



# Learn Suffolk

## The Adult Learning Service



# Self-Assessment Report 2020 – 2021

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**Selma was the Winner of “Volunteer of the Year Award” at this year’s Suffolk Adult Learner Awards. This is why ICML nominated her for the award:**

Selma is from Algeria, and she speaks both French and Arabic. Her journey with ICML began when she became a learner in an English for Work class. The tutor observed that Selma had a natural inclination to help others so she asked her if she would like to become a volunteer in the classroom.

Initially Selma showed some reluctance, as she lacked confidence in her ability and has a rather shy and humble personality. However, with encouragement, she began to help in a beginner level class, with a group made up primarily of Arabic speakers, where her language skills were of great benefit.

Selma continues to study, completing several other English classes (including English for Health and IT and English).

Selma has an aspiration to find employment, so has decided to do a further English for Work course. She also volunteers in the library as well as the two classes with ICML and she has also completed the Volunteer Passport course.



**Sophie was a Runner-Up for the “On-Line Learning Award” at this year’s Suffolk Adult Learner Awards. This is why Realise Futures nominated her for the award:**

Sophie first came to my attention when asked to make pastoral care calls during the first lockdown for Covid 19. Sophie was far from being mentally well and had recently been separated from her family and family home. After several regular conversations by telephone, Sophie decided to register for a Confidence and Wellbeing course which was delivered remotely through MS Teams in June '20. She then progressed to LaunchPad and continued by attending the Award in Personal Wellbeing (Gateway) qualification at both level 1 and an inhouse qualification at level 2, all of which were delivered remotely. Sophie is now attending English Course Entry 3.

This nominee deserves the award for her sheer perseverance in the light of her personal circumstances which have made this learning journey challenging. The impact of this is evident by the fact that not only has she progressed through a suite of courses dedicated to improving her wellbeing but has also been acknowledged by those advocating her situation, resulting in a gradual return to the family unit.

Sophie says:

*“Having attended the courses, I have made new friends who have given me support and encouragement to face some difficult times. I have learnt that challenging situations are there to support me rather than criticise. The new Friendships I have made have given me belief that I am valued and has allowed me to trust people a little more.”*

# Welcome and Introduction

*By Andy Mawby*

## Into Work and Adult Learning Service Manager

Welcome to our Self-Assessment Report 2020-2021.

Suffolk Adult Learning Service is led by Suffolk County Council (SCC), which holds a £2.8m contract with the Education and Skills Funding Agency to provide Adult and Community Learning within the County.

The Council provides the central management of the service including strategic direction, commissioning, safeguarding, management information, and quality assurance. All learning programmes are delivered through a network of local organisations that form a group of sub-contracted learning providers.

This model enables a very flexible and accessible offer to meet the needs of residents and communities who find it difficult to access other adult learning programmes. The Service particularly targets those learners who have missed out on previous educational opportunities or who come from groups with the highest levels of need.

Many of our learners therefore start from very low educational levels, often overcoming many barriers in order to achieve success. Sub-contractors provide inclusive learning environments and build in support for learners to enable them to progress towards their personal, educational and employment goals. Please take time to read our Adult Learning Strategy 2021-2024, published on our [LearnSuffolk.org](https://www.learnSuffolk.org) website, which provides further background on the Service and the wider Suffolk Landscape.

Courses offered focus on supporting learners to develop their skills to increase their employability or their ability to be active in their local community. Courses include English, mathematics, information technology, English as a second language, employability skills, mental health recovery, family learning and provision for adults with learning disabilities.

## Service Sub-contractors

**Realise Futures:** deliver all of the adult skills funding (ASF) and a large proportion of the community learning funding (CLF). The Learning offer is delivered in key themes: Core Skills, Learning in Families, Life Skills/Pre-Employability, Vocational/Employability. There is also dedicated provision for adults with care support needs and those experiencing or recovering from mental ill health.

**Green Light Trust:** deliver courses to support adults with mental health conditions and/or learning disabilities which enables them to make progress towards taking a more active role in society and work.

**Ipswich Community Media & Learning:** deliver courses to support those with English as an additional language with their English skills and support them into moving onto accredited learning.

**Inspire Suffolk:** deliver Work Skills courses to support long term unemployed adults to move them into or closer to the labour market with a focus on key sector areas.

**Out Loud Music:** deliver Health and Wellbeing courses to support adults with a learning disability, autism, sensory loss and/or mental health conditions, to improve their social inclusion, health, and wellbeing.

**Sentinel Leisure Trust:** deliver Health and Wellbeing courses to support adults to make a positive and active lifestyle change and to assist in the removal of barriers to the labour market.

**West Stow Country Park:** deliver Health and Wellbeing courses to support marginalised and vulnerable adults to assist them in the removal of barriers to the labour market.

## Service Vision and Aim

### Our Vision

We want Suffolk to be a place where lifelong learning is highly valued and empowers our residents to have more fulfilling lives, take a greater part in society and develop the skills they need to secure sustainable and productive employment.

### Our Aim

To provide high quality learning opportunities for those adults in Suffolk who face the greatest barriers to securing employment or playing a full part in society, so that they can make progress in securing a better future for themselves, their families, and their community.

To maximise adult participation in high quality skills and community learning to achieve economic growth, full employment, social inclusion, community cohesion, health, and wellbeing.

### Our Learners

*“I am now feeling so much more confident, better about myself, motivated (among other things thanks to you and the course) and have started looking for work, and to apply for jobs.”*

– Learner from Sentinel Leisure Trust

*“When I realised what I could get out of the course, I shifted my focus onto polishing my CV and getting better interview techniques, prepping myself and getting ready to being employable.”*

– Step Up Retail learner, Inspire Suffolk

*“I wanted to change and needed to change and GLT enabled that. GLT courses are helpful on so many levels to so many different people. Some just want to sit around the fire all day but for them, that’s huge, it’s all they can do and GLT respect that. I’ve had my days like that. Some want to be quiet and observe. There is no judgement at GLT, and that helps people feel comfortable. For me, the bonds and friendships I have with other participants at GLT will last a lifetime”*

– Learner from Green Light Trust

*“I have been very pleasantly surprised at how motivating and helpful the sessions were, they have helped me in my ability to find a job, aspire to a career and given me purpose.”*

- Learner, Realise Futures

# Delivering Adult Learning in the COVID-19 Pandemic

During 2020-21 the SCC Adult Learning Service stayed open and followed National and Local guidance, together with DfE instructions to the letter. Restrictions imposed by the guidance significantly impacted learner confidence and engagement on our AEB programmes, in particular the formula funded provision.

## **Covid-19 Impact on 2020-21 Participation:**

Partnership working has always been a strength in this Service, with partners who have local knowledge that reaches out to our target learners. The local circumstances put strain on all of our partners and referrals were significantly impacted for AEB formula funded courses: local libraries, health facilities, schools and children centres and Residential Day Care were closed or with limited access by external visitors. DWP offices also closed for in-person consultations with claimants.

- *Where these services were either closed or not admitting outside organisations this had a negative impact on ability to recruit. Covid restrictions limited classrooms to 1/3 of capacity, impacting on recruitment for 2020-21. In addition, we had several continuing learners who were prioritised to complete their learning as they were unable to complete their learning on-line.*

Before the pandemic the Service delivered 100% in-person learning. The planning at the beginning of 2020-21 had 22% formula funded courses to be delivered via remote/blended learning and at the end of 2020-21, 33% formula funded courses were designated for remote/blended learning. The pandemic has thrown into sharp definition the issue of digital exclusion and connectivity, particularly for our target learners, living in a rural county such as Suffolk.

