



Learn Suffolk

The Adult Learning Service



Self-Assessment Report 2022 – 2023 v1

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Sarah (Realise Futures)

'Sarah came to Realise Futures in September 2020 to initially work on her English and Maths skills. At the time Sarah was working 3 part-time jobs. Sarah wanted to improve her skills and qualifications so she could progress into a single job and a career.'

It has been a long but incredible journey to achieve not only her English and Maths but also Childcare, Hospitality and Catering qualifications, and all while continuing to hold down 3 separate jobs.

During this time Sarah was often supporting her peers on her courses and after very little convincing she became a volunteer helping other learners on the Childcare, Hospitality and Catering courses. Sarah completed the Supporting Teaching course to develop her skills in the volunteering role and went on to achieve her Level 3 Award in Education. Sarah has since delivered teaching activities and demonstrations in the Hospitality and Catering courses that she volunteered in, supporting the latest groups of learners to achieve their qualifications on their courses.

It was a sad occasion to say goodbye and thank you to Sarah. Whilst centre staff, tutors and learners will all miss the contribution Sarah brought to the Adult Learning courses, we are all super happy to congratulate her and wish her the very best of luck in her new full-time role as a Baker at the Two Magpies Bakery at Darsham. Needless to say, Sarah has at last left her 3 part-time jobs to be able to develop a career as a Baker.'



Adam (Out Loud Music)

'Adam first registered with iLearn in September 2022. When Adam first joined, he was visibly anxious, he had not participated in any learning, or tried new things, for a long time, and owing to his poor mental health, did not get many opportunities to meet new people.'

Although often visibly nervous, Adam has been consistent in the quality of the work that he has produced and as tutors, we have all bore witness to Adam's ability and willingness to learn new things, the gradual growth in his confidence, and him making new friends.

Adam has also demonstrated to his peers that it is possible to not let a mental health diagnosis define you, and we have seen this positively impact other learners on iLearn courses.

Adam can now regularly be seen out-and-about, and his progression within community learning has also been reflected in his living arrangements in supported housing, where Adam has recently moved into his own flat as part of his transition back to living fully independently.

Adam has been a breath of fresh air on the iLearn courses and through his perseverance to remain focused on his targets and the subsequent consistency that his perseverance has garnered, Adam has been a wonderful example of the benefits of community learning and has been a cracking student on all the iLearn courses that we have had the pleasure of him attending.'

Welcome and Introduction

By Andy Mawby

Into Work and Adult Learning Service Manager

Welcome to our Self-Assessment Report 2022-2023.

Adult Community Education (ACE) changes lives. It seeks to play a vital role in supporting residents on their journey to learn skills, to enter, return, or progress in work. Alongside the economic benefits, it reduces loneliness and makes people happier, healthier, more confident, and resilient – making places more inclusive.

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. At the heart of the service, is an ethos of supporting the people furthest away from the labour market in the County to develop their skills and confidence to move them closer to the jobs market.

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.learn-suffolk.org) website, which provides further background on the Service and the wider Suffolk Landscape. Towards the end of this academic year proposals to strategically plan what Adult Education in Suffolk will prioritise and target began. A new Strategic Skills Plan, incorporating AEB funded learning will replace this strategy.

Courses offer 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.

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.

Steadfast Trading Ltd.: 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.

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.

Quotes from our learners

'Green Light Trust has literally been life saving for me. It's my second home. Just being in nature with likeminded people is so beneficial to my recovery.' Green Light Trust, Health & Wellbeing learner

"I've learnt to talk more amongst others and work as part of a team. It's given me a good experience." Out Loud Music, iSounds learner

What I have learned will help me 'to approach personal and family difficulties and issues. To rebuild family relationships. To stay in control of my addiction, seek additional learning. Gain paid employment..... 'I plan to 'be more assertive in completing tasks, dealing with others. Establish achievable goals, plan every day, tasks, leisure, meal, health, exercise etc.. Enjoyed it very much. Looking forward to more opportunities to continue learning and development.' Realise Futures, Confidence and Well-being Learner

'This week is very important for us. Because we talked about the CV. We learned the details of CV. For example, education, job history, experiences, character etc. we learned many adjectives about it to use on the CV'. ESOL Learner, Realise Futures

'The course has renewed my confidence in using IT. I've been using my new skills to complete my and others CVs. And completing forms online.' Digital Skills Learner, Realise Futures

'Improved my English. Now I can do online shopping and I'm also helping my children with their homework.' Learning in Families Learner, Realise Futures

'The laptop that you leant me has made a big difference to my confidence and help me get the qualification.' Digital Skills Learner, Realise Futures

Learner Engagement

Table 1 Performance of whole provision

Year	Learners	Starts	Retention %	Pass %	Achievement %
2020-21	1389	2509	93	97	89
2021-22	1869	3297	91	97	89
2022-23	2184	4003	92	98	90

Table 2.1 Performance of Accredited provision and level

Level	Learners			Starts			Retention %			Pass %			Achievement %		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	100	171	113	123	227	134	90	90	93	90	97	88	76	87	82
1	195	229	314	261	311	421	80	77	82	88	90	92	70	69	76
Entry	226	316	385	405	581	694	85	82	85	91	94	94	77	77	80
Total	450	611	691	789	1119	1249	84	82	85	90	93	93	75	77	79

Table 2.2 Performance of Non-accredited provision and level

Level	Learners			Starts			Retention %			Pass %			Achievement %		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	29	28	51	31	33	53	94	82	75	97	93	98	90	76	74
1	57	26	38	61	27	42	93	78	95	91	100	100	85	78	95
Entry	86	101	161	92	106	184	95	98	99	95	100	99	90	98	98
Non-specific	936	1308	1511	1536	2012	2475	97	96	96	100	99	100	96	95	95
Total	1074	1436	2184	1720	2178	4003	96	96	92	99	99	98	96	95	90

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

	Learners			Starts			Retention %			Pass %			Achievement %		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Fully funded	500	621	664	912	1191	1301	86	83	86	91	94	94	77	78	81
Co-funded	42	61	107	61	94	150	95	89	87	88	96	92	82	86	80
Total	529	657	740	973	1285	1451	86	83	86	91	94	94	77	78	81

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

	Learners			Starts			Retention %			Pass %			Achievement %		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
ASF	529	657	740	973	1285	1451	86	83	86	91	94	94	77	78	81
CLF	936	1308	1582	1536	2012	2552	97	96	96	100	99	99	96	95	95
Total	1389	1869	2184	2509	3297	4003	93	91	92	97	97	98	89	89	90

Overall Effectiveness

Overall Effectiveness	Grade 2	Effectiveness of Leadership and Management	Grade 1	Quality of Education	Grade 2	Behaviour and Attitudes	Grade 1	Personal Development	Grade 1
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Why is Suffolk County Council Adult Learning Service good?

1.	Leaders have continued to monitor and scrutinise the ambitious strategic direction for the Service; continued to apply Service core values and deliver on strategic priorities, holding very high expectations for staff and learners, with a strong commitment to adult learning in the local community areas of Suffolk.
2.	Leaders plan a strong, effective, and appropriate curriculum, which is consistent with Service aims and delivers teaching, learning and assessment which supports an extremely high number of learners to achieve, no matter what their starting point or barrier may be, and prepares learners for their next steps.
3.	Learners make excellent progress within their programmes of study, developing core vocational skills as well as foundation skills in English, maths, and digital literacy, supporting them both in learning and in their everyday lives.
4.	Learners' behavior and attitude to learning across the Service are excellent. Delivery Staff have very high expectations of learners and encourage learners to have high expectations of themselves.
5.	The curriculum supports learners very effectively to extend their knowledge and skills beyond the classroom and into their communities and lives.

