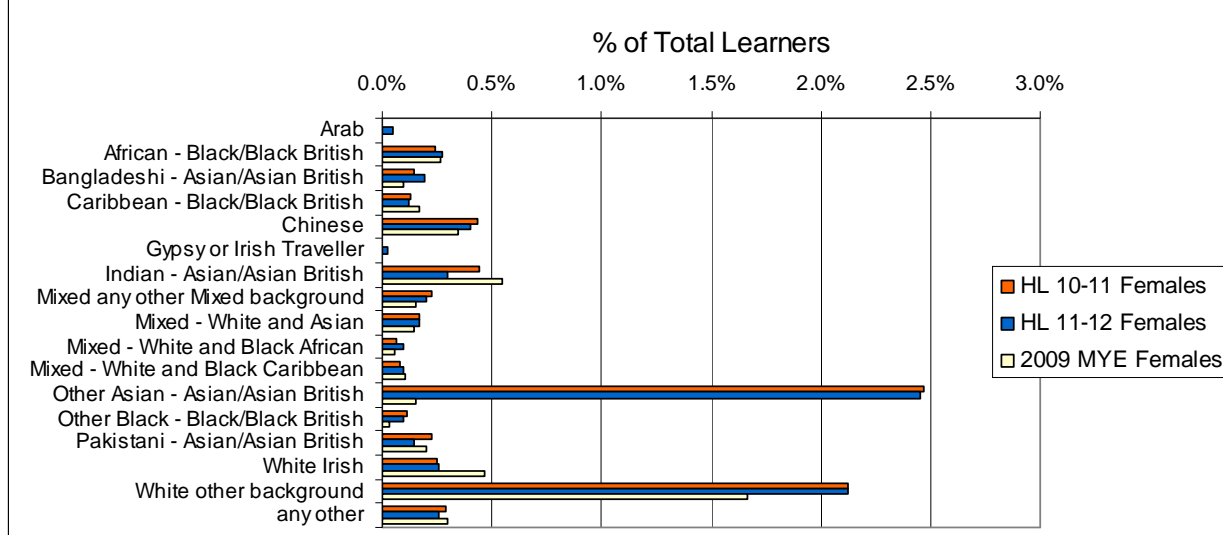
The following graph compares the age profile of learners for the period 2009/10–2011/12.



The following tables shows the ethnicity of adult learners on SFA-funded programmes in Hampshire by comparison with the 2009 Mid-Year Estimates of Population.



Ethnicity of female adult learners in Hampshire for 2010-11 and 2011-12 against 2009 Mid-Year Estimates of Population



Selected Success Rates across Equalities Groups

By Gender

	Success Rate %	Number of Enrolments on Courses	Retention		Achievement	
			Number Completed	%	Number Completed	%
Adult Skills Budget						
FEMALE	84.07	295	260	88.14	248	95.38
MALE	64.71	51	38	74.51	33	86.84
Family Literacy & Numeracy						
FEMALE	62.69	1,737	1,485	85.49	1,089	73.33
MALE	50.00	160	135	84.38	80	59.26

By Ethnicity

	Success Rate %	Number of Enrolments on Courses	Retention		Achievement	
			Number Completed	%	Number Completed	%
Family Literacy & Numeracy						
Any other Asian	44.19	534	460	86.14	236	51.30
Any other White	53.33	105	84	80.00	56	66.67
English / Welsh / Scottish / Northern Irish / British	73.93	1,032	897	86.92	763	85.06

By Learning Difficulty Status

	Success Rate %	Number Enrolments on Courses	Retention		Achievement	
			Number Completed	%	Number Completed	%
Adult Skills Budget						
Dyslexia	57.14	14	11	78.57	8	72.73
No learning difficulty	83.56	298	260	87.25	249	95.77
Unknown	78.95	19	16	84.21	15	93.75
Family Literacy & Numeracy						
Dyslexia	67.53	77	64	83.12	52	81.25
No learning difficulty	61.67	1,448	1,235	85.29	893	72.31
Unknown	61.03	272	237	87.13	166	70.04
Leisure Learning						
Dyslexia	87.18	39	34	87.18	34	100.00
No learning difficulty	94.66	9,022	8,609	95.42	8,540	99.20
Unknown	93.52	1,697	1,621	95.52	1,587	97.90