- *The digital offer was not suitable for all learners particularly: those in group or shared housing; those with learning difficulties or poor mental health, chaotic lifestyles, insecure accommodation or with young families; or those who did not have the IT skills or support available within the residential situation.*

The Service's Strategic aim is to target learners who have missed out on previous educational opportunities or who come from groups with the highest levels of need. Many of our learners therefore start from very low educational levels, often overcoming many barriers to achieve success. Many of our learners suffer from digital poverty, with limited or no digital knowledge and access to digital technologies.

- *Pressures concerning own/family health, difficult home life and home schooling during various lockdown phases in 2020-21 contributed to much lower participation rate and many of those who continued learning displayed a much higher need for pastoral support.*

**The Service implemented the following mitigation to assist with Participation during the Pandemic in 2020-21: Leadership and Management during this was excellent, with quick, brave and ambitious decisions implemented.**

- Remote teaching via digital platforms. For remote learning engagement and assessment, enhanced learning support were offered:
  - through digital platforms (video calls, emails etc.)
  - by telephone calls
  - by post for those who lacked digital access
- Enhanced pastoral support to keep continuing learners engaged, and to re-engage those affected by the pandemic.
- Successful application and award of Grant from the Suffolk 2020 Fund of £305,000 to launch a Laptop Lending Scheme, purchase of tablets and teaching and learning IT equipment to enable high quality digital sessions backed by phone, email, and Team's tutorials to support learners to learn on-line effectively.
- Provided a flexible, adaptable approach to courses offered.
- As centres could reopen on reduced capacity, we prioritised those learners who had been unable to continue their learning online as well as those who needed to attend to complete practical work, exams, or assessments for formula-funded courses.

# Learner Engagement

**Table 1 Performance of whole provision**

Year	Learners	Starts	Retention %	Pass %	Achievement %
2018-19	4310	7562	96	99	95
2019-20	2763	4199	92	98	90
2020-21	1389	2509	93	97	89

**Table 2.1 Performance of Accredited provision and level**

Level	Learners			Starts			Retention %			Pass %			Achievement %		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
2	403	210	100	485	252	123	94	80	90	93	95	90	88	76	76
1	545	274	195	716	336	261	89	75	80	96	96	88	86	72	70
Entry	483	322	226	799	474	405	90	79	85	98	95	91	88	75	77
Total	1431	691	450	2000	1062	789	91	78	84	96	95	90	87	74	75

**Table 2.2 Performance of Non-accredited provision and level**

Level	Learners			Starts			Retention %			Pass %			Achievement %		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
2	60	49	29	64	50	31	84	76	94	98	100	97	83	76	90
1	166	74	57	169	78	61	97	88	93	96	91	91	93	81	85
Entry	375	292	86	412	300	92	94	96	95	97	98	95	91	94	90
Nonspecific	3366	1972	936	4917	2709	1536	98	97	97	100	98	100	98	96	96
Total	3755	2310	1074	5562	3137	1720	98	97	96	99	98	99	97	95	96

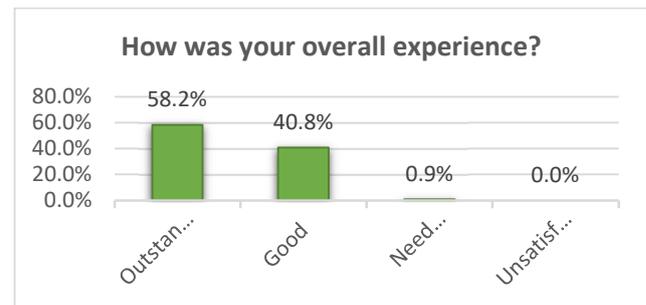
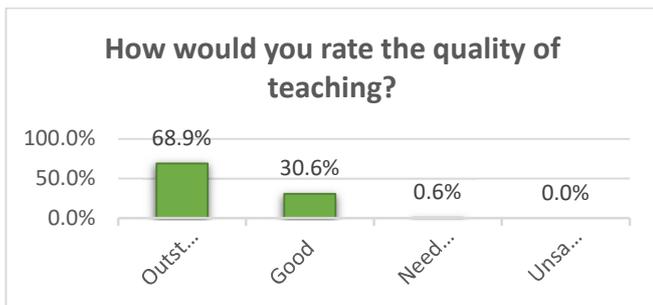
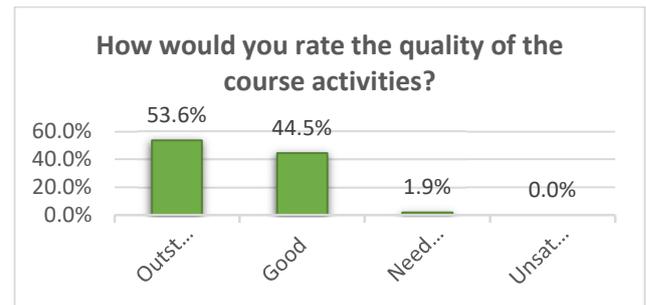
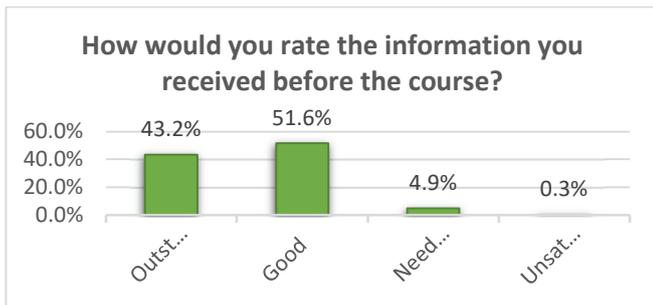
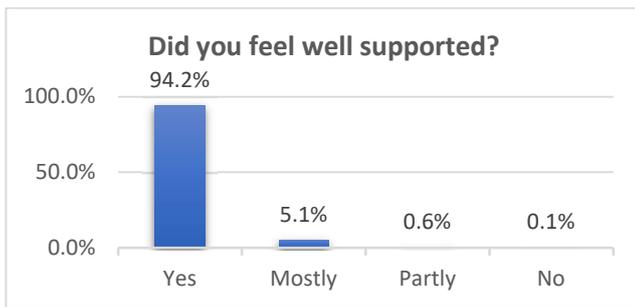
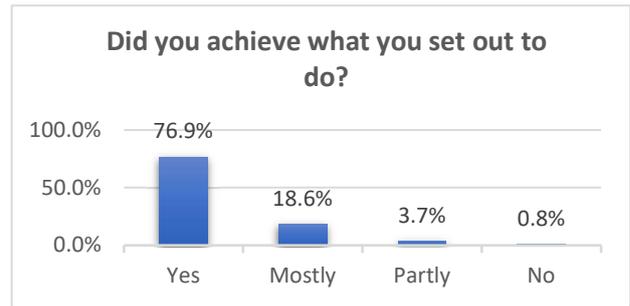
**Table 3 Performance of Adult Skills Fund (ASF) on fully funded and co-funded (fees paying) activities**

	Learners			Starts			Retention %			Pass %			Achievement %		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Fully funded	1239	820	500	2314	1303	912	91	82	86	96	96	91	88	78	77
Co-funded	255	152	42	331	187	61	94	84	95	96	95	88	90	80	82
Total	1444	943	529	2645	1490	973	92	82	86	96	96	91	88	78	77