What does Suffolk County Council Adult Learning Service need to improve?	Category	Action start date	Estimated Action completion date
To increase the interaction between Service Governance and Leaders and stakeholders including learners. This will include site visits and invitations to board meetings.	Leadership and Management	01/02/2024	31/07/2024
To further develop the Quality of Education to Outstanding by increasing the consistency of practice that includes: A focus on the targeting setting that captures learning and recording of progression and achievement in individual learning plans.	Quality of Education	01/02/2024	31/07/2024
Refresh focus on evidencing within ILPs that learners understand and can apply their learning in respect of Safeguarding/Prevent.	Quality of Education	01/02/2024	31/07/2024
Continue to develop the range of work experience and progression pathways available for learners.	Quality of Education	01/02/2024	31/07/2024

Overall Effectiveness Statement

Suffolk County Council Adult Learning Service is a good Service with the ambition, focus and determination to become an outstanding provider of adult skills across Suffolk, working in partnership with local stakeholders. The Service maintains a strong focus on providing educational opportunities to meet the needs of Suffolk's most vulnerable and in-need residents and also the wider economy. The Service has maintained the ratings from the previous year's self-assessment. The quality of education remains as good but has seen further improvement during this academic year.

Leadership and Management are highly effective. Leaders have continued to monitor and scrutinise the ambitious and clear strategic direction for the Service; continued to apply Service core values and deliver on strategic priorities, holding high expectations for staff and learners with a strong commitment to adult learning in the local community areas of Suffolk. In next academic year Leaders will focus on increasing the interaction between Service Governance and stakeholders including learners. This will include site visits and invitations to board meetings.

SCC Officers demonstrate extremely good understanding of the needs of the local area and of business needs which informs the offer and ensures that the Service meets learner needs and supports their prospects.

The Suffolk County Council Adult Learning Service Strategy 2021-2024 sets out clearly the priority areas of the Service and how the outcomes from Adult Skills and Community Learning contribute to addressing these priorities. The Service also cuts across and supports wider County Council strategies such as Economic growth, Education, Skills and Learning, Health, care and wellness and Children and families.

Leaders plan 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.

Managers recognise strengths and areas for development of the provision and utilise qualitative and quantitative information to drive improvement and actions. Leaders effectively manage the quality of teaching, learning and assessment through monitoring of retention and achievement, quality of delivery and the extent to which learners use their learning in their personal lives and communities.

Effective Prevent and Safeguarding arrangements are led by robust policies and practices. Although safeguarding incidents increased across the Service during this academic year the quality of support for learners remained effectively very high. A refreshed focus on evidencing within ILPs that learners understand and can apply their learning in respect of Safeguarding/Prevent, will be prioritised during the next academic year.

The Service intent to provide high quality learning opportunities for those adults in Suffolk who face the greatest barriers has successfully been implemented and delivered. Across the county, a very high proportion of enrolments are from learners living in identified wards of deprivation and or from learners not currently in employment, demonstrating that the Service is effective in reaching its target learner groups. An increasing number of learners on the previous year who declare they require learning support have been effectively enrolled and been supported. The Service intent is shared and communicated with stakeholders effectively and all sub-contractors understand and support its ethos.

The Service works effectively with a high number of local partners to ensure that learners' employability and wider personal skills are fully developed, and progression opportunities are accessible to learners. The range of work experience and progression pathways could be further developed, however overall, the tightly focussed learning offer meets the needs of learners, partners, and the community very well.

Delivery is extremely well planned to be accessible and inclusive for residents across Suffolk. 67 tutors delivered 4003 learning aims during 2022-2023 which cumulates to 86,743 guided learning hours, a large increase on the previous year (75,534 hours). 56% of learners were new to the Service. Most of the learning is completed face-to-face in learning centres (89%) with remaining programmes delivered virtually. The percentage of the virtual offer decreased slightly from the previous year and is based on learner demand.

There is a high number of learning venues embedded in communities across the County (85) with virtual learning in place to cover gaps and accessibility issues such as rurality.

The Service curriculum is agile, and responsive to the local need. It is built around a core offer but is flexible according to local and national change. The curriculum is delivered across two funding streams. Adult Skills Funding (ASF) and Community Learning Funding (CLF). Delivery is also split between an accredited provision and non-accredited provision.

In 2022-2023 Suffolk County Council commissioned 100% of delivery to locally based sub-contractors.

Adult Skills Funding (ASF)

The ASF curriculum is 100% delivered by Realise Futures (RF) who hold over 90% of the entire SCC Adult Learning Service. RF traditionally delivers a mix of accredited (40.5%) and non-accredited (59.5%) learning across the county, working on a spoke and hub model with centres in five key locations, as well as using a range of partner and community venues to reach learners furthest away from learning and work.

The learning offer is delivered in key themes: Core Skills, Learning in Families, Life Skills/Pre-Employability, Vocational/Employability and split into in four teams: English, Maths and ESOL, Learning in Families, Digital and Work Skills and Health and Wellbeing.

Participation increased by 166 learning aims, improving on the previous year and was at the required level to meet ESFA Contract performance in this funding stream.

The ASF curriculum is well planned and delivered 203 courses during 2022-2023 across the County. Learners have an excellent experience and are well supported to achieve.

Community Learning Funding (CLF)

Most of the learning is delivered by Realise Futures (90%) with the remaining funding split between four local subcontractors.

Again, participation in the CLF curriculum increased on the previous year. All the funding was allocated and delivered, demonstrating good value for money. 406 courses were delivered across the County. Learners have an excellent and a high-quality experience where they are supported to develop and achieve their personal learning aims.

Accredited provision

1249 learner aims were delivered during this academic year which has increased on the previous year.

Non-Accredited provision

2475 learning aims were delivered during this academic year which has increased on the previous year.

Teaching, learning, and assessment across the Service is good. Tutors are adept at working with learners from a variety of backgrounds and starting points and ensuring learners make good progress within the course. Tutors are extremely flexible to support adult learners to overcome barriers to learning.

Tutors are well qualified, experienced and deliver teaching, that is well sequenced, resulting in learners developing a good understanding of key concepts. Awarding bodies provide excellent feedback on assessment practices which demonstrates Tutors' high-level understanding of learning and assessment.

Learners make good progress within their programme of study, developing core vocational skills as well as foundation skills in English, maths, and digital literacy, supporting them both in learning and in their everyday lives. Learners on English, maths and ESOL provision make good progress relative to local and national benchmarks, which helps them across a range of personal and work contexts.

The outcomes for learners are good, with learners achieving well no matter what the barrier or starting point may be. The pass rate is outstanding, and the achievement rate has improved on the previous year. A high number of learners progress on to either further study or employment, demonstrating that their programme prepares them effectively for their next step.

Retention of learners remains at a high level, demonstrating effective and robust support and that learners feel they are achieving what they set out to. Learner Withdrawals are well managed and down on the previous year. The main identified reason for withdrawals is through ill health or a medical reason.