By Disability Status

	Success Rate %	Number Enrolments on Courses	Retention		Achievement	
			Number Completed	%	Number Completed	%
Leisure Learning						
Mental health difficulty	78.13	32	26	81.25	25	96.15
Multiple disabilities	88.14	59	53	89.83	52	98.11
No disability	94.66	8,788	8,386	95.43	8,319	99.20
Unknown	93.52	1,713	1,636	95.50	1,602	97.92

By Age

	Success Rate %	Number Enrolments on Courses	Retention		Achievement	
			Number Completed	%	Number Completed	%
Family Literacy & Numeracy						
16 to 18	55.17	29	20	68.97	16	80.00
19 to 24	71.51	186	152	81.72	133	87.50
25 to 29	71.38	276	230	83.33	197	85.65
30 to 34	68.10	326	271	83.13	222	81.92
35 to 39	66.67	333	296	88.89	222	75.00
40 to 44	57.34	286	245	85.66	164	66.94
45 to 49	56.90	174	154	88.51	99	64.29
50 to 54	41.94	93	82	88.17	39	47.56
55 to 59	44.07	59	53	89.83	26	49.06
60 to 64	35.19	54	49	90.74	19	38.78
65 to 69	39.47	38	35	92.11	15	42.86
Not Provided	36.11	36	27	75.00	13	48.15

Appendix 3 - List of Providers – 2011-12

Provider Name	District Name
Age Concern Hampshire	Countywide
Aldworth Science College	Basingstoke & Deane
Alton Community Association	East Hampshire
Ashcroft Arts Centre	Fareham
Barton Peveril College	Eastleigh
Bridgemary Community Sports College	Gosport
Brookfield Community School & Language College	Fareham
Broughton Learning	Test Valley
Brune Park Community College	Gosport
Cherbourg Primary School	Eastleigh
Community Action Fareham	Fareham
Community First East Hampshire	East Hampshire
Countryside Service - East	Havant
Countryside Service - North Area	Hart
Denvilles Learning Centre	Havant
Elderfield	Winchester
Fairfields Arts Centre Trust	Basingstoke & Deane
Fleet Library	Hart
Forest Arts Centre	New Forest
Fort Hill Community School	Basingstoke & Deane
Four Lanes Community Junior School	Basingstoke & Deane
Gosport Discovery Centre	Gosport
Gosport Voluntary Action	Gosport
Hampshire EMTAS	Basingstoke & Deane
Hampshire Records Office	Countywide
Harrow Way Community School	Test Valley
Hart Neighbourhood Centre	Hart
Havant Borough Libraries	Havant
Havant College	Havant
Haven Children's Centre	Gosport
Henry Cort Community College	Fareham
Highbury College	Havant
Horndean Technology College	Havant
Hurst Community College	Basingstoke & Deane
J2 Training	Countywide
Learning Disability Commissioning Team	Countywide
MIND	Eastleigh
Museums Service	Countywide
Neville Lovett Community School	Fareham
Oak Farm Community School	Rushmoor
Oak Meadow Children's Centre	Fareham
Park Children's Centre	Rushmoor
Park Community School	Havant
Phoenix Arts Centre	East Hampshire
Portchester Community Association	Fareham

Provider Name	District Name
Portchester Community School	Fareham
Queen Mary's College	Basingstoke & Deane
Romsey School	Test Valley
St Vincent College	Gosport
St Vincent College - Rowner Project	Gosport
Testwood School	New Forest
The Grove Resource Centre	Winchester
Totton College	New Forest
Trinity Centre	Winchester
Vyne Community School	Basingstoke & Deane
West End Arts Centre	Rushmoor
Winchester Discovery Centre	Winchester
Women's Wisdom	Havant
Wyvern Technology College	Eastleigh
Yateley Community School	Hart
Young at HeART	Havant