**Table 4 Performance of Adult Skills Fund (ASF) and the Community Learning Fund (CLF)**

	Learners			Starts			Retention %			Pass %			Achievement %		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
ASF	1444	943	529	2645	1490	973	92	82	86	96	96	91	88	78	77
CLF	3366	1972	936	4917	2709	1536	98	97	97	100	98	100	98	96	96
Total	4310	2763	1389	7562	4199	2509	96	92	93	99	98	97	95	90	89

# Learner Satisfaction Survey



## Overall Effectiveness

Overall Key Service Strengths	
1.	The Service plans an effective and appropriate curriculum, which is consistent with Service aims and delivers teaching, learning and assessment which supports a high number of learners to achieve no matter what their starting point or barrier may be and prepares learners for their next steps.
2.	Leaders and Board Members have developed a clear strategic direction for the Service; continued to apply Service core values and strategic priorities during the pandemic, with high expectations for learners and a strong commitment to adult learning in the local community areas of Suffolk.
3.	Curriculum offers learners the opportunity to extend learning beyond the curriculum, resulting in a rise in confidence, self-esteem and wellbeing and preparing for next step opportunities, including developing friendships and networks.
4.	Leaders, Managers and Staff have very high expectations of learners, which results in learners having an excellent attitude to learning with conduct in centres and online exemplary.

Overall Effectiveness	Grade 2	Effectiveness of Leadership and Management	Grade 1	Quality of Education	Grade 2	Behaviour and Attitudes	Grade 1	Personal Development	Grade 2

### Overall Effectiveness Statement

The Service has had a strong year through 2020-2021, although the Overall Effectiveness has been graded as Good, which remains the same as the previous year, Effectiveness of Leadership and Management and Behaviour and Attitudes is now graded as Outstanding. This demonstrates the Service's commitment to development and shows the progress the Service has made during the year.

2020-2021 has been a difficult year to deliver adult and community learning because of the Covid-19 pandemic. During 2020-21 SCC Adult Learning Service stayed open and followed National and Local guidance, together with DfE instructions to the letter. Restrictions imposed by the guidance significantly impacted learner confidence and engagement on our AEB programmes, in particular the formula funded provision. The Service did however deliver 2509 learning aims and for those learners the Service provided an excellent learning experience and, in many cases, became an essential lifeline.

Despite the challenges, overall retention, pass, and achievement rates remain very high at 93%, 97% and 89%. Sub-contractors moved swiftly and effectively to take delivery online and demonstrated their skills in providing firm boundaries and effective support to enable learners to take responsibility for their own learning and to achieve.

The development of a new Strategy for the Service has provided a clear vision and aim which outlines the direction of the Service over the next three years, with ambitious priorities which will support the most vulnerable learners in Suffolk and those with barriers to learning and employment. The quality assurance framework has been developed and a new Measurement of Impact Process created to enable the Service to show the full impact on the learner and communities in Suffolk. This will be fully implemented during 2021-2022.

Leaders have a clear and ambitious vision for providing high-quality learning, with an aim to ensure that all learners complete their course and provide the support and development opportunities for staff to enhance the teaching of the curriculum and the appropriate use of assessment.

Leaders and Managers communicate effectively with partners, stakeholders and employers and engage purposefully with learners and their communities. Leaders make quick, brave, and ambitious decisions that are implemented successfully and drive the Service towards delivering a very high-quality Service and learner experience. This is highly evident from the way Leaders managed and navigated the Service through the Pandemic, reacting quickly to implement robust plans to keep the Service operating at a high level and maintaining high standards of quality.

Governing Board Members are committed to the development of the Service and provide support to Managers, hold them to account, and ensure that the Service has a clear direction and strategy.

The arrangements for safeguarding are effective and protect learners, with well trained staff responding quickly if there is a potential risk of harm.

There are high levels of learner satisfaction, 99% of learners reported high levels of satisfaction with the Service and 98% of learners would recommend their course to friends or family.

The Service has developed a curriculum offer that is clear for who it is aimed at and that it is preparing the learners to build on their previous knowledge. Leaders have designed the curriculum to develop the knowledge and skills of the learner and provided appropriate and accessible learning opportunities that support the learners' next steps.

The quality of teaching, learning and assessment are good, and courses are delivered by tutors who have an expertise in their chosen subject and are suitably qualified. Tutors can present information clearly, prompt discussion that is relevant to enable learners to grasp key concepts and check appropriately that learning has taken place, with arrangements for monitoring the quality of teaching, learning and assessment robust. As a result, learners develop detailed knowledge and skills across the curriculum and achieve well, no matter what the barrier or starting point, preparing them for their next steps.

The Service has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly, as a result learners attend well and are punctual and ready to learn. Learners' attitudes to their education or training are highly positive. They are committed to their learning and proud of their achievements. The Service effectively prepares learners for future success and develops next step opportunities. Courses equip learners to be more active citizens in their community and to develop friendships and wider networks. Learners develop their character, build confidence, self-esteem, and improve their wellbeing.

Action	Category	Action start date	Action completion date
The newly developed quality framework developed during 2020-2021 which will be fully implemented during 2021-2022 will employ a refreshed quality assurance visit process that will focus on driving the consistency of course targeting and recording of the learner journey. Areas identified as requiring development.	Quality of Education Implementation	Sept 2021	Progress monitored monthly  Fully reviewed by 1 <sup>st</sup> August 2022
The newly developed Measurement of Impact Process, developed during 2020-2021 will be fully implemented during 2021-2022 and will address the development of robust learner destination data, an area identified as requiring development, alongside further specific measures, and details of how learners' wellbeing is measured.	Quality of Education Impact  Personal Development	Sept 2021	Progress monitored monthly  Fully reviewed by 1 <sup>st</sup> August 2022
The Service is required to increase the learner participation levels, with a particular focus on the ASF provision, to ensure that enough learning is delivered to achieve ESFA requirements. Further investigation of where the participation levels were significantly reduced, and which groups were affected the most is to be undertaken to provide a targeted approach to recruitment.	Quality of Education Intent	Sept 2021	Progress monitored monthly  Fully reviewed by 1 <sup>st</sup> August 2022
Further research and refresh of the Service's understanding of local community and employer need for adult skills and community learning provision is required as Suffolk recovers from COVID-19.	Quality of Education Intent	January 2022	On-going action dependent on circumstance.
Re-engage plans to invite learners to Governing Board meetings due to original plans been delayed because of restrictions.	Leadership and Management	January 2022	April 2022

# Effectiveness of Leadership and Management

## Effectiveness of Leadership and Management is Outstanding

**Key Service Strength:** Leaders and Board Members have developed an ambitious and clear strategic direction for the Service; continued to apply Service core values and strategic priorities during the pandemic, with high expectations for learners and a strong commitment to adult learning in the local community areas of Suffolk.