Behaviours and attitudes of learners across the Service is excellent. Managers and Tutors have high expectations of learners and encourage learners to have high expectations of themselves. Ground rules are set and rigorously maintained. Behavioural contracts are put into place as required as part of learner support plans and risk assessments; as a result, learner suspension or exclusion is highly rare. Engagement and attendance are also extremely positive even through some difficult and testing times.

Personal development of learners is outstanding. The curriculum supports the learner effectively and extends their knowledge and skills beyond the classroom and into their communities and lives. Tutors receive regular training on Safeguarding, Equality Diversity, and Inclusion, Prevent, British Values and extremism and use this knowledge effectively to help learners develop their understanding. As a result, learners have a good understanding of these topics and how they relate to both their personal and social lives, and the world of work.

Effectiveness of Leadership and Management

Effectiveness of Leadership and Management is Outstanding

Supporting Evidence

SCC Adult Learning Service governance structure is clear and decision making robust. A very ambitious strategy and vision provides the strategic direction for the Service to deliver high quality and inclusive education to adults in the County.

This system of governance, including key decision making, is centred around the SCC Adult Learning Service Governing Board and Quality Sub Committee, with wider support and scrutiny provided at Directorate and Cabinet level of the Council. This results in informed decisions being made quickly and effectively.

During quarterly board meetings SCC Officers are held to account for the management of resources, performance, and quality of education. SCC Officers create very clear and detailed board reports, which provide a valid and robust oversight for Board Members, who have a good understanding of their statutory duty, but with further training and CPD planned for the next academic year.

A subcommittee of the main board with a deeper focus on the quality of education also provides scrutiny and challenge to SCC Officers. The subcommittee meets every quarter prior to the main board meeting and provides recommendations where appropriate.

SCC Adult Learning Service strategy 2021-2024 targets continuous improvement and inclusivity: [2021-24 Strategy](#). It incorporates a very clear intent and vision, to provide high quality opportunities for those adults in Suffolk who face the greatest barriers to learning. This Service strategy is very effectively communicated, and progress robustly monitored to drive continuous improvement. It is realised through very strong governance, leadership, and management processes and procedures. Staff clearly understand and value the strategic direction of the Service. 85% of staff state they have a clear understanding of what the SCC Adult Learning Service's priorities are. 89% of staff stated they understand how their work contributes to the Adult Learning Service's strategic objectives.

To drive this direction and delivery, leaders and those responsible for governance hold very high expectations of managers, staff, and learners.

SCC Officers are extremely efficient and robust in the management of the Service and create a highly positive relationship between commissioner and sub-contractor, which results in a culture of constructive scrutiny, challenge, improvement, and support. This is demonstrated through sub-contractor quarterly performance meetings and vigorous quality assurance activities and visits. This results in a collective Service with an ethos that strives to continually improve.

Effective staff development is one of the key drivers of this. Staff development is planned and managed very well by committed Leaders and Managers, resulting in the subject knowledge of staff being developed and improved over time.

Leaders and Managers at SCC undertake regular supervision and appraisal of the SCC Adult Learning team. This includes identifying areas of continuous personal development both internal and external. A clear record of staff training is updated regularly for each team member and a vigorous PDR process is undertaken. For example, safeguarding lead training has been extended to multiple team members to increase knowledge, understanding and coverage.

All sub-contractors also undertake effective regular supervision and appraisal for their team members. For example Realise Futures administrators have been trained and resourced to provide information,

advice, and guidance (IAG) to learners. One administrator gave a confident account of how actively listening to learners supports the IAG process; she was confident to locate information outside of Realise Futures to meet the learners' needs. Evidence taken from SCC Quality Visit June 2023.

Staff are retained very well across the Service, including all sub-contractors, which supports their subject knowledge and working practice to be developed over time. 67% of staff across the Service have been employed in their organisation for over 3 years.

SCC plan and develop very comprehensive quality assurance activities to support managers and tutors across the Service. This works in synch with sub-contractors own internal quality assurance processes, effectively supporting the development of staff over time. 94% of staff agree that their practice is effectively monitored and evaluated.

Leaders and Managers also effectively support staff with their workload and protect them successfully from bullying and or harassment. 96% of staff agree that they are well supported in reference to PREVENT and Safeguarding.

SCC and all sub-contractors have a zero-tolerance approach to bullying and harassment, be that from other team members or from learners. There is also a clear Whistleblowing policy at SCC. Sub-contractor policies and procedures are checked during procurement processes and through regular compliance visits by SCC Officers. Updates and review dates are also checked regularly. No incidents of staff feeling at risk have been received by SCC. SCC staff are protected by robust Council policy and a strong human resource department.

All sub-contractors and SCC provide regular 1-2-1 reviews and team meetings. This enables team members to seek effective support when required. 86% of staff across the Service agree that they feel valued and recognised in their role. This results in staff across the Service who are willing and motivated to go above and beyond to support their learners development.

Learner feedback from Green Light Trust *'I can't thank all the staff and the Green Light Trust enough. If you had not given me the support (I didn't realise I needed or could get), then I wouldn't have had the confidence to change things that I thought could never be changed. Basically, if you hadn't been there for me... I probably wouldn't be here now!'*

Leaders and managers effectively plan and aim for all learners to complete their programme of study. Leaders, managers, and staff place the learner experience at the heart of the Service, building from its vision and intent. Leaders provide a very well-developed, robust structure and process for learners to complete their programmes which is communicated to staff effectively. This results in an outstanding and consistent retention rate of 93% which is an increase of 1% on the previous year.

Further scrutiny on attendance and reasons for withdrawals has been prioritised by Realise Futures during the year, resulting in a slight decrease in withdrawals. The reasons for withdrawals are predominately due to sickness or adverse life events. All sub-contractors have been observed providing excellent pastoral support during planned SCC Quality Visits. Attendance is closely monitored by all sub-contractors with a process for contacting and supporting learners who are absent. SCC monitor and sample attendance during quality assurance visits.

For example: *'Health & Wellbeing learners receive excellent support before they join courses which results in learners with multiple barriers joining, staying, and making good progress on courses. They value their learning. They attend very well and will advise their tutors if they are not able to attend.'* SCC Quality Visit Oct 2022

Planning for learning support is now very effective. Staff were provided with detailed guidance, training, and peer mentoring to establish best practice in working with learners to record assessment of need from the point of initial engagement and how the need would be addressed. Regular quality monitoring activity to ensure consistent application has continued and developed throughout the year. This has resulted in more robust learning support planned and delivered with a higher level of quality.

Leaders and Managers across the Service engage very effectively with partner organisations and stakeholders, including learners and their communities. Resulting in better access to courses and further support for learners, including greater opportunities to enrich and enhance the learning offer.

The Service is embedded in the community it serves. Over 75 learning venues across the County are utilised to make sure learning is as accessible as possible. The majority of learners on average travel up to five miles to their learning venue.

Leaders across the Service engage with partners, employers, and stakeholders to very good effect. The Service works with at least 70 local partners to plan and deliver a curriculum that serves the local community. This results in a connected and well-established community-based learning offer.

At Realise Futures, their leadership team includes dedicated Community Coordinators who manage the learning centres, line manage the Centre Administrators and build extensive networks in their geographical area. This local knowledge enhances the learning offer and enables the Learning Managers to respond to challenges and changing needs. As a result, the hub and spoke model enables learners to build excellent relationships with centre staff and this enhances the sense of belonging and inclusion.

