



## SELF ASSESSMENT REPORT 2008/9

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## Section One

### Introduction and Context

HLC (formerly known as Humberside Learning Consortium) is an important part of the support infrastructure for the voluntary and community sector in the Humber sub-region. It acts as a hub organisation providing leadership and management services for VCS delivery partners. These include strategic representation, planning, quality assurance and improvement support, development and delivery of learning and acting as an accountable body for funded contracts.

The sectors involvement in learning has been developed through a variety of LSC & Big Lottery funded contracts, managed by HLC. Delivery partners based in communities across the Humber sub region provide a non traditional access point for vulnerable and hard to reach learners. The provision of information, advice and guidance is a vital tool in ensuring that initial engagement is productive.

Over the years HLC has worked closely with partner organisations to add value to the quality of the learners experience, build capacity within the sector and improve the sustainability of our partner network.

The support offered to the partner organisations includes

- Having accountable body status for contracts
- Responsibility for strategic planning, leadership and management
- Quality assurance and improvement processes and procedures
- Assisting partners in providing a safe environment for learning
- Continuous professional development for all staff associated with learning
- Monitoring and implementation of quality improvement plans
- Ensuring delivery meets the requirements of the Common Inspection Framework
- Contract compliance support
- Data and information for performance management

## 1.1 MISSION & STRATEGIC AIMS

*Our mission is to:*

***assist the voluntary & community sector in fostering social cohesion through learning based solutions***

### STRATEGIC AIMS:

1. Enhance HLCs excellent reputation as a best practice model of consortium working across all stakeholders by pursuing excellence in all we do
2. Reinforce the unique contribution of the voluntary & community sector on the learning agenda by becoming a major influencing voice at a strategic level.
3. Widening access to learning within local communities by collaboration and partnership working, focussing on hard to reach learners
4. Raise aspirations, improve learner success and facilitate progression into further learning and employment

Our core values:

- ✓ We value collaborative working to enhance the role of the voluntary and community sector in the learning agenda
- ✓ We believe in the unique contribution the sector can make towards social cohesion and stronger communities
- ✓ We believe the sector is best placed to work with hard to reach learners and make a positive difference to their lives and aspirations
  
- ✓ We believe in a team ethos with everyone working together, supporting each other and valuing the diversity that individuals bring from their own experiences and background
- ✓ We believe that the learner should be at the heart of decision making
- ✓ We strive for excellence in all we do

## 1.2 Location and any significant features that affect provision

The nature of the voluntary and community sector is that it works extensively with client groups that are not presently participating in learning and who demonstrate reluctance to access existing sources of learning and skills development. As such they can be considered representative of a hard to reach cohort within society who are underachieving. This places HLC and partner organisations, in a unique position to build on existing relationships with users and provide engagement learning programmes that can engage people in Information and Guidance sessions, provide access to Skills for Life provision, lead into unpaid work experience and skills training progressing to full Level 2 and 3 qualifications.

The majority of HLC's partner organisations are located in community based learning centres throughout the sub-region in recognised deprived communities. In excess of 25 organisations are involved in delivery of learning across the Yorks & Humber region in 2008/09.

18 in Hull & ER Yorks

8 North East Lincolnshire

2 North Lincs

(full details in Appendix 1)

## 1.3 Profile of Provision for 2008/09

In 2008/09 the range and scope of contracts managed by HLC expanded to include fund management of ESF / LSC co – financed contracts. The standard of information and training now available in the sector is raising the level of quality for the management and delivery of learning contracts but the level of development across all delivery partners remains variable.

Contracts in 2008/09 were held with the following funding agencies

- Learning & Skills Council - £4,364,851 (over 2 years to March 2011) including Adult Safeguarded Learning, ESF Adult Engagement, IAG, NEETS
- Big Lottery - £426,847 (over 3 years to March 2011)
- Capacity Builders £469,472 (over 3 years to March 2011) and £25,000 (over 1 year to March 2009)

**Full details of individual contract and delivery partners are available in appendix 2**

## 1.4 Financial overview

The delivery of learning and training is a constantly developing function and draws upon a variety of Government sourced funding, through LSC, ASL, NLDC and ESF Co-financing, directed at local priorities to:

- Develop quality provision for groups and individuals in the community who are in greatest need by providing pre-employability and skills for life provision
- Increase the level of quality courses below Level 2
- Work with partners to develop skills, progression paths and increase economic inclusion

The provision contributes to the national priorities through:

- Raising the quality and improving the choice of learning opportunities for adults and young people
- Raising skills, giving VCS employers and individuals the skills they need to improve productivity, employability and social cohesion
- Raising performance & delivery standards
- Providing flexible & responsive provision

- Raising the contribution of the community to economic development through partnership working

*(Reference: Raising Our Game, LSC Annual Statement of Priorities – Oct 2006)*

HLC's sound financial position and unrestricted reserves from previous years has ensured that HLC could maintain stability during 2008-09. Although HLC was successfully awarded nine new contracts due to start on 1st April 2008, we experienced several months of delays while the contracting process completed before we could commence delivery. These delays affected HLC's income generation for these months and required the use of some of the unrestricted reserves to maintain the essential projects and support team which has allowed HLC to commence quality delivery at the earliest opportunity.

## 1.5 Local Context

Research has provided an indication that the voluntary sector across the Humber sub region is in contact with around 250,000 adults as volunteers and users of their organisations. This represents more than 1 in 4 of the total population. Recognising that VCS organisations are established to address social needs, a high percentage of these people are likely to be among the economically inactive with low levels of academic achievement.

VCS organisations have very definite areas of benefit which can be either geographical, usually in deprived communities, or to focus services on groups of individuals who are particularly marginalised. The provision of learning to these groups is therefore a niche market and responds to national and local targets in several key priority areas:

- Widening participation (ASP Priorities 2 and 4)
- Learning for personal and community development (ASP Priority 2)
- Basic skills (ASP Priority 4)
- Work with the voluntary sector (ASP Priority 4)

It provides access for people not currently participating and reluctant to access existing sources of learning and skills development. As such this client group is representative of a hard to reach cohort within society who are underachieving.