<p><b>LM 1 Supporting Judgement:</b> Leaders have a clear and ambitious vision for providing high-quality learning, with an aim to ensure that all learners complete their course and provide the support and development opportunities for staff to enhance the teaching of the curriculum and the appropriate use of assessment.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>• SCC Adult Learning Service Strategy 2021-2024 developed through collaboration and validated by Governing Board provides an ambitious vision with clear priorities and direction for an inclusive curriculum offer.</li> <li>• New Quality Framework and refreshed Quality Assurance processes, demonstrate a commitment to high quality learning, providing an enhanced oversight of Service Quality and performance for Learners and those responsible for Governance.</li> <li>• All Sub-contractors, commissioned to deliver learning share the vision and value of SCC Adult Learning Service. Staff survey results confirm this shared understanding</li> <li>• Leaders have high expectations of staff and aim to ensure that all learners have a highly positive experience and complete their course. Service performance reflects that in practice and where possible this is achieved.</li> <li>• Learner satisfaction survey confirms that learners achieve what they set out to do and had a positive experience.</li> <li>• Feedback from Awarding Bodies is highly positive at Realise Futures, (see quote from R Goward) who have also successfully achieved Matrix Standard during 2021</li> <li>• Staff have confidence that Leaders and Managers can provide effective direction on quality of teaching, learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• 91% of staff across the Service agree they have a clear understanding of the Adult Learning Service's goals and strategy</li> <li>• 98% of staff understand how their work contributes to the Adult Service's objectives.</li> <li>• Retention rate of learners increased by 1% on previous year to 93%, a highly positive result in the circumstances</li> <li>• Pass rate for learners decreased by 1% from previous year to 97%, however again a highly positive result in the circumstances</li> <li>• 96% of learners achieved what they set out to do</li> <li>• 99% of learners rated their overall experience as good to outstanding</li> <li>• 93% of staff across the Service agree that Senior Leaders have an accurate and comprehensive understanding of the quality of teaching, learning and assessment practice.</li> </ul> <p><b>EQA 2020-08-20 R Goward</b>            "Consistently good decisions have been made by the assessors. The strongest decisions are supported by annotation of learner evidence, with clear mapping of evidence to the criteria. Learners receive robust feedback following each assessment. The feedback is detailed, supportive and developmental."</p> <p>"Particular thanks for arranging the opportunity to speak to a learner. The learner spoke highly of their tutor and the support they receive. It is testament to your service that such a significant number of learners progress through the levels with the centre."</p>

<p><b>LM 2 Supporting Judgement:</b> Leaders and Managers communicate very effectively with partners, stakeholders and employers and engage purposefully with learners and their communities.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>• SCC Adult Learning Team and Sub-contractors communicate very well, resulting in a very effective Service. SCC hold whole Service Network Meetings, moderation events, which result in sharing good practice, concerns, and ideas.</li> <li>• Sub-Contractors have highly effective relationships with employers, partners, and service providers</li> <li>• SCC Adult Learning Service Team robustly and regularly engage with learners multiple times a year through learner discussions and forums, with results fed back to Governing Board Members. Learner attendance at Governing Board meetings were planned at each Board meeting but were postponed due to COVID-19 restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at Network meetings from Sub-contractors is excellent with an average attendance of 98%</li> </ul> <p><b>Employer engaging with Inspire Suffolk Partner Quote:</b>            "As an employer, it is evident that Inspire are transformational in the work they do with young people to increase their chances in the workplace. Every single application we received was to an extremely high standard and every candidate was employable, professional, and motivated. They provided an excellent service before, during and after the course ran, and the tutor ensured each participant was thoroughly supported in their journey. Inspire Suffolk produce great results for employers and young people because they care."Thanks so much again for today. The ladies all</p>

<ul style="list-style-type: none"> <li>Suffolk Adult Learning Awards 2021 was held virtually in June 2021, which provides an outstanding opportunity for Leaders to interact with learners and hear about their journey</li> <li>SCC Adult Learning Service commission excellent learner journey videos and case studies and share highly effectively with stakeholders and local communities through our website and online monthly newsletter</li> </ul>	<p>thoroughly enjoyed themselves and have spoken about the strategies in which they are going to try when stressed. See you in January 2022! <b>Bury St Edmund's Women's Aid Centre Ltd., Realise Futures</b></p>
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<p><b>LM 3 Supporting Judgement:</b> The Service has arrangements for Safeguarding that effectively protect both learners and staff and respond quickly and highly successfully if there is a risk of danger or harm.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>Sub-contractors are quick to respond and identify if a learner is at risk</li> <li>Sub-contractors keep very accurate records of safeguarding concerns and incidents</li> <li>SCC Adult Learning Team provide effective regular monitoring and keep accurate and up-to-date records across the Service.</li> <li>Staff are aware of what to do and who to contact should a concern or issue arise</li> <li>Sub-contractors have very robust processes for the recruitment and check suitability of staff effectively. SCC keep a central record of staff across the Service.</li> <li>Sub-contractors have effective clear safeguarding policies in place and have been updated accordingly to support online learning and harassment</li> <li>Staff are qualified and safeguarding leads are in place at each Sub-contractor working with safeguarding policies that are clear, consistent, and up to date.</li> <li>As part of their induction, learners receive high quality training in keeping safe both within learning centres and online. Inductions provided by Sub-contractors are of high quality and robust and provide learning with key information and guidance.</li> <li>Sub-contractors effectively support learners with issues and/or concerns that could be harmful to the learner. Learners feel supported.</li> </ul>	<ul style="list-style-type: none"> <li>Regular quality and compliance visits completed by SCC Adult Learning Team review safeguarding practice and policy compliance.</li> <li>99% of learners felt well supported</li> <li>No incidents of staff feeling at risk have been received by SCC</li> </ul> <p><b>Learner quote from Realise Futures</b> "I have to thank you; without your wonderful team and your service I would not be here to wish anyone A Very Happy Christmas. Many many thanks for everything". Christmas card from participant AC.</p> <p><b>Learner Quote from Green Light Trust</b> "There is no judgement at GLT, and that helps people feel comfortable. For me, the bonds and friendships I have with other participants at GLT will last a lifetime."</p>

**Supporting Case Study from Ipswich Community Media:**

SM is a learner on the SCC courses. She is such a pleasant and helpful young woman that it was particularly distressing for us when she disclosed, she had been the victim of domestic abuse from her partner. It was an incredibly traumatic experience for her and all the ICM staff involved did their utmost to reassure and support her throughout and to contact all relevant agencies on her behalf. We are grateful that the close bond SM has built with ICM has helped her through the many difficult situations that she has had to face. ICM supported SM as she navigated various voluntary and statutory services. We are pleased to report that she and her children have now finally settled in a new home, we all hope that they will now be able to look forward to a better and more secure chapter in their lives.



All of us at ICM feel incredibly humbled by how keen SM is to express how much she values our support. We feel even more so when she states how she considers that ICM is part of her family!

'I really enjoyed having the opportunity to attend English classes at ICM, not only for the classes, but also for humanity and the concern for others. ICM do more than teach English, they teach love to others. I feel privileged to belong to the ICM family. Thank you so much. The teachers were all wonderful and the whole team too, plus I had the opportunity to develop my English.'

# Quality of Education

## Quality of Education is Good

**Key Service Strength:** The Service plans an effective and appropriate curriculum, which is consistent with Service aims and delivers teaching, learning and assessment which supports a high number of learners to achieve no matter what their starting point or barrier may be and prepares learners for their next steps.