Feedback received from delivery partners include *'Realise Futures is a credit to adult learning they deliver more than just courses they give people hope and encouragement where sometimes they don't have any for whatever reason it is an organisation that is about the whole person and not just the person.'*

Also feedback received from a delivery partner for Ipswich Community Media *'Community Champions are recruited from SCC Adult Learning Service course graduates and are promoting the voice of the most disadvantaged in our community through; working to support external organisations such as Healthwatch Suffolk, the NHS, Maternity and Neonatal Services – providing essential input to the co-production and delivery of local services, also working with local surgeries and health promotion services to disseminate messages around healthy heart and hypertension to the diverse communities they represent. They have also been providing much needed translation services for the NHS.'*

Sub-contractors' managers also report working with a high number of referral organisations across Suffolk. For example Greenlight Trust confirm they received referrals from at least 30 different organisations.

Safeguarding

The Service arrangements for safeguarding are highly effective, with accurate records kept and well-established partnerships with appropriate agencies.

Safeguarding, PREVENT and the welfare of learners are a very high priority. SCC Adult Learning Service Governing Board and Quality Sub Committee monitors the fulfilment of statutory duty during each board meeting. Safeguarding is a standing agenda item in all SCC Adult Learning meetings up to and including the SCC Adult Learning Service Governing Board meeting.

Board members challenge SCC Officers and review safeguarding and learner safety effectively through quarterly meetings. Safeguarding and PREVENT is reported to Board Members via clear board reports which are robust and provide members with an effective oversight. The number of safeguarding cases recorded are higher than the previous year with sub-contractors reporting a greater number of complex referrals to the Service.

Leaders at SCC are effective in monitoring that all staff have adequate safeguarding training, and each sub-contractor has the experience and ability to manage learner safety. SCC has 3 staff members who act as safeguarding designated leads for the Service. Sub-contractor safeguarding policy and process is also scrutinised through procurement and contract management.

SCC Officers robustly maintains a data base of all Service staff DBS checks and ensures that subcontractors are complaint. SCC has clear and robust policy on safe recruitment of staff.

SCC Officers effectively maintain centralised records of safeguarding incidents across the Service and receive monthly reports from each sub-contractor. More serious incidents are reported as they happen. SCC Officers review that incidents have been managed effectively and where necessary timely referrals made. Regular and clear communication is maintained with each subcontractor including sharing and disseminating good practice and changes to policy.

Subcontractors have clear expectations of staff, and this is backed up by robust recruitment policies and checks.

Each subcontractor maintains an effective Safeguarding Register and has an identified Safeguarding Lead who is well trained and experienced. All reports and written records of any conversations are kept securely, whether or not a concern meets the criteria for referral to MASH.

Effective links are maintained with relevant agencies to ensure where possible support is timely. Pastoral support is given to learners to ensure that they are not left unsupported whilst awaiting assessment or care. This results in a well-managed and effective safeguarding process where both staff and learners feel supported and safe. 94% of learners report to feeling well supported.

Green Light Trust receives funding to provide a First Response Service for Mental Health. Participants are referred to the Adult Learning Service, when deemed ready to engage, this has resulted in increased engagement with high needs learners.

Subcontractors across the Service can effectively identify learners who are at potential risk of harm or neglect and can raise awareness and how and where to get help and support if they need it.

Tutors receive regular training on Safeguarding, Equality Diversity, and Inclusion, Prevent and British Values and use this knowledge very well to help learners develop their knowledge. As a result, learners have a very good understanding of these topics and how they relate to both their personal, social lives, and the world of work. They use this understanding well to keep themselves safe. 98% of staff feel that safeguarding is effective with robust procedures, and they can support learners to be safe, to feel safe and to report any concerns.

Robust ground rules, clear boundaries and embedded activities around Equality, Diversity and Inclusion are effective and impactful, with learners able to clearly articulate the boundaries and the meaning of 'respect'. Tutors challenge appropriately against agreed ground rules, and when learners have come across extremist content online, tutors have used it in the classroom for extended discussions on Prevent and British Values.

Realise Futures report that, tutors and centre staff are proactive in flagging any concerns and safeguarding training at all levels includes TED questioning (Tell Me, Explain, Describe) which can be effective if a team member has any concerns around changes in a learner's behaviour, appearance, or wellbeing.

Quality of Education

Intent

Quality of Education is Good

Supporting Evidence

Leaders and Managers plan and develop a curriculum which is agile and reactive to local need, provides the knowledge and skills to learners so they can take their next steps, which supports a reduction in social disadvantage.

Leaders and Managers select a curriculum that successfully delivers the Service vision: '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.'

The strategic direction of the Service and curriculum considers the needs of learners, employers and the economy with leaders and managers scrutinising and challenging key decisions in collaboration with local stakeholders.

The Curriculum is agile and responsive, maintaining a core offer (English, Maths, ESOL and Digital Skills) but also flexible to react to local need and change. It is underpinned with support; a strong and robust wellbeing offer that often addresses barriers learners may have to their next steps. It is designed across the Service to support a preparation for those next steps and where applicable clear pathways to further learning and or employment.

Information, advice, and guidance is delivered and embedded across the Service and effectively supports and guides learners towards their personal aims. Subcontractors have dedicated teams to deliver this, for example Green Light Trust's Participant Engagement Coordinator (PEC) Team. Realise Futures have again successfully retained Matrix standard.

It is clear what the curriculum is preparing learners for and what the learners will need to know to progress. Programme information is provided before learning commences in the majority of cases. The information provided is of high quality and learners understand what the learning requirements are. The information and guidance on programme selection is also effective with learners being placed on the correct course and at the correct level. 96% of learners stated that the information they received before the course was Excellent or Good. 96% agreed or mostly agreed that their course was at the correct level for them.

The planned curriculum effectively considers the needs of the learner and the local community.

A strong focus is placed on the economy of Suffolk and the needs and concerns, both societal and structural of the area. Rural isolation, digital exclusion, areas of high deprivation and marginalised communities are a key focus for curriculum planning. Curriculums are planned with partners, organisations, and learners to ensure that the local community need is addressed. Procurement is planned utilising local and regional information to establish contract specifications that prioritise need.

Progression routes are well understood and well-articulated. The Service curriculum has a very well understood and robust progression framework. Learners regularly complete multiple learning aims which are planned to build on previous knowledge and skills.

"Learner RD has completed a journey from initial workshop, through Confidence and Wellbeing and Launchpad online/ blended courses, progressing to and completing L1 and L2 Certificate in Personal Wellbeing and is enrolling on English and Maths courses." (Realise Futures)

The Careers and Progression Team at Realise Futures supports learners and tutors by embedding impartial Information Advice and Guidance including Careers information advice and guidance. Leaders make effective use of Labour Market Information in designing and developing programmes.

Feedback from awarding body Realise Futures: NCFE EQA feedback for Retail Level 1 course 3/1/23 – *“The imaginative design of the workbooks and the variety in these assessment methods is to be commended as the learner’s interest is held and developed enabling them to progress and achieve which is so important at this level.”*

Regular communication and links are well developed with DWP Leaders and local Job Centres to maintain and update staff’s knowledge on developments and changes in the job market. This work is effectively supported by SCC Navigation team who engage with over thirty job centres county wide, resulting in further referrals into the Service.