*(Reference: Raising Our Game, LSC Annual Statement of Priorities – Oct 2006)*

## 1.6 Local / regional employment information

The sub-region has low skills equilibrium with in excess of 130,000 people with poor numeracy or literacy skills, or both. Participation and attainment levels across all the age groups fall below the national average.

There are large numbers of economically inactive people in the working age population. There are significant pockets of deprivation with approximately one third of households in Hull falling within the 5% most deprived areas in the region, and with 25% of the population living in identified rural areas with significant problems arising from isolation. According to the Nat Office of Stats there are 125,700 economically inactive people in the Humber area, 49,100 in Hull, 37,400 in the East Riding, 19,900 in North Lincs and 19,300 in North east Lincs..

It is estimated that 10,000 new jobs will be created by 2012 and combined with projected retirements 155,000 vacancies will need to be filled over this period. These are likely to be in hotels and catering, health and social care, business services and construction.

*(Reference; Key Learning & skills Facts – Yorkshire & the Humber 2006/7)*

However these figures do not reflect the impact of the economic recession and the increase in job losses.

## 1.7 Stakeholder views

The views of stakeholders are routinely collected using a range of methods from contracting meetings to formal surveys. The local Learning & Skills Council is the major sub-regional funding agency for the post 16 learning agenda. Recognising that HLC was uniquely placed to be developed as a hub agency for the sector, the LSC agreed the Adult Safeguarded Learning contract delivery managed by HLC. On going contract monitoring and negotiation meetings allows a free flow of communication between funders and delivers with HLC as the conduit. LSC has been a staunch supporter of the voluntary and community sector in general and HLC in particular.

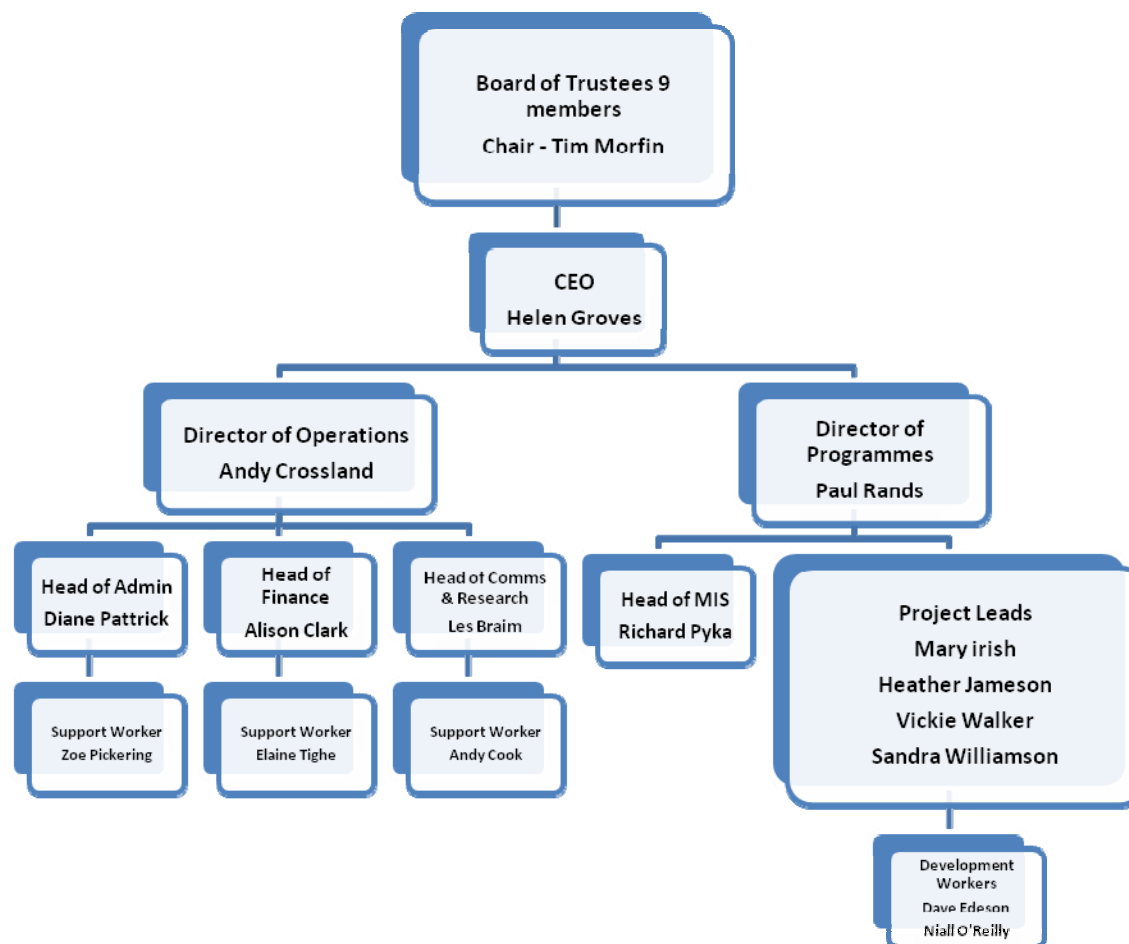
HLC Board of Trustees are the members of HLC and are nominated by the major voluntary sector local development agencies from the Humber sub-region representing the views of their own member organisations, users, volunteers and staff. The Board of Directors meet regularly to oversee the work of the Consortium, in particular focusing on financial and strategic decision making, quality assurance, performance and policy development. Learner feedback is gathered routinely and influences the future development of programmes. Although access to learner feedback is via delivery partners HLCs “Learner voice” questionnaire also gathers information directly about the quality of delivery across the consortium. Results are contained in appendix 3.

Delivery partners are surveyed annually and results used to inform management decision making.