### Intent

<p><b>QE 1 Supporting Judgements:</b> It is clear what the Service curriculum offer is aimed at and what it is preparing the learners for and builds on learners' previous knowledge.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>The clear vision and aim for the Service curriculum offer is to provide the most vulnerable, those with barriers to learning and those furthest away from employment with a first-rung, back into education, with effective support to take their next step. All learning is up to Level 2.</li> <li>Courses are accessible with a clear understanding of the commitment and knowledge the learner requires to pass.</li> <li>Clear course scrutiny in place to ensure curriculum offer remains focused to the target learners and easily accessible for them.</li> <li>Each course is designed, with a scheme of work which is planned to support new skills and knowledge and build upon the learner's prior experience.</li> <li>Realise Futures undertake robust and effective end of course reviews to continually develop how the course is sequenced</li> </ul>	<ul style="list-style-type: none"> <li>There has been a shift in higher proportion (94%) of fully funded learners/learning in 2020-21 compared with the previous two years (87%), a reflection on the demographic that more unemployed and/or lower income learners engaged in learning in 2020-21 in the formal learning pathways.</li> <li>71% of learners during 2020-2021 are not in paid employment</li> <li>Increase in those learners requesting learning support from 12% in 2019-2020 to 15% in 2020-2021.</li> <li>96% of learners agreed the course was at the right level for them</li> <li>95% of learners rated the information received before the course as good to outstanding</li> <li>Through OTLA and Quality Visits IAG is effectively provided to learners before course commences to provide course requirements and entry points. Initial assessments are robust in identifying learner's prior knowledge</li> <li>Realise Futures use diagnostic assessment effectively to better contextualise learning for learners in their holistic development.</li> </ul>

<p><b>QE 2 Supporting Judgements:</b> Leaders have designed the curriculum to develop the knowledge and skills of the learner and provided appropriate and accessible learning opportunities that support the learners next steps.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>The planned curriculum is in line with the Service Vision and aims which each sub-contractor shares</li> <li>There is a rich and wide range of provision with an effective mix of accredited and non-accredited learning across Suffolk</li> <li>The curriculum mode of delivery has continually been successfully adapted and changed according to restrictions relating to the pandemic.</li> <li>During the pandemic, digital inequalities in local community areas have been addressed by providing a quick response to learners with laptops, data and access support enabling them to participate in online classes.</li> <li>Good spread of learning centres across Suffolk and within reach of communities where targeted learners reside. Learners spread across Suffolk with popular hubs; Ipswich, Lowestoft, Felixstowe, and Bury St Edmunds and an increasing online learning offer.</li> <li>Distribution of community venues, where learners accessed learning across Suffolk in 2021-22 COVID-19 restrictions, impacted on fewer community venues being accessible for learning due to closure or limited access. Venues where learning was delivered remained in the areas of higher deprivation. A learning offer by remote delivery was made available for learners during 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>Main curriculum areas include English, ESOL, maths and digital, vocational training, employability support, community, and family learning</li> <li>(40.5%) accredited and (59.5%) non-accredited curriculum offers</li> <li>150 learners have been supported with a laptop loan, data package and support</li> <li>Face to face learning delivered 1376 learning aims (52% of curriculum offer)</li> <li>Virtual learning delivered 1294 learning aims (48% of curriculum offer)</li> <li>811 Suffolk learners in 2020-21 travelled to their learning centres for face-to-face courses</li> <li>78% of those learners were less than 5 miles away from their learning venues</li> <li>See Maps Appendix</li> </ul> <p><b>Example Realise Futures:</b> In Family Learning provision, parents increase their understanding of the school curriculum or the EYFS; they actively engage in courses, are highly motivated to learn and are confident to share examples of the impact of learning on themselves and their children. At the beginning of sessions, learners cite examples of how they continue the learning in the home environment and the impact</p>

<ul style="list-style-type: none"> <li>The distribution of learners shown (in Map 2) demonstrates the Service has been successful to continuously engage with learners with the greater needs of support in the areas of higher deprivation.</li> <li>Distribution of learners shown (in Map 3) demonstrates the Service has also been successful to engage with targeted learners through remote delivery who had been unable to travel in person or chose to do learning remotely.</li> </ul>	this has.
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## Implementation

<b>QE 3 Supporting Judgements:</b> Courses are delivered by tutors who have an expertise in their chosen subject and are suitably qualified	<b>Supporting evidence</b>
<ul style="list-style-type: none"> <li>Courses are delivered by highly experienced, skilled, and dedicated tutors, with SCC Adult Learning Team keeping adequate records of tutors' qualifications and experience.</li> <li>In practice, through OTLA it is evident that Tutors have experience and expertise in their area and provide engaging learning</li> <li>The high retention and pass rate would also evidence that learners are not disadvantaged, and tutors deliver learning that supports learners to achieve.</li> <li>Tutors are provided with CPD opportunities to keep up with changes in their sector and education</li> </ul>	<ul style="list-style-type: none"> <li>99% of learners Rated the quality of teaching as good to outstanding</li> <li>93% Retention rate 97% Pass Rate</li> </ul> <p><b>Learner quote</b> "Coral was wonderful, and her understanding of each learner's individual needs was absolutely spot on." Learner, Realise Futures</p> <p><b>Learner quote</b> "I am so pleased to have done this, and to have a tablet of my own at the end of it is just marvellous. I too cannot praise Henry enough for being so clear and so patient. He never made any of us feel stupid, which is so important." Learner, Realise Futures</p>

<b>QE 4 Supporting Judgements:</b> Tutors can present information clearly, prompt discussion that is relevant to enable learners to grasp key concepts and check appropriately that learning has taken place.	<b>Supporting evidence</b>
<ul style="list-style-type: none"> <li>Tutors present information clearly and learners gain understanding of key basic concepts and learning checks cement this knowledge effectively</li> <li>Most Tutors have a good understanding of learning checks and good knowledge of techniques to embed them effectively.</li> <li>Tutors are good at initiating discussion on key concepts and relevant topics, which support learning to cement their knowledge.</li> <li>It is evident that the supporting material is relevant, updated and clear, providing topical and interesting information.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence taken from OTLA, Quality Visits and Q and A discussions with Tutors and teaching resource sampling.</li> </ul> <p><b>Learner quote</b> "Obtained a qualification and will start university in September, before this course I never imagined that I could go to university and have found out so much about myself through the learning, the tutor was very supportive, and I gained the required confidence. Started believing in myself completed my L1 &amp; L2, at first, I joined the course to help me in my job but now I am looking at it as a change of career. It was an amazing experience." Learner, Realise Futures</p> <p><b>Learner quote</b> "This was an amazing course it really helped me through my mental health and being able to achieve such a great result at the end of it the tutors were so friendly, and I managed to achieve the goals I set to do and gain knowledge and skills for doing and promoting events." Learner, Out Loud Music</p>

<b>QE 5 Supporting Judgements:</b> Arrangements for monitoring the quality of teaching, learning and assessment are robust.	<b>Supporting evidence</b>
<ul style="list-style-type: none"> <li>Managers' observations are accurate and successfully capture the strengths and weaknesses of the provision. The information gathered is used very effectively to help staff improve their skills and to develop a curriculum offer which adapts to changing community and business needs. As a result, good progress has been made in addressing areas of concern, though further work remains on developing consistent practice in capturing progress and progression across all areas of the Service.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from Realise Futures: Regular Observations of Teaching and Learning are combined with frequent drop ins and Curriculum and County Tutor meetings are held on a regular basis to ensure that tutors are involved and engaged with all aspects of the Quality of Teaching, Learning and Assessment.</li> <li>Realise Futures had seven assessment visits from awarding bodies and six Commissioner deep dive visits</li> </ul>