Regular communication and discussion opportunities are successfully arranged for inter- and cross-curriculum progression routes. SCC Adult Learning Service hosts Network Meetings for subcontractors to discuss progression and pathway opportunities at multiple points during the year. More enhanced cross sub-contractor referral opportunities are planned.

Although partnership working, and the involvement of employers and work experience, will be targeted to be enhanced further in the next academic year. There are many examples where learners benefit from work experience opportunities or voluntary work to support learning and progression.

Example from Realise Futures: *‘KS was referred to Realise Futures by his work coach from JCP. They had been exploring potential employment routes however he had little or no qualifications relevant to the roles he wanted to apply for. KS initially enrolled on a Maths course so he could gain his level 2 qualification and shortly after this enrolled on a Computer for Beginners course. KS also enrolled on a Skills for Retail course as he wanted to go into retail but had no experience in this field. KS did this in conjunction with volunteering in a retail environment to gain experience.’*

The Service curriculum is ambitious for disadvantaged learners or those with SEND and successfully meets their needs.

Leaders and managers have a continued focus on the development of the quality of learning support provided, including the reporting, monitoring, and how it is delivered within each curriculum. This has supported Learners to achieve and make very good progress relative to their starting points. There are no significant variances in achievement for different learner cohorts. Feedback in case studies from learners provides evidence that individual achievement can change previously limited perceptions about future possibilities.

Example case study from Out Loud Music: *‘Jake initially attended The Phoenix Project and thereafter was signposted on to Out Loud Music. Jake has attended and progressed on to courses at Out Loud Music, developing specific skills in digital music production, podcasting and DJing. After a duration of being hospitalised and with medical care and support in place, Jake has been fostering a rejuvenated attitude, seeing life as a special creative journey. Jake has a deep love for music, which he finds inspirational. With his music passion at the heart of his goals, Jake followed his dream to become a DJ and share music with friends, family, and the wider community.’*

Jake often reflects upon his mental health challenges and recognises that his passion for music is a key to help overcome internal battles. Jake recognises and acknowledges his achievements, and this motivates him, increasing his resilience and determination to continue onwards with his dream. At the beginning of the new year 2023, Jake made the decision to progress onwards and share his love for music as a radio presenter. Jake approached Ipswich Community Radio with a pitch for his own music show and from March 2023 he has been presenting his show on ICR called 'Unapologetically Spontaneous' on Mondays from 10-11pm. This is simply an amazing outcome for an amazingly brave and courageous person.’

Tutors and staff effectively support the most disadvantaged and those with additional support needs. A very high pass and achievement rate across the Service reflects that the high number of learners (42%) who identified as having a learning difficulty and/or disability and/or health problem are very well supported and achieve well.

Realise Futures report that, Awarding Organisations consistently praise the high quality and creative development of learner portfolios on work skills courses, widening participation and making the qualifications accessible to all.

Implementation

Quality of Education is Good

Supporting Evidence

Managers and Tutors effectively designed subject curriculums which support the learners to embed key knowledge and concepts, involving an efficient process of checking understanding and clearly correcting mistakes.

Through well planned subject curriculums lessons and individual learning plans, learners achieve well with individual needs being met. SCC Officers observed very good practice in the design and sequencing of subject curriculums through quality visits conducted at all subcontractors. Tutors deliver courses based on schemes of learning designed to support learners, retain knowledge, and build upon previous learning. Subject curriculums frequently contain repetitive activities to build on previous learning to support the embedding of key concepts to the long-term memory. Where learners are not able to embed concepts into their memory, especially those who have cognitive impairments or acquired brain injury or a learning disability, tutors effectively support with tools and prompts.

Through regular quality assurance processes teaching and learning is judged as good or better. This has led to high quality outcomes. In the majority of sessions observed SCC Officers found there is clear evidence of effective checks on understanding and the correction of misunderstanding. There are several instances where written feedback from tutors to learners is complimentary rather than developmental resulting in some missed opportunities to deepen and contextualise understanding. There is still room for improvement in the consistent completion of Individual Learning Plans, but in the best practice observed this acquisition and recall of knowledge and skills is clearly evidenced and the distance travelled clearly articulated.

Learners benefit from effective teaching delivered by tutors who are expert in their subject area or supported by leaders and managers to meet the learner's need, enabling key concepts and information to be delivered clearly.

SCC monitors and maintains a central database of tutor's qualifications and training. Tutors are well qualified, and most are expert in the subjects they teach. Where this is not the case they are supported very effectively by leaders and managers to ensure that learners are not disadvantaged. 99% of learners rated the quality of their course as either outstanding or good, with the majority choosing outstanding.

Example from Realise Futures: *'Whilst the majority of tutors are subject specialists, for example in English, Maths, ESOL, Digital Skills, Learning in Families or vocational sectors, tutors also deliver across curricula in order to enable the service to meet the needs of learners, employers, and the wider community. Where this is the case, they are supported with course material, schemes of learning and subject/sector specific advice and expertise from the senior tutors. Course specific CPD is put in place as required for example in EDSQ, tutors are given training via webinar and senior tutors in understanding and applying the assessment methods. Where possible, tutors shadow or co-teach an area new to them before solo teaching but there are some cases where, to cover for short notice issues (such as sickness*

absence) tutors, senior tutors, and managers step in and cover to avoid disadvantaging learners. In this they are supported by clear schemes of learning, standardised course materials and access to Individual Learning Plans and Learner Support Plans.'

Realise Futures report that there were numerous assessment visits/remote activities from awarding bodies and five Commissioner deep dive visits during the year 2022-23" All validated the approach and concurred with the accuracy of judgements.

This is reflected in the learner feedback with 99.3% of learners rating the teaching on their course as either excellent or good, with the majority choosing outstanding.

Teaching and learning is monitored very effectively by SCC Officers, working in unison with sub-contractor internal quality assurance processes. Observations are accurate and successfully capture the strengths and weaknesses of the lesson. The information gathered is used very effectively to help staff improve their skills and to develop a curriculum further through a review process. The majority of practice observed across the Service is very good with the frequency of outstanding practice higher than the previous year.

Regular subcontractor observations of Teaching and Learning are combined with frequent drop ins and Tutor and team meetings. Results from this finds that Tutors are adept at promoting and managing discussion and debate and at ensuring that learners gain both knowledge and skills and are able to contextualise their learning and apply it to real life situations. As a result learners produce high quality work due to the careful planning of a rich Service curriculum.

For example at Realise Futures: *'Learning sessions are planned to promote discussion. Learners are active in discussions and benefit from excellent input from tutors who consistently challenge learners to progress. Learners benefit from consistently excellent feedback from tutors, which supports learning and promotes confidence.'* SCC Observation Health and Wellbeing Curriculum Oct 2022.

SMART target setting is an improved picture, developing from the previous year, however the consistency still needs to increase further as there are still a few instances where course, rather than personal learning targets, are the focus of the learning.

Assessment of Learning is very good, and Tutors use it effectively to check understanding and extend learning and skills by connecting key concepts.

Initial and summative assessment are very well used, as is on course assessment. SCC observed very good assessment practice across the Service which is effective to inform teaching and regular learning checks which clearly support learners to cement knowledge and move towards full understanding of the concept, connecting key concepts together. Courses are structured to build and develop knowledge and the practical application of that knowledge. Recall of knowledge is, of course, important but the focus on functional skills and applied learning is central to the Services learning model.