In November 2008 HLC as part of the Federation of Local Development Agencies (FOLDA) participated in a collaborative project to measure the impact of quality systems on front line services. This involved an external agent testing HLCs assessment of the quality of interaction with delivery partners against the views of partners themselves. This will be an ongoing review over three years with intermittent testing of changes in viewpoints. Further information from this survey and an analysis can be found in section 5

## 1.8 Organisation Structure from September 2008

HLC underwent significant changes during 2007- 2008 and the structure has continued to evolve with a firm emphasis on performance and quality



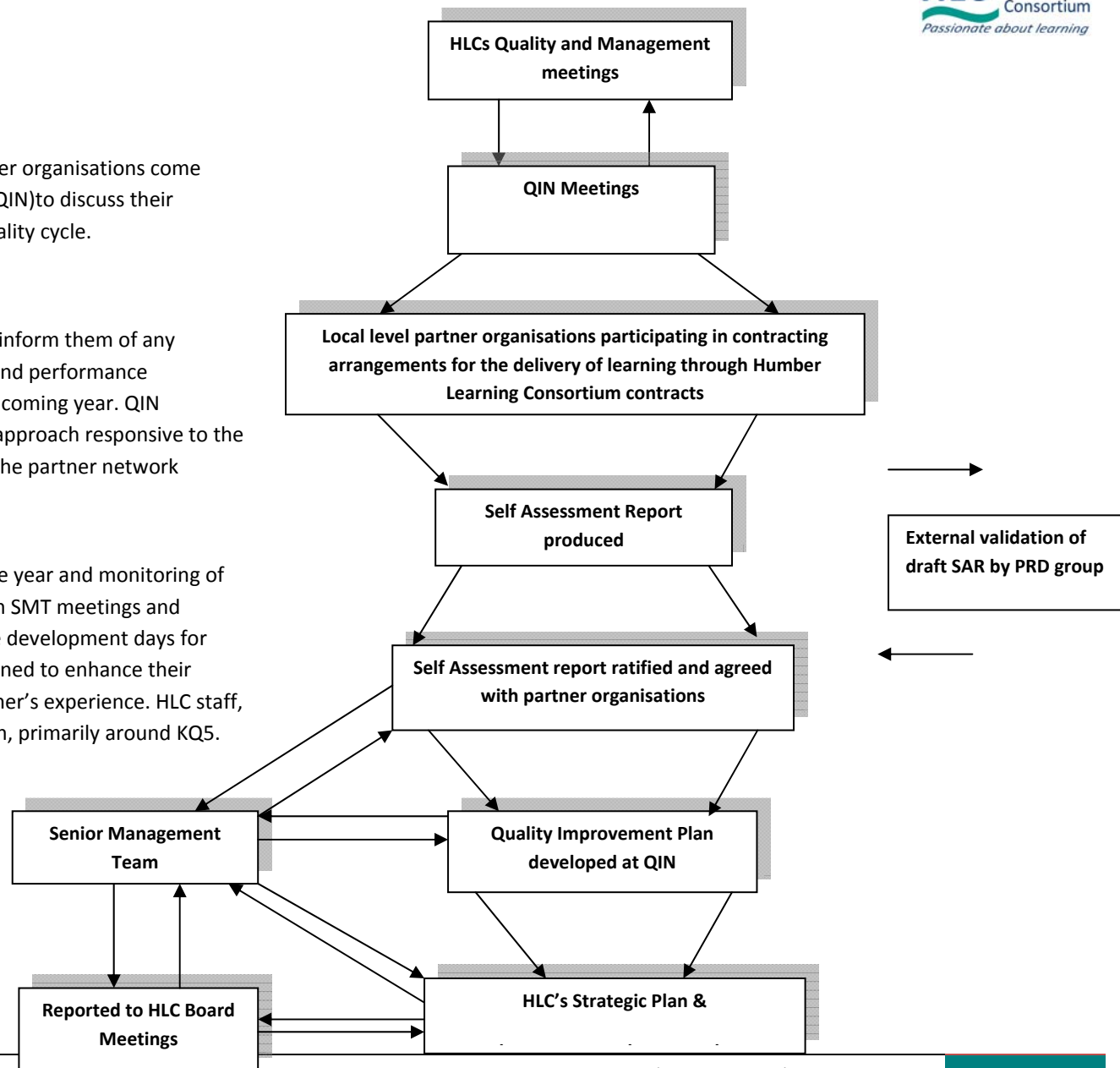
## Section two

### The Self Assessment Process

On a six weekly basis managers from all delivery partner organisations come together at Quality Improvement Network meetings (QIN) to discuss their provision and work towards an agenda set by HLCs quality cycle.

A support programme is established with partners, to inform them of any planned or pending changes to provision, agree data and performance requirements and establish the quality agenda for the coming year. QIN meetings are planned and scheduled with a thematic approach responsive to the learner journey and the stage of development across the partner network

The self assessment process is ongoing throughout the year and monitoring of the previous year's QIP is carried out routinely through SMT meetings and themed QIN meetings. Interspersed in this process are development days for partner managers and staff led by the HLC team, designed to enhance their capability in improving quality and enhancing the learner's experience. HLC staff, and Trustees also meet to self assess their contribution, primarily around KQ5.



## Self assessment grades by partner and by contracts 2008/9

ASL CONTRACT		Artlink	CERT	Christ Church	C-F-A	Catch22	Foresight	H-H-F	Mind	Spring board	Willow	Preston Road Women's centre	HLC SAR
EFFECTIVENESS OF PROVISION		2	1	1	2	1	1	2	2	1	2	3	2
CAPACITY TO IMPROVE		2	2	1	2	2	2	2	2	1	3	3	2
KQ 1		2	1	1	1	1	2	1	2	1	1	3	1
KQ2		2	2	1	2	2	2	2	2	2	2	3	2
KQ3		2	1	1	1	1	2	2	2	2	2	2	2
KQ4		2	2	1	1	2	2	2	2	2	1	2	2
KQ5		2	1	1	2	2	1	2	2	2	2	3	2
ESF ADE		CERT	Christ Church	E R College	Foresight	Goodwin	Grimsby Institute	Lite	Mind	Preston Road Women's centre	Probe	Westcliffe	HLC SAR
EFFECTIVENESS OF PROVISION		2	1	2	1	X	X	2	2	3	2	3	2
CAPACITY TO IMPROVE		2	1	2	2	X	X	2	2	3	2	3	2
KQ 1		1	1	2	2	X	X	2	2	3	2	3	2
KQ2		2	1	2	2	X	X	2	2	3	2	2	2
KQ3		1	1	2	2	X	X	2	2	2	2	4	2
KQ4		2	1	2	2	X	X	2	2	2	2	3	2
KQ5		1	1	2	1	X	X	2	2	3	3	3	2