<ul style="list-style-type: none"> <li>Quality Visits and investigations are completed into each Curriculum area by SCC Adult Learning Team on an ongoing basis, and these supported the Sub-contractors regular Quality Monitoring schedule, which at Realise Futures includes effective internal moderation of all stages of the learning journey.</li> <li>The approach allows Leaders to quickly identify areas for development and put robust performance management measures in place as appropriate.</li> <li>Realise Futures have robust processes for managing assessment of qualifications</li> </ul>	<p>during the year, as well as a compliance check from Highfield. All validated their approach and concurred with the accuracy of our judgements.</p> <p><b>EQA Quote Realise Futures</b>          "There is a clear Assessment &amp; IQA strategy in place which is comprehensive and informative – the IQA ensures that all cohorts have a ratio of sampling across the units. The assessment strategy and process is embedded within the organisation" EQA 2020-08-27 (J O'Connor)</p>
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## Impact

<p><b>QE 6 Supporting Judgements:</b> Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well no matter what the barrier or starting point.</p>	<p><b>Supporting evidence</b> Please see data tables</p>
<p><b>Overall Service Performance</b></p> <ul style="list-style-type: none"> <li>Outcomes for learners are good, and learners achieve no matter what their starting point, despite a drop in participation (direct effect of COVID-19) and difficult and changeable circumstances.</li> <li>Most learners achieve equally well regardless of starting points, additional learning needs or the BAME group with which they identify. Learner confidence and improved engagement with their communities are key foci.</li> <li>The proportion of learners who achieve their learning aims has remained consistently very high over the past three years and continues to be high in the current academic year.</li> <li>Participation was heavily impacted by the sporadic restrictions due to the pandemic in 2020-21, however this was the case nationally and Service participation levels followed national trends.</li> <li>Withdrawals directly and indirectly impacted by COVID-19 continued to make an impact to retention in 2020-21</li> </ul>	<ul style="list-style-type: none"> <li>Overall Learner achievement rate is 89%, down from the previous year but a positive result in light of the difficult circumstances.</li> <li>Retention rates remain high at 93%, pass rate remains high at 97%,</li> <li>Pass / Achievement rates were maintained at similar level with -1% or +1% difference from 2019-2020</li> <li>The Retention rates showed an improvement from 2019-20 in general, demonstrating the enhanced support measured put in place for learners to enable them to remain in their courses</li> </ul>
<p><b>Accredited Provision</b></p> <ul style="list-style-type: none"> <li>Participation levels low (as above) with 789 learning aims delivered.</li> <li>Achievement rate up by 1% on previous year</li> <li>Both Entry Level and Level 2 achievement increased on previous year, however Level 1 slightly decreased. Rates are positive in the circumstances</li> <li>Pass rates decreased from previous year but remains positive</li> <li>Retention improved on previous year</li> </ul>	<ul style="list-style-type: none"> <li>Overall Achievement rate 75%</li> <li>Entry Level Achievement rate 77%</li> <li>Level 1 Achievement rate 70%</li> <li>Level 2 Achievement rate 76%</li> <li>Pass rate 90%</li> <li>Retention Rate 84%</li> </ul>
<p><b>Non- accredited provision</b></p> <ul style="list-style-type: none"> <li>Participation levels low (as above) with 1720 learning aims delivered.</li> <li>Achievement rate up by 1% on previous year</li> <li>Level 2 achievement increased on previous year by 14%</li> <li>Level 1 achievement increased on previous year by 4% however Entry level decreased slightly on previous year</li> <li>Non level specific achievement rate maintained last year's levels.</li> <li>Pass rates remains highly positive</li> <li>Retention rate 1% down on previous year but remains highly positive.</li> </ul>	<ul style="list-style-type: none"> <li>Overall Achievement rate 96%</li> <li>Entry Level Achievement rate 90%</li> <li>Level 1 Achievement rate 85%</li> <li>Level 2 Achievement rate 90%</li> <li>Non level specific achievement rate 96%</li> <li>Pass rate 99%</li> <li>Retention Rate 84%</li> </ul>
<p><b>Adult Skills Funded provision</b></p> <ul style="list-style-type: none"> <li>Participation levels low (as above) with 973 learning aims delivered.</li> <li>Achievement rate down by 1% on previous year but positive in the circumstances</li> </ul>	<ul style="list-style-type: none"> <li>Overall Achievement rate 96%</li> <li>Pass rate 91%</li> <li>Retention Rate 86%</li> </ul>

<ul style="list-style-type: none"> <li>• Pass rates remains highly positive but down from previous year</li> <li>• Retention rate 4% up on previous year and remains high</li> </ul>	
<p><b>Community Learning Provision</b></p> <ul style="list-style-type: none"> <li>• Participation levels low (as above) with 1389 learning aims delivered.</li> <li>• Achievement rate maintained high levels from previous year</li> <li>• Pass rates remains extremely positive</li> <li>• Retention rate maintains high levels from previous year</li> <li>• <b>Community Learning provision performed extremely well during 2020-2021</b></li> </ul>	<ul style="list-style-type: none"> <li>• Overall Achievement rate</li> <li>• Pass rate 100%</li> <li>• Retention Rate 97%</li> </ul>
<p><b>Other supporting information</b></p> <ul style="list-style-type: none"> <li>• <b>Outcomes for all learners are good, although there are slight changes in performance levels for different groups the difference is not significant, and results are positive.</b></li> <li>• The trend of higher female proportion across all ethnic groups remains the same in 2020-21</li> <li>• The overall RPAs of the ethnic groups mostly displayed similar trend between female and male learners except for: <ul style="list-style-type: none"> <li>○ Male Retention rate in White ethnic minorities an increase to 97% based on a smaller number of enrolments</li> <li>○ Female Pass rates of Female learners in All other ethnic minorities and White ethnic minorities, both have a drop from 97% and 99% to 93%</li> </ul> </li> <li>• The overall female learners made an improvement of retention by 2% to 94% in 2020-21 while male learners remained at 91% as in 2019-20</li> <li>• The 19-24 and 65+ Females continue to drop in Achievement rates by 5%, while the same is true for 35-44 and 45-54 Males</li> <li>• The 19-24 and 65+ Males rebounded to the same Achievement rates in 2020-21 as 2018-19 (95% and 92% respectively) with 25-34 Males at 96% improved by 5% compared with 2019-20 and increased by 3% from 2018-19</li> <li>• The retention rates between 2019-20 and 2020-21 demonstrated that learners with declared health/learning difficulties and/or disabilities face more barriers for them to remain in learning during the pandemic, their retention rate continued to drop by 1% to 91% in 2020-21; compared with learners who stated they have no LLDD, the retention rate made an improvement by 2% to 94%.</li> <li>• Performance of learners with learning difficulties, disabilities or health problem remains positive with good RPA rates that maintain levels from previous year</li> </ul>	<p>Performance of learners with learning difficulties, disabilities, or health problem</p> <ul style="list-style-type: none"> <li>• Retention Rate – 91%</li> <li>• Pass Rate – 97%</li> <li>• Achievement Rate- 88%</li> </ul>