Example from Ipswich Community Media & Learning: *'Learners are being supported to use their knowledge in real life situations with learning embedded in the learner's local community.'*

Impact

Quality of Education is Good

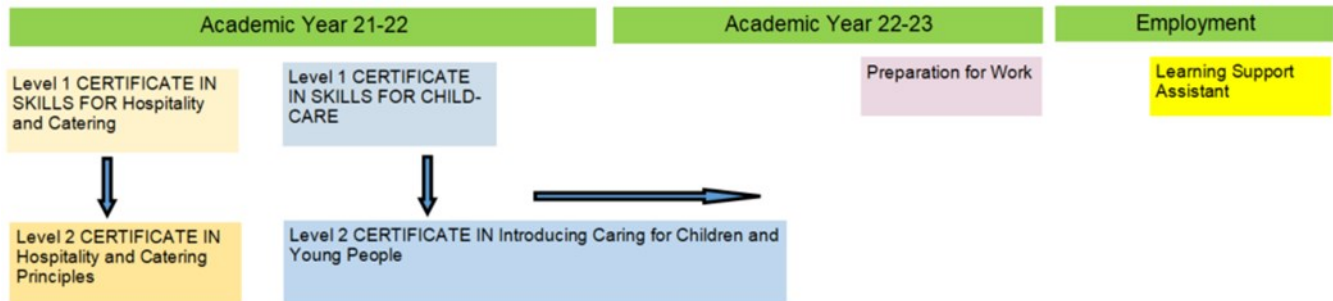
Supporting Evidence

SCC Adult Learning Service effectively supports a large number of adults across Suffolk, successfully providing a first rung back into education. 2184 individual learners (up 9% on previous year) completed 4003 learning aims.

An increasingly high number of learners (70%, up 9% on previous year) who accessed the Service during the year were either unemployed or economically in active with a high percentage requesting learning support. 42% of learners declared a learning difficulty, disability, or health issue at the time of enrolment. A high number learners also report difficult personal circumstances and or complex barriers to learning. Almost 40% of the learner population live in deprived areas. (Based on ESFA uplift).

Therefore many learners have multiple barriers that require support before they are ready to access the labour market. It is too simplistic to state that learners complete their programme and move on to their chosen destination. In a high number of cases learners undertake multiple courses (learners on average complete at least 2 learning aims) and it can be a longer period of time before the true impact of the learning and support they receive can be seen in their lives and the communities they live in.

For example: This learner at Realise Futures had the opportunity to explore different sectors within the vocational offer. She also benefited from extending her learning across academic years to support achievement at Level 2 and to find employment.



Learners enjoy their learning and the high majority achieve their learning and personal targets no matter what their starting point.

There are no significant gaps in achievement according to gender, disability, or ethnicity. Variances often have small numbers and where they occur managers regularly scrutinise the data to ensure no systemic reasons for this and no significant departures from national norms.

Learners' starting points are exceptionally diverse. Despite this, almost all complete their programme and make very good, relative progress. The excellent Service Pass Rate has remained extremely high at 98%. On non-accredited provision, a robust RARPA process measures and validates the accuracy of the non-accredited pass rate.

Learners effectively develop detailed knowledge and skills, and as a result, they stay on course and achieve their learning aims.

The Service retention rate is 93% and above the strategic benchmark, increasing by 1% on the previous year. Retention rates have improved across both funding streams. There was a slight (non-significant) drop in the retention rate of the non-accredited provision but an increase in the accredited provision.

Learner satisfaction across the Service is extremely high and within strategic benchmarks and has remained consistent with previous years, with a large proportion (99%) of learners stating they enjoyed (or mostly enjoyed) their learning experience. 99% felt well supported, 95% received the help they required to achieve what they set out to do. This data is drawn from a survey which all learners are asked to complete at the end of their course, and which gathers their views and feedback and overall impact of their course. The return rate of the survey is 88%.

Learners successfully acquire skills and knowledge relevant to their learning and personal targets which prepares them for the next step.

The overall achievement rate across the Service is very good at 90%, meeting the strategic benchmark and improving on the previous year by 1%. Achievement rate on the adult skills funding improved by 1% on the previous year and remained constant on community learning funding. The achievement rate on the accredited provision also improved on the previous year.

Across all curriculum areas learners are developing the skills and knowledge they want and need to progress.

Work Skills example: 194 learners enrolled on Work Skills courses: 91% of learners sampled stated they had developed the skills and knowledge which would be useful in a job. Learner Feedback Realise Futures *'It has been very beneficial to me as I had not been outside since covid started. Having somewhere to meet people and feel like I was progressing towards my life goals has raised my mental wellbeing. It has helped to improve my chances of finding work.'*

Health and Well Being example: *'As the cost-of-living crisis bites, health & wellbeing has never been more important. Many people are experiencing or recovering from mental ill health at a time when statutory services are stretched to the limit. By providing dedicated household budgeting courses along with healthy cooking on a budget course, alongside the more traditional confidence, stress management and personal wellbeing topics we have supported learners to respond to their challenging financial circumstances. Adult and Community Learning aims to be part of the solution, equipping learners with vital life skills and coping techniques which reduce dependency on statutory services, increase confidence and independence and open up new opportunities in work and life for those furthest from learning and work.'* Natasha Winter, Learning Manager—Health and Well-being, Realise Futures

Family Learning example: A high number Learners (64%) report to being able to support their children more successfully with their schoolwork with 51% seeing their child make real improvement and progress. A high number report an ability to help with their communication and language skills (78%).

Learners successfully gain qualifications that effectively meet their interests and aspirations. 1249 accredited aims were delivered which has increased on the previous year (1119) from Entry Level to Level 2. Qualification achievement rates on accredited programmes, overall, are high.

For example: Learners on English courses achieved 98 accredited learning aims of which 17% were at Level 2. Achievement rates at 75% for Level 2 learners were above the national achievement rates of 70.5% for the same qualification.

For example: Learners on maths courses achieved 168 accredited learning aims of which 9% were at Level 2. Achievement rates of 83% for Level 2 learners were very good and significantly above the national rate of 51.6%.

Many of the learners who achieved Level 2 qualifications in English and maths had developed their knowledge and skills over time, demonstrating a commitment to learning. Most learners who achieved at Level 2 had made at least one level progression; some learners made 2 levels of progression.

A high percentage of learners fulfil their learning goals and their ambitions for learning are met. Service staff provide extremely good interventions and strategies to ensure learners are equipped for their current and next course of study. High numbers of learners progress (68%) to their stated specific next steps, further learning, or other destinations according to their interests and intrinsic personal

development goals. (Further and deeper evidence of progress, destination and impact will be available in our Highlighting Impact document)

Evidence from case studies and actual progression data indicates that, where data is collected, learners progress to other courses and that many become committed, lifelong learners.

For Example: Learner Case Study: A journey taken to Level 2 Functional Skills Maths

Learner A started learning with the ALS six years ago in academic year 2017-2018 with a goal of becoming a Learning Support Assistant. Learner A considered joining English and maths classes, attending assessment sessions to determine start points, but initially focused on IT skills and preparation for returning to work. In the summer term of that academic year, learner A started maths learning and then joined an English course one year later.