<b>ESF IAG CONTRACT</b>													
		Probe	Linc	Catch22	Grimsby Institute	CERT	C-F-A	IGEN	NELEDS	Springboard	Best Training	Carlton	HLC SAR
EFFECTIVENESS OF PROVISION		2	X	1	X	1	2	X	X	1	X	X	2
CAPACITY TO IMPROVE		2	X	2	X	2	2	X	X	1	X	X	2
KQ 1		2	X	1	X	1	1	X	X	1	X	X	1
KQ2		2	X	2	X	2	2	X	X	2	X	X	2
KQ3		2	X	1	X	1	1	X	X	2	X	X	1
KQ4		2	X	2	X	2	1	X	X	2	X	X	2
KQ5		3	X	2	X	1	2	X	X	2	X	X	2
<b>ESF NEEDS CONTRACT</b>													
		E R College	East Riding Training Services (Bridlington & Haltemorice)										HLC SAR
EFFECTIVENESS OF PROVISION		2	2										2
CAPACITY TO IMPROVE		2	2										2
KQ 1		2	2										2
KQ2		2	2										2
KQ3		2	2										2
KQ4		2	2										2
KQ5		2	2										2

## Section Three

### 3.1 Effectiveness of Provision

Grade 2

Summary performance data

Three Year Trend by Sector Subject Area (All contracts)

Subject Sector Area	2006/07	2007/08	2008/09	N/BM's
Area 1 – Health, public services and care	87%	97%	91%	82%
Area 6 – Information Technology	97%	97%	98%	80%
Area 9 – Arts, Crafts and Media	78%	76%	100%	84%
Area 14 – Preparation for life & work	99%	92%	89%	76%
Area 15 – Business, Administration & Law	95%	99%	99%	77%

The benchmarking data used above is taken from the LSC website at: <http://www.lsc.gov.uk/providers/Data/statistics/success/FE+benchmarking+data.htm> and looks at Sector Subject Area data for 2007-2008, by EI and matched to short courses at entry level (or 1) for learners aged 19+ on Courses of type 'Other'

### Three year success rate trend data by individual delivery partner (ASL contract only)

#### Three Year Trend by ASL Provider

Provider		2006/07	2007/08	2008/09	Benchmark
Artlink Exchange	No of Starts	50	62	137	
	% Retention	92%	87%	100%	95%
	% Achievement	100%	100%	100%	94%
	% Success	92%	87%	100%	85%
Christchurch	No of Starts	260	234	230	
	% Retention	94%	99%	98%	95%
	% Achievement	100%	100%	100%	94%
	% Success	94%	99%	98%	85%
Children & Family Action	No of Starts	83	82	69	
	% Retention	100%	100%	94%	95%
	% Achievement	100%	100%	100%	94%

	% Success	100%	100%	94%	85%
Community Economic Regeneration Team	No of Starts	181	215	178	
	% Retention	83%	94%	90%	95%
	% Achievement	100%	100%	100%	94%
	% Success	83%	94%	90%	85%
Catch 22	No of Starts	12	49	35	
	% Retention	100%	100%	100%	95%
	% Achievement	100%	100%	100%	94%
	% Success	100%	100%	100%	85%
Foresight	No of Starts	180	176	119	
	% Retention	93%	95%	100%	95%
	% Achievement	100%	100%	100%	94%
	% Success	93%	95%	100%	85%

Hull Hostel Forum	No of Starts	70	112	145	
	% Retention	100%	100%	100%	95%
	% Achievement	100%	100%	100%	94%
	% Success	100%	100%	100%	85%
HLC-PI	No of Starts	46	152	159	
	% Retention	98%	99%	100%	95%
	% Achievement	100%	100%	100%	94%
	% Success	98%	99%	100%	85%
Hull & East Yorkshire MIND	No of Starts	0	208	141	
	% Retention	0	93%	96%	95%
	% Achievement	0	100%	100%	94%
	% Success	0	93%	96%	85%

Springboard	No of Starts	133	140	136	
	% Retention	100%	100%	100%	95%
	% Achievement	100%	100%	100%	94%
	% Success	100%	100%	100%	85%
Willow Womens Centre	No of Starts	124	79	64	
	% Retention	88%	80%	81%	95%
	% Achievement	100%	100%	100%	94%
	% Success	88%	80%	81%	85%
Winner Womens Centre	No of Starts	20	85	65	
	% Retention	95%	89%	62%	95%
	% Achievement	100%	100%	100%	94%
	% Success	95%	89%	62%	85%

### 3.2 How well do learners achieve? (KQ 1)

### GRADE 1

Strengths	Evidence
<ul style="list-style-type: none"> <li>• <b>High success rates</b></li> </ul>	<ul style="list-style-type: none"> <li>• Good retention and achievement rates (AL)</li> <li>• Outstanding success rates (CC &amp; SPRING)</li> <li>• Excellent success rates (CFA &amp; MIND &amp; CERT)</li> <li>• High percentage of learners achieve (WIN)</li> <li>• 100% success rate (FS)</li> <li>• Excellent engagement/retention rates (C22)</li> <li>• Highly effective retention (HHF)</li> <li>• Robust recognition of achievement (HHF)</li> <li>• Outstanding achievement rates (MIND)</li> <li>• High levels of achievement (ERTS)</li> <li>• High retention (ERC)</li> <li>• Excellent achievement rates (WIL)</li> <li>• Good success rates (Lite)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Excellent achievement of personal learning goals</b></li> </ul>	<ul style="list-style-type: none"> <li>• Excellent achievement of learning goals (CC)</li> <li>• Very strong setting of challenging targets (CC)</li> <li>• Good development of learner's confidence and skills (C22)</li> <li>• High levels of personal success (MIND)</li> <li>• Excellent achievement of personal learning goals (C22)</li> <li>• Excellent attendance rates (Lite)</li> <li>• Good understanding of learners needs (WCliff)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Good progression into further learning / employment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Excellent progression rates (CC)</li> <li>• Good progression (CFA &amp; C22)</li> <li>• Good progression into accredited training (SPRING)</li> <li>• Good progression into employment and further learning (CERT)</li> <li>• High progression into FE/employment (ERC)</li> <li>• Good progression into work (Lite)</li> </ul>