<p><b>QE 7 Supporting Judgements:</b> Learning courses build effectively to an end point and prepare learners for their next step</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>• Courses are designed to support learners to move to their desired next steps.</li> <li>• SCC Adult Learning is designed to be a first-rung, back into education, and support learners to enter further learning, make a step towards employment or support in removing a barrier.</li> <li>• Courses are reviewed robustly by SCC and Realise Futures to ensure maximum impact</li> <li>• Learners are supported to achieve their personal aims and prepare for next steps effectively</li> <li>• Learner feedback is strong to support that the Service is effective in this area</li> </ul>	<ul style="list-style-type: none"> <li>• 96% of learners achieved what they set out to do</li> <li>• 99% of learners felt well supported</li> <li>• 99% of learners enjoyed their course</li> </ul> <p><b>Learner quote:</b> “Obtained a qualification and will start university in September, before this course I never imagined that I could go to university and have found out so much about myself through the learning, the tutor was very supportive, and I gained the required confidence. Started believing in myself completed my L1 &amp; L2, at first, I joined the course to help me in my job but now I am looking at it as a change of career. It was an amazing experience.” Learner, Realise Futures</p>

- Overall Service RPA rates are strong and support learners to move on to their next step

**Learner quote:** “I am so sorry, but I will not be able to join the L1 Certificate Course in Personal Wellbeing as I have found a job! I would not have been able to do this without the confidence I gained on your Courses Viv. Thank you” Learner, Realise Futures

**Learner quote:** “This course has really helped me improve my English in a very big way and I really enjoy writing even more now. I am more confident in writing. I have been able to help my daughter more with her schoolwork and with reading better”. Learner, Realise Futures

**Learner quote:** “This is the first course in 3 ½ months that they’ve (JCP Work Coach) sent me that I felt that I wanted to get up and go to do this ‘cos its actually getting to get me doing something!” Learner, Inspire Suffolk

**Volunteer quote:** “Because of the help I received from ICML with my English I decided to become a volunteer to help improve the English of others as it happened to me. Volunteering helps be to continue learning and allows me to help others who are in the position I was in.” Volunteer, Ipswich Community Media & Learning

- **Realise Futures report**

- 95.2% of learners on long courses reporting positive outcomes
- 80.5% state the learning has improved their confidence in applying their skills
- 53.3% state improved mental health and wellbeing
- 30.5% improved physical health
- 44.4% improved community involvement
- 48% report that they have increased their chances of obtaining employment
- 12% started to volunteer

- **Inspire Suffolk report**

- 37% of learners progressed into an education or training outcome
- 49% of learners progressed into employment

- **Ipswich Community Media report**

- 84% of learners progress onto further learning, volunteering and or employment.

- **Green Light Trust report**

- 69% reported an improvement in mental health
- 77% reported an improvement in positivity
- 46% reported an increase in self-esteem and feel useful

### Supporting Case Study from Realise Futures - Harvey’s Story:

Winner of Suffolk Adult Learning Awards’ Inspirational Learner and Suffolk Adult Learner of The Year, Realise Futures: Harvey was nominated for the Inspirational Learner of the Year award by her English tutor, Anne Graham. Anne’s moving nomination, which showcased Harvey’s learning journey, dedication, and determination to reach her goals, enabled the panel of judges to come to their decision announcing Harvey as the well-deserved winner. Harvey works for the East Anglian Ambulance Service as an Ambulance Care Assistant working from A&E doing doctors’ urgent callouts. In 2020 Harvey was thrown into the pandemic full force, but she remained determined to continue with her studies to reach her goal of qualification and becoming a paramedic. Despite her hectic workload, and whilst being called in to do extra cover shifts for colleagues who had gone off sick, Harvey persisted in attending her English classes, doing work at home and communicating with Anne throughout. Harvey was overjoyed when she achieved her qualification and commented on how the course has helped her outside of the classroom:



*“It has improved my confidence and given me the opportunity to progress with a career I’m very passionate about. There were times that I was extremely tired, but my friends and family pushed me and gave me words of wisdom. I can communicate better at work to people. Conversations are much longer. I don’t shy away. I have learnt to contribute, share ideas and thoughts and to delegate. I understand the techniques of English It’s made me a better person with better communication with people. I believe your only failures are when you don’t try.”* Harvey also expressed her gratitude to her tutor, “Anne was extremely supportive, and she pushed me to a level that I thought I didn’t have inside me.”

## Behaviours and Attitudes

### Behaviour and Attitude is Outstanding

**Key Service Strength:** Leaders, Managers and Staff have very high expectations of learners, which results in learners having an excellent attitude to learning with conduct in centres and online exemplary.

<p><b>BA 1 Supporting Judgement:</b> The Service has very high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>Outstanding, learning agreements which are robust, and clear in place with class agreements embedded and firmly adhered to.</li> <li>Behavioural contracts have been agreed with learners as part of their learning support plan where appropriate and have worked extremely well. (Realise Futures)</li> <li>Diverse cohort of learners exhibit tolerance and understanding and integrate into the local community. Tutors and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.</li> <li>Learners understand their commitments to learning, resulting in increased awareness and achievement of personal aims.</li> <li>Excellent inductions are informative, compliant, and clear and cement the commitment to learning and levels of expected behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Two learner suspensions in 2020-21 both linked to refusal to comply with mandated Covid-19 measures</li> <li>Observed through OTLA and Quality Assurance Visits, learner behaviour and conduct exemplary and Tutors have high expectations of learner conduct, this is consistent across the Service.</li> <li>Observed through OTLA Tutor initiate relevant and thought-provoking discussions that reinforce expected levels of behaviour</li> </ul>
<p><b>BA 2 Supporting Judgement:</b> Learners have very high attendance and are punctual</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>Excellent learner attendance rates maintained through COVID-19 pandemic across the Service and comparable to pre pandemic levels.</li> <li>Most learners complete their course and achieve their personal aims, demonstrating attendance of course</li> </ul>	<p>Average sample registered attendance is 87% Excellent retention rate at 93% Outstanding Pass Rate of 97% Observed through OTLA Learners arrive on time and are ready to learn consistently across the Service</p>
<p><b>BA 3 Supporting Judgement:</b> Learners' attitudes to their education or training are highly positive. They are committed to their learning and very proud of their achievements</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>Learning environments are welcoming, safe, and pleasant, with learner celebrations showcased and information displayed which is appropriate.</li> <li>Learners positively engage with learning and state they have a highly positive experience</li> <li>Learners take pride in their learning and demonstrate positive attitudes by recognising their own and other learners' achievements</li> </ul>	<ul style="list-style-type: none"> <li>Regular Quality and Compliance checks assess the suitability of Learning Centres</li> <li>99% of learners rated their overall experience as good to outstanding</li> <li>98% of learners would recommend their course to friends and family</li> </ul> <p><b>Learner Quote Green Light Trust</b> "I have made a bench which I'm really proud of. I am happy with the person I am which I didn't used to be. I talked about my aspergers which I hadn't done before. I have made friends who I feel I have known forever. I have applied for an apprenticeship with museum services. I feel more capable now and more able to just be me. I would recommend GLT to anybody, I have got a lot out of the people I have spent time with.'</p> <p><b>Partner Quote Green Light Trust</b> "One of our tenants is doing their on-line learning and it has transformed him – he is excited about what he is learning, he is positive, his routine is now more structured, and he is reading books related to his course. I have been deeply impressed with the way that they (GLT) reached out to those who had attended or registered interest in their outdoor courses."</p>

# Personal Development

## Personal Development is Good

**Key Strength:** Curriculum offers learners the opportunity to extend learning beyond the curriculum, resulting in a rise in confidence, self-esteem and wellbeing and preparing for next step opportunities, including developing friendships and networks.