The learner's maths journey started at Level 1. Bridging qualifications and non-accredited learning supported development of the knowledge and skills required for progression to Level 2. The learner needed to step away from learning in 2020 (Planned Break) but returned to achieve a Level 1 in English. Learner A then chose to focus on one subject at a time, gaining success at Level 2 in English as a result. Tenacity and resilience are evident from the learner journey; learner A returned to maths learning two years after missing out on Level 2 maths to successfully gain the qualification in 2022-23.

Behaviours and Attitudes

Behaviour and Attitude is Outstanding

Supporting Evidence

Leaders, managers, and all delivery staff have extremely high expectations of learners' behaviour and conduct. This is managed and communicated very effectively and results in learners displaying a positive attitude to learning across the Service, with conduct in centres and online exemplary.

Learning Centres are welcoming, safe, and pleasant, with learner celebrations showcased and information displayed which is informative and appropriate. Tutors and learners work together successfully to create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. This supports a diverse cohort of learners to exhibit tolerance and understanding and integrate very well into the learning community. 99% of learners rated their overall experience as either excellent or good.

Staff and learners appreciate each other, and this is evidenced through the British Values of Mutual respect and tolerance. A no tolerance policy on bullying and discrimination is clearly observed at all subcontractors with any issues that arise dealt with in a timely and professional manner.

Learner feedback Realise Future: *'I felt everything was covered in the course. We all had a bond because of the way the tutor engaged us and encouraged teamwork. I learnt a lot from the tutor and the team and I'm excited to use my skills in the future to help me to continuously progress.'*

Outstanding, learning agreements which are robust, and clear are in place with class agreements embedded and firmly adhered to. At Realise Futures behavioural contracts have been agreed with learners as part of their learning support plan, where appropriate, and have worked extremely well. Tutors deliver excellent inductions which are well planned, informative, compliant, and clear and cement the commitment to learning and levels of expected behaviour. Staff across the Service embed safety, health and safety and data protection in programmes of learning very successfully.

Feedback from Realise Futures Leadership: *'Realise Futures have a high standard of expectation in the conduct of lessons and all tutors are experienced education professionals. This is reinforced with learners and there is very little bad behaviour or poor attitude in lessons. If this does occur it is quickly and effectively dealt with. Across the academic year managers only dealt with 5 incidents of this nature, providing further evidence that positive behaviours and attitude in the learning environment are competently managed. Group discussions are frequent, including sessions on Hate Crime/Mate Crime, County Lines, and safety in the home, in line with national concerns a more explicit focus on harassment, including sexual harassment, has been introduced.'*

SCC observed exemplary learner behaviour across all subcontractors *"learners' behaviour and attitude to learning was excellent. Learners were fully on task and working hard at developing the knowledge and skills being explored.'* Realise Futures ESOL class March 2023

Learners at SCC Adult Learning Service have a highly positive attitude; are committed to their learning and motivated to achieve, resulting in them being proud of their achievements and the achievement of others.

Learners respond effectively to the high expectations of leaders and managers and understand their commitments to learning, resulting in increased awareness and achievement of personal aims. SCC conduct learner forums across the Service for each subcontractor and learners report of the highly

positive benefit of their programme. It is clear learners are committed to their learning, very proud of their achievements and take pride in recognising their own and other learners' achievements.

Learners take pride and celebrate their achievements. SCC Adult Learning Service funds and delivers an annual adult learning awards ceremony which is extremely well attended by providers, stake holders and learners.

Learners are effectively supported in and out of the class. This helps learners to build resilience and react to setbacks in a positive manner.

Learner feedback from Out Loud Music: *'It feels good to hit my targets and I am proud of myself. It was good to get my certificate and fantastic to hear myself back on the podcast. I liked how my confidence grew and working with everyone else improved my teamwork skills.'*

Learner feedback from Realise Futures: *'Before that I wasn't feel good and I lost my confidence, but that course helped me to find myself and feel confident now. I have learned a lot about how to be confident and find our self. I have learned how to cope with different situation and accept my mistake as well from now on I have much information about how to improve my confidence and self-esteem. I'm planning to change my mind set about some things, I can discipline myself, I feel good and confident about myself now.'*

Leaders, managers, and staff have very high expectations of learner attendance and punctuality, and this is managed in a robust but very supportive manner. SCC monitors the completion of learning registers and samples attendance as part of quality assurance monitoring visits.

Subcontractors complete attendance registers effectively for each lesson and they are regularly monitored and scrutinised. All subcontractors monitor absences from learning effectively and learners are contacted where no reason is given. Contact is very timely in the majority of cases and where appropriate support for the learner is provided.

Observation reports comment that most learners are observed arriving on time for their programme and are engaged and ready to learn. Where learners are late the tutor supports effectively and the importance of punctuality is reiterated where appropriate. Punctuality and regular attendance are part of the learning agreements and learning or classroom rules, and the learners demonstrate a clear understanding of their responsibilities of this.

The management of learner withdrawals is very good. Across the Service where a learner stops attending, multiple attempts at contact are made to support. The main identified reason for withdrawals is through ill health or a medical reason including mental health 24%. 7% of withdrawals are because the learner obtained employment prior to the programme completing.

The percentage of unknown withdrawals reason reduced again on the previous year (27%) to 21%. Retention rates of learners remain high demonstrating that the majority of learners complete their programme.

Partner feedback: *'I regularly refer my claimants to Ipswich Community Media for a range of reasons, considering I have other providers I could refer to. Primarily the customer service is excellent, they always acknowledge a referred, also notify me when the claimants hasn't responded or turned up when they should. This kind of feedback is essential to us. Also, they are a less intimidating provision, and the claimants feel more relaxed about going there compared to the college, but overall, the reason I refer is the very high standard of support the claimants/students get on the course.'*

Personal Development

Personal Development is Outstanding

Supporting Evidence

The planned curriculum effectively extends learning beyond the classroom enabling learners to successfully discover new interests.

For example. Learners benefit from support that counters the impact of digital poverty. A high number of learners receive a laptop loan and wifi access provided to enable them to access learning and continue studying away from the learning sessions. In many instances, tutorial support is provided to learners to give them the knowledge and skills required to use the equipment and access online learning sessions. This support not only ensures access to courses that they might otherwise not have been able to attend but also contributes to developing IT skills that are valuable to employers.

Learner feedback: *‘The laptop has allowed me to practice the skills learnt in my sessions, at home. I have found this useful as I do need extra time to go through things. I would like to continue loaning the laptop for my next course. I feel it will help to further develop my skills and confidence with using a computer.’*

Learners receive good initial and on-going information, advice, and guidance. This helps them to choose the most suitable programmes to meet their personal goals and to progress into further study or employment. For example, tutors regularly and frequently discuss with learners the opportunities available to them to continue their learning or to progress into employment. Consequently, learners make informed choices about their future steps.

Effective pastoral support identifies learners who are struggling with life in general or who have specific issues such as debt problems, anxiety, or suicidal ideation. Support is given to access appropriate services and a pastoral care monitoring system is in place.