Areas for Improvement	Evidence
<ul style="list-style-type: none"> <li>• <b>Insufficient progression routes for some learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve progression opportunities (MIND)</li> <li>• Underdeveloped relevant progression routes in ICT (WIL)</li> <li>• Improve number of learners progressing onto a positive destination (ERTS)</li> <li>• Improve progression into further training (Lite)</li> <li>• Improve structure of programme to enable progression into FE (WCliff)</li> <li>• Improve links with local employers (Probe)</li> </ul>

**Success rates are high.** The large majority of delivery partners have high success rates with many consistently achieving 100% compared to a national benchmark of 80%. Only one partner fell below the national average success rate. This was recognized promptly through the robust performance management processes associated with contract management and support swiftly put in place. HLC partners specialise in working with “hard to reach” learners therefore success rates are exceptional because these very disadvantaged learners present themselves with multiple barriers to learning and require significant levels of individual support and guidance. High retention rates are consistently maintained with groups of learners who have chaotic lifestyles, for whom routine attendance and commitment is very difficult. The ESF co –financed contracts for adult engagement and IAG do not have the same performance indicators as mainstream programmes and measurable outcomes are more variable on these contracts.

**Achievement of personal learning goals is excellent** across most delivery partners. HLC staff monitor ILPs frequently and results indicate that personal learning goals are clearly expressed with appropriate targets set for most learners. Vulnerable learners are well supported in developing confidence and achieving success through incremental steps. Learner progress towards achieving personalized learning goals is closely monitored by tutors across the consortium. Some partners do not set SMART targets for learners and require clearer guidance on how to improve target setting processes and further support on how to record and recognize achievement in line with RARPA best practice. Attendance rates are good despite the multiple difficulties many learners have. Tutors are effective in maintaining direct contact and promoting good attendance. Some partners do not follow up absence and withdrawal promptly and retention rates are low on some programmes reflecting the level of vulnerability of some learners. However if learners stay on programme they usually achieve their learning goal.

**Progression into further learning and employment is generally good.** Most partners specialise in engaging hard to reach learners and creating a supportive environment that fosters achievement. The majority of partners are very successful at this and progression rates into further learning and employment are high especially for young people. However because of the vulnerable nature of the client groups progression is not always linear or sustained. The current

economic climate has seriously limited employment outcomes but some learners have benefited from volunteering work to enhance their skills further. Links to other agencies and providers offer good progression into accredited learning for the majority of learners. Most partners have a wide range of partnerships and collaborations which enable learners to access appropriate progression opportunities within their own communities and further afield. Collection of progression and destination data is more systematic on the employment focused ESF contracts as this is a contractual requirement. Information about progression and destinations in the ASL contract tends to be more anecdotal, unreliable and not used to directly inform planning of provision across the community.

Whilst progression of learners into work or further learning is acknowledged as good **progression routes and opportunities are limited** in some providers, especially where destination outcomes are specified within the contract eg NEETS. In some providers opportunities are limited to traditional college routes which are not always appropriate for the type of learner engaged.

## Section Four

### Quality of Provision

#### 4.1 How effective are teaching, training and learning? (KQ 2)

#### Grade 2

Strengths	Evidence
<ul style="list-style-type: none"> <li>• <b>Much good teaching and learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• 83% good or better</li> <li>• good CPD to support improvements in T&amp;L (Springboard)</li> <li>• extremely clear lesson plans (Mind)</li> <li>• Resourceful &amp; imaginative strategies used to engage &amp; motivate learners (Mind)</li> <li>• Highly effective use of resources (HHF)</li> <li>• Good T&amp;L (C22)</li> <li>• Good learning environment (CFA)</li> <li>• Very good T&amp;L (CC)</li> <li>• Excellent recruitment &amp; selection of staff to ensure learners are well taught (CC)</li> <li>• Very good standard of T&amp;L (CERT)</li> <li>• Good T&amp;L 83% OTLS grade 2 &amp; above (Llite)</li> <li>• Very effective T&amp;L (NHWC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective identification of learner needs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Highly effective support &amp; learner assessment (HHF)</li> <li>• First rate early identification of provision for additional learning needs (CC)</li> <li>• Clear identification of learner needs which informs planning (Artlink)</li> <li>• Innovative delivery &amp; good use of varied teaching methods (Artlink)</li> </ul>

<b>Areas for Improvement:</b>	
<ul style="list-style-type: none"> <li>▪ <b>Insufficient observation of T&amp;L in new delivery partners</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Highly effective support &amp; learner assessment (HHF)</li> <li>▪ First rate early identification of provision for additional learning needs (CC)</li> <li>▪ Clear identification of learner needs which informs planning (Artlink)</li> <li>▪ Innovative delivery &amp; good use of varied teaching methods (Artlink)</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>ineffective links between OTL process and quality improvement activities</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Insufficient evaluation of learners experience (HHF)</li> <li>▪ Some inaccurate grading of lessons (CFA)</li> <li>▪ More effective scheduling of OTLS (Probe)</li> </ul>

Observation of Teaching & Learning grade profile

Grades	1	2	3	4	Observations
<b>2006 - 2007</b>	3	12	3	0	18
	17%	67%	17%	0%	100%
<b>2007 - 2008</b>	1	11	6	1	19
	5%	58%	32%	5%	100%
<b>2008 - 2009</b>	1	18	4	0	23
	4%	79%	17%	0%	100%

**Teaching and learning are good** with 83% of sessions graded good or better. This is an increase of 20% from 2007/08. The number of satisfactory lessons has reduced by 15%. There are no inadequate sessions representing a reduction of 5% on 2007/08. The number of observations carried out has increased incrementally each year but does not yet extend to an annual observation of every tutor. In 2007/08 a more rigorous observation process was introduced leading to identification of previously over generous grading of sessions and this continues to be a problem in some partner organizations, especially new ESF contract deliverers. In the better sessions teaching is well planned to meet the needs of individual learners and specialist resources are used effectively. Thorough planning and preparation of teaching and learning with excellent use of initial assessment information creates sessions that are directly focused on the specific difficulties and needs of each individual. The wide range of teaching strategies deployed by experienced tutors is well matched to the individual learning styles of most learners. Support for individual learners within the classroom is very good. In weaker sessions attendance is erratic and there is insufficient challenge for more able learners. Most staff are appropriately qualified with level 4 teaching qualifications. 80% are registered with the Institute for Learning, which is adequate at this point in time but the target is 100% by 2010.