<b>PD 1 Supporting Judgement:</b> The Service prepares learners for future success and develop next step opportunity.	<b>Supporting evidence</b>
<ul style="list-style-type: none"> <li>• Good provision of Information, Advice and Guidance across the Service, with the majority of Sub Contractors employing specialist staff to support learners in this area.</li> <li>• Careers advice and guidance has improved during the year, with changes and developments occurring across the Service</li> <li>• Recording of careers advice has also developed and is increasing in quantity and quality at various points of the course offer.</li> <li>• Courses effectively prepares learners for future success in their next steps and Learners utilise the skills they have learnt to support their community.</li> <li>• Parents grow in confidence in supporting their children with future schoolwork</li> </ul>	<ul style="list-style-type: none"> <li>• New Enablement programme at <b>Green Light Trust</b> provides an empowering next step for many of our learners who have progressed well on woodland-based courses and supports learners with next steps.</li> <li>• <b>Ipswich Community Media report:</b> 20 Volunteers and 15 Community Champions working in the local community from a range of diverse backgrounds, all recruited from adult learning courses.</li> <li>• <b>Out Loud Music report</b> that learners gain experience through volunteering for partner organisations such as IO Radio, Ipswich Community Media, The Smokehouse and Sound City Ipswich.</li> </ul> <p><b>Partner quotes</b> “I really appreciate all that you have continued to do to support parents.” Deputy HT Clifford Road Primary (Ipswich,) Realise Futures</p> <p>“It looked like all participants enjoyed their session; I will certainly pass on your thanks” Head Teacher, Grange Primary (Felixstowe), Realise Futures</p>

### Supporting Case Study from Ipswich Community Media, Learner M:

Learner M completed numerous courses including English Skills for Life, English for Health, English for Work courses and the Digital Media and IT course. M was also amongst one of the first Community Champions that ICM recruited. She played a leading part in the development of the group and was instrumental in placing its focus on healthcare and education. Whilst being a Community Champion she has completed the Volunteer Passport, an internet safety course, and a course in Domestic Violence Abuse provided by Lighthouse. She is very committed to ongoing training and is due to complete training to become a Domestic Abuse Champion for ICM. M still attends ESOL classes and is also a participant and advocate for the More Than Mum and Woman to Woman project. She is a regular attendee at ICM's Equality and Diversity group and a valuable source of knowledge and encouragement to the Volunteers and Community Champion's group.



We are extremely pleased to confirm Learner M, as Community Champion, has been employed as a Buddy Worker with Community Action Suffolk. In addition, she is now a Director of a new Community Interest Company which is delivering Services in Norwich Road, Ipswich. We have supported M throughout her amazing journey, which in our opinion has only just begun.

<p><b>PD 2 Supporting Judgement:</b> Courses equip learners to be more active citizens in their community and to develop friendships and wider networks.</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>Learners report feeling safe and valued in their learning environment and value the support given them by tutors and other learners.</li> <li>Effective pastoral support identifies learners who are struggling with life in general or who have specific issues and provides sign posting to appropriate services.</li> <li>Learners are supported to challenge themselves. Especially for those with chaotic lifestyles, the firm boundaries and expectations support them to develop punctuality, regular attendance, and responsibility for their own learning outside of the sessions. Tutors are unafraid to address issues around personal hygiene and appearance appropriately and sensitively, as well as around equality and diversity and mutual respect. This discipline supports people both in society and in their return to a working life.</li> <li>Learners are provided with good training usually as part of the induction process on British values and supported to live in a modern Britain.</li> <li>Staff are confident to support learners with promoting health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Out Loud music report.</b> There is a culture of building friendships and respect throughout each course as well as working together on the radio learners get fully involved in organising and delivering the engaging DJ events, which are attended by friends and family.</li> <li>Through OTLA and Quality Visits tutors provide effective training on British Values across the Service</li> </ul> <p><b>Learner quote:</b> “I would recommend this course to other people with emotional, and mental health, and stress management challenges as I found it to be a rewarding, calming, non-stressful environment with kind, helpful staff” Learner, Green Light Trust</p> <ul style="list-style-type: none"> <li>100% of staff agree that they feel supported in all matters regarding PREVENT, the safeguarding of Learners and in promoting health, safety &amp; wellbeing.</li> </ul> <p><b>Quote from Tutor Realise Futures</b> • “Tackling Stress at Christmas” Workshop A Baby and Me group: Learners were so pleased with the opportunity to interact with other parents, they set up their own WhatsApp group when the course ended, so that they could keep in touch.</p>

<p><b>PD 3 Supporting Judgement:</b> The curriculum supports the development of the learner’s character, with learners building confidence, self-esteem, and improvement in well-being</p>	<p><b>Supporting evidence</b></p>
<ul style="list-style-type: none"> <li>Health and wellbeing are embedded in all curricula across the Service with specific courses designed to support improvement in health and wellbeing.</li> <li>Learners develop confidence and resilience through their programmes. Learners report that confidence is boosted and that their feelings of social isolation lessen as the social interaction during their programmes helps them to form friendships, which often continue outside of sessions.</li> <li>Confidence building and increasing self-esteem are fundamental aspects of the curriculum offer and are embedded in learning across the Service.</li> </ul>	<ul style="list-style-type: none"> <li><b>Realise Futures report:</b> Social impact measures introduced demonstrate benefits well beyond the retention, pass and achievement rates. 95.2% of learners on long courses reporting positive outcomes (80.5% state the learning has improved their confidence in applying their skills, 53.3% state improved mental health and wellbeing, 30.5% improved physical health and 44.4% improved community involvement).</li> <li><b>Realise Futures report:</b> Regular stress management and health and wellbeing sessions and regular suggestions for activities to use in sessions marking specific days (Men’s Mental Health Day, Stress Awareness Day).</li> <li><b>Out Loud music report.</b> report that 76% of participants had significantly improved their health and wellbeing</li> <li><b>Ipswich Community Media report</b> that 94% of learners feel less isolated and more aware of other communities and this has positively impacted their wellbeing.</li> </ul> <p><b>Learner quote:</b> “It has given me an insight into my own health and wellbeing and how I can now more easily see the triggers I may experience and what stresses are in my life. It also helps me by means of having more tools available to me to aid me with my mental health and also my confidence and self-esteem.” L04R1000 (SS)</p> <p><b>Learner quote:</b> “I am now feeling more confident within myself and I am more likely to say how I feel. I have also got a better understanding about how my own wellbeing can have a positive or negative aspect on me in all aspects of my life. Whether this is my mental health or my physical health and how important it is that I look after myself as well as others. I also greatly appreciate being able to borrow a laptop so that I am able to complete this course. It was a real struggle for me with my PC as it is a bit old and very slow. I do not think it would have been possible for me to have completed the course without the loan of the laptop. Thank you very much. And the support from my fellow students has been of great help to me,</p>

and we are firm friends now and will continue to stay in touch after the course ends. The support and assistance from our 2 tutors have been above and beyond too. Many thanks to Viv and Tash." K04R1014 (SS)

**Partner quote: Work Well Suffolk** “Just want to pass on my thanks to the tutor of the online ‘Coming Out of Lockdown’ course that one of my participants has been on for the past few weeks. He has really enjoyed it and it has been great for his overall Mental Health and Wellbeing. During a recent phone appointment, the participant said that the course tutor was ‘lovely’ and he was enjoying the opportunity to show his photography to other people.

My work with this participant has been to slowly introduce new opportunities and people so he starts taking on more responsibilities and has more of a structure to his week. The course tutor has communicated with him really well and provided a comfortable and inclusive environment for him to learn in.

## Further Information

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## Suffolk Adult Learning Service Strategy 2021-24

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