Learners receive wrap around support from the growing Greenlight Trust Participation and Engagement Co-ordinator (PEC) team in order to address and remove any barriers to engagement that they face. Over the contract period the GLT PEC team delivered an estimated 322.5 hrs. (Greenlight Trust)

Learner feedback Green Light Trust: *‘Trust in people, enjoying a lovely environment in nature, with wonderful people. Reduced isolation, motivational one to one talks, motivation to be able to make big decisions in my life, preventing suicidal feelings and attempts, my mental health, confidence, and self-esteem have improved.’*

Learners benefit from studying and working with committed and supportive tutors who want to see them progress and achieve, regardless of their social background, prior educational attainment, or previous life choices. Learners are able to participate in well planned courses that not only support the removal of barriers but develop outside interests, hobbies, and organically develop friendships. As a result, a high number of learners develop self-confidence and are more resilient to setbacks.

Learner Case Study Green Light Trust, Health & Wellbeing Learner KR

‘KR had been told that on a GLT course he would “go into the forest and do some woodworking, and have a campfire meal”, but other than that he didn’t really know what to expect and had no real expectations. He was, however, very anxious, and says “anxiety was a massive part of my life, I was really shy, and didn’t like being around people.’

It was a struggle at first, and KR had to really push himself to attend that first week, but he is so glad he did. “My element is in nature; I’d rather sit in a field with birds chirping than in a pub with people shouting” says KR. And of that first week at GLT he remembers thinking, “wow, this would be a dream job, making things with wood and helping people”. KR says he is glad he was “put in that spot at that time” as being with GLT “is a positive change in many, many people’s lives”.

Having even one day a week with GLT gives KR a reason to get to bed early, to get up early, and gives structure and meaning to that day. It gives him “something to look forward to” and has “definitely changed [my] life for the good”. KR enjoys not only the woodworking but also the interactions with other people, especially those that he would not normally have connected with in life outside of GLT, which is a thing he loves about being on a course. He still goes for coffee with a participant he met on his first course and says he would never have expected to become friends with some of the participants that he met because they are so different. KR notes, “this shows why you should never judge a book by its cover” and that being able to mix with so many different people “does me the world of good”. KR enjoys everything about the course with GLT and is keen to be able to do more conservation and woodland management activities. His only disappointment following his first course with GLT is that it wasn’t long enough.’

Learner satisfaction samples report clear benefits to their personal development, with the most common being gaining self-confidence (81%), reducing the feeling of stress, (73%) making new social contacts, meeting new people, and making friends (83%) and feeling part of their community (77%).

Learner feedback Realise Futures: ‘I have some health and mobility issues and all the tutors at Realise Futures have supported me all along the way. From making sure I have time to get up and walk about when I’ve been sat down too long and then ensuring I get additional tutorials to stay on track with the course content. I have also developed techniques and a greater understanding of the stress I sometimes feel because of my frustration, and I’ve also learnt so much from my classmates where we are all encouraged to accept each other’s differences.

Since completing that first course I has gone on to complete all the Computer Skills for Beginners courses and achieved the Essential Digital Skills Qualification at Level 1. That was not my intention when I first entered the classroom, but I felt so good learning new skills I didn’t want that feeling to stop.’

Tutors receive regular training on Safeguarding, Equality Diversity, and Inclusion, Prevent, British Values and extremism and use this knowledge well to help learners develop their understanding. As a result, learners have an excellent understanding of these topics and how they relate to both their personal and social lives, and the world of work. They use this understanding well to keep themselves safe.

Robust ground rules, clear boundaries and embedded activities around Equality, Diversity and Inclusion are effective and impactful, with learners able to clearly articulate the boundaries and the meaning of ‘respect’. Tutors challenge appropriately against agreed ground rules, and when learners have come across extremist content online, tutors have used it in the classroom for extended discussions on Prevent and British Values.

Learners take up supportive and effective volunteering opportunities within the Service at each subcontractor as a stepping-stone into work or to increase their community engagement. The Service has 76 active volunteers. Ipswich Community Media & Learning report ‘*Volunteers and Community Champions are recruited from SCC Adult Learning Service course graduates and are promoting the voice of the most disadvantaged in our community.*’

Learners receive very high-quality impartial advice and guidance throughout their programme. As a result, a very good proportion progress (68%) into employment, further study, or voluntary work.

Supporting Performance Data

Supporting Data and Learner participation Maps can be found in the document entitled “2022-23 SCC Adult Learning Service Self Assessment Report_v.1_Appendix.” This document is available on request by contacting: learnsuffolk@suffolk.gov.uk

Evidence of meeting dates	
Quality Visit 2022-2023	
Sub-Contractor	Dates
Realise Futures Visit 1	10/10/2022
Realise Futures Visit 2	14/11/2022
Realise Futures Visit 3	20/02/2023
Realise Futures Visit 4	08/03/2023
Realise Futures Visit 5	13/06/2023
Green Light Trust Visit 1	23/11/2022
Green Light Trust Visit 2	09/03/2023
Green Light Trust Visit 3	10/05/2023
Green Light Trust Visit 4	03/07/2023
Ipswich Community Media & Learning Visit 1	08/11/2022
Ipswich Community Media & Learning Visit 2	15/03/2023
Ipswich Community Media & Learning Visit 3	10/05/2023
Ipswich Community Media & Learning Visit 4	04/07/2023
Out Loud Music Visit 1	29/11/2022
Out Loud Music Visit 2	21/02/2023
Out Loud Music Visit 3	10/05/2023
Out Loud Music Visit 4	29/06/2023
Steadfast Training Ltd.	22/11/2022
Steadfast Training Ltd.	15/03/2023
Steadfast Training Ltd.	27/04/2023
Steadfast Training Ltd.	12/07/2023
Network and Moderation Meetings 2022-2023	
Meeting Number	Dates
1 Network Meeting	29/09/2022
2 ILP Moderation Meeting	17/11/2022
3 ILP Moderation Meeting	21/03/2023
4 Network Meeting	22/06/2023
Governing Board Meetings 2022-2023	
Meeting Number:	Dates
1	17/10/2022
2	25/01/2023
3	27/04/2023
4	27/07/2023

Quality Sub Committee Meetings 2022-2023	
Meeting Number:	Dates
1	11/01/2023
2	12/10/2023

Quarterly Review Meetings RF 2022-2023	
Meeting Number:	Dates
1	28/10/2022
2	19/01/2023
3	20/04/2023
4	13/07/2023

Safeguarding Incidents 2022-2023

Year	No. of Reported Safeguarding Incidents		
	MASH*	NON-MASH	Total
2021-2022	6	30	36
2022-2023	6	52	58

*Multi Agency Safeguarding Hub

Incidents are reported by sub-contractors on Monthly Reports. MASH incidents are reported within 24 hours direct to the Adult Learning Service Manager (Designated Safeguarding Lead).

Green Light Trust now receives funding from another agency to provide a First Response Service for Mental Health in Suffolk. GLT refer participants from this Service to the Adult Learning Service, when deemed ready to engage with the courses, which has resulted in increased engagement with high needs learners.

Learner Forum Dates

Sub-Contractor	Date
Realise Futures	10/10/2022
Realise Futures	14/11/2022
Realise Futures	20/02/2023
Realise Futures	08/03/2023
Realise Futures	13/06/2023
Green Light Trust	09/03/2023
Green Light Trust	03/07/2023
Ipswich Community Media & Learning	15/03/2023
Ipswich Community Media & Learning	04/07/2023
Out Loud Music	21/02/2023
Out Loud Music	29/06/2023

Further Information

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Newsletter

Sign up to receive our *monthly e-newsletter*

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Website

Visit our Adult Learning Website at:

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Suffolk Adult Learning Service Strategy 2021-24

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