Most partners have good systems for **early identification of individual learner need** with robust initial assessment aiding the prompt identification of additional learning support needs. Detailed and thorough initial assessment is carried out routinely and sympathetically for all learners to ensure appropriate support is promptly put in place from the start of the programme. Many learners require discrete and ongoing support and partners work hard at meeting these needs as comprehensively as possible, through the provision of specialist resources and staff expertise. There is good integration of individual guidance and support and learning activities in the better sessions.

Observations of teaching and learning are effective and robust in well established delivery partners **but there are insufficient observations carried out in new providers**. In ASL delivery every tutor is observed annually but on ESF contracts observation is not systematic or routine. Observers receive up to date training by a registered Ofsted inspector on assessing the quality of teaching and learning. Attendance at this training is variable with established delivery partners taking full advantage of the development opportunity. Feedback from delegates is excellent. New partners introduced through ESF contracts have not fully engaged with the programme of development activities offered by HLC. The lack of a robust observation process in these partner organisations undermines the rigor of grading for this aspect within their self assessment reports. Some of these new partners are general FE colleges and private training providers who are prime contractors in their own right and already have established systems in place. The introduction of a centrally planned and extensive moderation process organised through the Quality Improvement Network (QIN) meetings has improved rigor in the grading process. Moderated grades are openly shared and constructive feedback is provided. Joint observations with HLC observers take place where delivery partners request it and grades generally coincide.

The **lack of effective links between OTL process and quality improvement activities** undermines opportunities for improving the standards of teaching and learning. Delivery partners do not closely monitor or routinely share with HLC the resulting action plans. Interventions to improve the standard of teaching and learning are not always clearly or accurately identified, implemented or monitored for effectiveness. HLC is slow to follow up when it becomes apparent that insufficient observations are taking place. Although there has been a significant shift from satisfactory to good in observation grades, the number of outstanding sessions remains low and static.

## 4.2 How does provision meet the needs and interests of learners? (KQ 3)

GRADE 2

Strength	Evidence
<ul style="list-style-type: none"> <li>• <b>Highly responsive range of provision to meet needs of disadvantaged learners &amp; communities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Strong provision that supports local and community need. (CERT)</li> <li>• Varied levels of programme that best meet the needs of the learner (Probe)</li> <li>• Good verbal communication between staff, volunteers and learners (Wcliff)</li> <li>• Individual programmes to meet economic and social recession needs (Lite)</li> <li>• High level of staff: learner ratio provides additional level of support to individual learners (ERTS)</li> <li>• Good range of non accredited provision (SPRING)</li> <li>• Excellent learning environment, purposefully built to cover the requirements of learners with disabilities (FS)</li> <li>• Good opportunities for learners to influence programme planning and design (SPRING)</li> <li>• Wide range of innovative and accessible courses (MIND)</li> <li>• Constructive provision that meets the needs of this special group of learners (MIND)</li> <li>• Good range of provision – curriculum is designed to capture interest of this group and needs to be short, quickly delivered and not in a classroom environment. (C22)</li> <li>• Highly responsive provision – responsive curriculum is excellent to meet local need as identified through suggestion forms which are monitored to identify the training the community is requesting (CFA)</li> <li>• Excellent response to learner needs (CC)</li> <li>• Accredited and non accredited courses being provided at the request of the learners (AL)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Excellent learner satisfaction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Good levels of learner satisfaction (Lite)</li> <li>• All completing learners indicated that they would have liked to continue the programme (ERC)</li> <li>• Very high learner satisfaction – 97% of learners rated the course as Good or Excellent at end of course (CERT)</li> <li>• Consistent positive learner feedback (CERT)</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehensive learner feedback systems (CC)</li> <li>• High levels of learner satisfaction (MIND)</li> <li>• Very good levels of learner satisfaction survey shows 100% of learners felt the course was the right one to meet their needs (C22)</li> <li>• Outstanding learner feedback was (CFA)</li> </ul>
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Areas for Improvement:	Evidence
<ul style="list-style-type: none"> <li>• <b>Lack of adequate resources in some venues</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lack of satellite delivery points (Llite)</li> <li>• Inadequate resources at externally sourced venues (CERT)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Lack of progression routes into accredited provision for some learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient opportunities to progress to accredited learning within the centre (SPRING)</li> <li>• Development to better prepare learners for progression into main stream provision (HHF)</li> <li>• No IT related accredited courses available – learners have to go to FE college or other establishments (FS)</li> </ul>

**Highly responsive range of provision that meets the needs of vulnerable and disadvantaged learners and the communities they live in.** The consortium works with in excess of 25 partners across the Y&H region offering an extensive range of learning programmes to diverse community groups aimed specifically at hard to reach learners. The recent economic climate has brought with it an increased demand for employability programmes and support for learners to access the labour market. HLCs network of partners respond very positively and proactively to this demand. HLC has a very limited relationship with the learners it funds and is heavily dependent on feedback from delivery partners. The links between learner feedback and planning of provision remains weak despite efforts throughout 2008/09 to address this. Where contracts are awarded through an open competitive tendering process to meet the particular specifications of funders and the geographical spread of provision is adversely affected by this approach.

**High levels of learner satisfaction** is evident in the end of course reviews completed by learners (presented and analysed in appendix 2) showing an 80% response rate. 98% of learners responding considered their course trainer to be good or excellent whilst 97% considered their course content to be good or

excellent. The same proportion felt the course was good or excellent in achieving its aims. Delivery methods and accommodation were deemed to be good or excellent by 97% of learners. HLC conducted its own learner survey using the national learner survey framework of questions and contacting 1050 learners directly. A disappointing response rate of 16% was achieved. 96% of learners who responded were satisfied with their learning provider and the quality of teaching stated and 99% agreed they were treated fairly and with respect by staff.

**A wide range of learning opportunities** are planned to attract hard to reach learners. HLC plans and negotiates its contracts for delivery with local partners to ensure strong links to local priorities and communities. HLC plans delivery of the ASL contract with twelve good local community delivery organisations. Delivery on ESF contracts is decided through open competitive tendering by partners. As a result the consortium works with a mixed range of partners including private, public and voluntary sector organisations. This represents a significant shift in partnership structures for HLC as previously the consortium worked exclusively within the voluntary sector. Although provision is concentrated on the north bank of the Humber HLC now operates more widely across the Yorks & Humber region. The areas of North and North East Lincolnshire are under-represented and access to learning is restricted. The range of progression routes across partners is satisfactory although some now recognise that further expansion is required to serve very diverse community groups. Progression routes and successful outcomes are more clearly defined on employment preparation contracts.

### 4.3 How well are learners guided and supported? (KQ 4)

GRADE 1

Strength:	Evidence
<ul style="list-style-type: none"> <li>• <b>Excellent support for learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Good individual support (SPRING)</li> <li>• Effective literacy and numeracy support (SPRING)</li> <li>• Continual improvement/updating of specialist equipment to aid learner and tutors (FS)</li> <li>• Specialist training given to all staff and volunteers (FS)</li> <li>• Excellent home loan scheme available for learners (FS)</li> <li>• Highly skilled and empathetic tutor (MIND)</li> <li>• Good identification of any special needs (MIND)</li> <li>• Highly effective setting of learning goals (HHF)</li> <li>• Good one-to-one support (C22)</li> <li>• Very good support (CFA)</li> <li>• Excellent review process (CC)</li> <li>• Good use of regular student review and feedback sessions (AL)</li> <li>• Effective use of e-mail to maintain tutor/learner contact and support (AL)</li> <li>• 100% of learners indicated the quality of additional support received as being “good” or “very good”. (CERT)</li> <li>• Good, effective on-site support (CERT)</li> <li>• Strong partnerships with local providers (CERT)</li> <li>• High level of staff to learner ratio provides additional level of support to individual learners (ERTS)</li> <li>• Good links to external support agencies (Llite)</li> <li>• All learners receive an in-depth induction (Probe)</li> <li>• Learners receive high levels of one-to-one support throughout their learning journey (Probe)</li> <li>• Highly effective nil fees policy (WILLOW)</li> <li>• Wide range of support strategies addressing situational barriers (WILLOW)</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Highly effective information, advice and guidance provided</b></li> </ul>	<ul style="list-style-type: none"> <li>• Good recruitment, advice and guidance on all aspects of the programme (SPRING)</li> <li>• Recruitment and pre-enrolment information advice and guidance is of very good quality. (WIN)</li> <li>• Thorough initial assessment and appropriate ILPs (MIND)</li> <li>• Effective enrolment and induction process (MIND)</li> <li>• Highly effective support and guidance for learners (HHF)</li> <li>• Good IAG (C22)</li> <li>• Excellent initial advice and guidance successfully meeting the sector quality standards (CFA)</li> <li>• Good pre-course information and advice supports the consistently high attendance and achievement rates (CC)</li> <li>• Excellent course IAG (CC)</li> <li>• Good use of initial assessment process (AL)</li> <li>• Strong support and guidance – all staff working within the area hold an NVQ 3 in Advice and Guidance. (CERT)</li> <li>• IAG is of a very high standard helping young people to access the right programme (ERTS)</li> <li>• Outstanding IAG (Llite)</li> <li>• Robust initial assessment and diagnostic process with standardised processes in place (Probe)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>High success rates for supported learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Excellent success rates (C22)</li> <li>• Good success rates (Llite)</li> <li>• Excellent achievement rates – 100% achievement (WILLOW)</li> <li>• Outstanding success rates (SPRING)</li> <li>• 100% success rate (FS)</li> <li>• Excellent overall success rate (MIND)</li> <li>• Outstanding achievement rates (MIND)</li> <li>• Outstanding success rates – 100% in Preparation for Life and Work (HHF)</li> <li>• Excellent success rates (CFA)</li> <li>• Outstanding success rates (CC)</li> <li>• Good retention and achievement rates (AL)</li> <li>• Outstanding success rates (CERT)</li> </ul>

Areas for Improvement:	Evidence
<ul style="list-style-type: none"> <li>• <b>Review of learners differentiated support needs in some areas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient identification of learners changing abilities on lesson plans (SPRING)</li> <li>• Insufficient skills for life provision (including literacy and numeracy needs) (AL)</li> <li>• Learner differentiation to be formally shared with designated course leader (C22)</li> <li>• Insufficient knowledge of subject by some classroom assistants (FS)</li> <li>• Inconsistent completion of learner progress reviews (SPRING)</li> </ul>

**Support for learners is outstanding.** This is a key strength of most delivery partners as the type of learner they seek to attract require very individualized support packages. Excellent success rates are achieved through comprehensive support systems for hard to reach learners. All learners have individual learning plans which are monitored routinely by HLC to assure the relevance of learner support needs and checks on progress. 95% of learners responding to the learner survey indicated they were 'Very Satisfied' or better with the support they received. Most partners are proactive in engaging a wider network of support services to enhance further the level of specialist resources required when dealing with learners with complex support needs. However support is **not always sufficiently differentiated** to meet the specific need of some learners and ongoing review of changing support needs is not always frequent enough in some partners. Valuable information on individual learners is not always shared with tutors.

**Highly effective information advice and guidance** is available to all learners. There is an extensive range of information and guidance systems used to inform prospective learners and to assist them in their decisions about suitability and relevance. Information is readily available through email, leaflets, telephone, newsletters, bulletins, one to one discussions, taster events, partner websites and drop in centers. HLCs website and Training News publication are outstanding sources of important information. These long established and highly effective communication channels are widely acclaimed by external agencies such as LSC, local colleges and regional agencies who work directly with learners. Most delivery partners are either Matrix accredited or have specialist IAG tutors qualified to Level 3 or 4. Good use is made of personal advisers from Connexions when providing specialist support for young people. 93% of ASL learners recognise their IAG session as valuable.

## Section Five

### 5.1 Leadership and Management

### GRADE 2

How effective are leadership and management in raising achievement and supporting all learners? (KQ 5)

Strength:	Evidence
<ul style="list-style-type: none"> <li>• <b>Strong strategic and operational management</b></li> </ul>	<p>Partner survey results show :-</p> <ul style="list-style-type: none"> <li>• 85% of our partners strongly agreed that HLC assists us in the planning and development of their provision to meet the needs of the learners</li> <li>• 64% of partners strongly agreed that the contracts they hold with HLC are appropriate for their organisation and learners</li> <li>• HLC are a pleasure to work with, highly respected and an organisation I am very proud to be linked to.</li> <li>• An outstanding organisation that has been instrumental in the formation and development of learning at Christ Church thanks.</li> </ul> <p><b>Trustee Survey results show</b></p> <ul style="list-style-type: none"> <li>• 100% of Board feel fully involved in setting the strategic direction of HLC</li> <li>• 100% fully aware of the strengths &amp; weaknesses of HLC</li> </ul> <p><b>Partner SARs show</b></p> <ul style="list-style-type: none"> <li>• Clear leadership &amp; direction (Mind)</li> <li>• Clear planning (C22)</li> <li>• Highly effective strategic &amp; operational cohesion in services for homeless people (HHF)</li> <li>• Clear leadership &amp; direction (CFA)</li> <li>• Effective L&amp;M (CERT)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Highly effective partnership and collaborative working</b></li> </ul>	<p>Partner survey results :-</p> <ul style="list-style-type: none"> <li>• HLC help us understand how to improve, they provide excellent networking opportunities, access to staff training, advice and guidance; however they allow us to remain an independent</li> </ul>

	<p>organisation and from this we take responsibility for our learners experience.</p> <ul style="list-style-type: none"> <li>• Good partnerships arrangements (HHF)</li> <li>• HLC works with &lt; 25 delivery partners organisations across Y&amp;H region</li> <li>• HLC works with a mixture of VCS / private &amp; public sector organisations</li> <li>• HLC hold joint ESF contracts with NYLC &amp; WYLC</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Outstanding communication with subcontractors</b></li> </ul>	<p>Partner survey results show :-</p> <ul style="list-style-type: none"> <li>• HLC communicate regularly and effectively with excellent support and guidance</li> <li>• Could provide regular reports on performance for each provider i.e. output report from MIS</li> <li>• Effective internal &amp; external communications (HHF)</li> <li>• Very good communications (CFA)</li> <li>• Wide range of partnerships (Lite)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Excellent performance management of subcontractors</b></li> </ul>	<p>Partner survey results show :-</p> <ul style="list-style-type: none"> <li>• 73% strongly agree that they are provided with timely and frequent updates on their performance</li> <li>• 100% agree or better that HLC provides effective support when performance is at risk</li> <li>• 82% agree or better that HLC helps them to understand how to improve performance and learner success</li> <li>• 100% agree or better that HLC helps to develop their organisation or staff</li> <li>• 91% or better agree HLC helps improve the learners experience</li> <li>• 100% agree or better that HLC provides good support and guidance on quality assurance and improvement issues</li> <li>• An outstanding organisation that has been instrumental in the formation and development of learning at Christ Church thanks.</li> <li>• We have re-profiled twice to enable us to meet our strengths effectively.</li> <li>• Thorough monitoring to maintain quality (CERT)</li> <li>• Outstanding programme performance (CERT)</li> <li>• Effective monitoring of performance (CC)</li> <li>• Excellent performance management of staff &amp; contracts (Lite)</li> </ul>

Areas for Improvement:	Evidence
<ul style="list-style-type: none"> <li>• <b>Variable implementation of quality assurance systems by some providers</b></li> </ul>	<ul style="list-style-type: none"> <li>• No SAR submitted by Goodwin, GIFHE, &amp; NLinc</li> <li>• 64% strongly agree that HLC enables them to share best practice with others</li> <li>• Lack of trained staff to undertake OTLs (Mind)</li> <li>• Underdeveloped MIS, learner tracking systems (HHF)</li> <li>• More effective scheduling of OTLS (Probe)</li> <li>• Underdeveloped system for collating data ( NHWC)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Close monitoring of subcontractor improvement action plans</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lack of staff ownership of QIP (Lite)</li> <li>• Lack of formal QIP monitoring schedule in HLC</li> <li>• Lack of evidence to support effective QIP monitoring across providers</li> <li>• No QIP submitted by Goodwin, IGEN, GIFHE, Best Training, Carlton &amp; NLinc</li> </ul>

**Management at strategic and operational level is clear** and strong. It is driven by a well structured business plan, reviewed annually. Governance is good. Trustees provide a diverse range of skills and expertise and the relationship between senior managers and the board is highly productive. There is clarity of purpose and collective ownership of HLC's responsibilities to the consortium network. The board of trustees are well informed and actively engaged in setting the strategic direction of HLC. Staff is regularly consulted on key issues affecting the organisation and their views are instrumental in shaping the development of HLC. Strategic planning events involving staff and trustees are well attended with all members contributing actively to discussions and decisions. The management culture is open and participative. The chair of trustees conducts individual interviews with all staff to gather feedback on the atmosphere and culture of the organisation and its management. This annual feature provides senior managers with useful information which is used positively to address issues arising. Any follow up action and responses are promptly fed back to staff. All staff have a job description although it does not always reflect closely changes and adjustments made to job roles. The appraisal system is used effectively to monitor staff contributions and is directly linked to the annual operational plan. HLC has successfully consolidated its rebranding exercise to re-position and re-affirm its niche market in providing learning opportunities to engage the hard to reach learner within a community setting. The recent success in procuring major ESF/LSC co-financing contracts worth £4.2m has meant significant in year growth and provided a wider geographical coverage. The long lead in times to secure and initiate new contracts has brought attendant financial cash flow problems. However the sound financial management of HLC has mitigated these difficulties and risks.

**Highly effective partnership and collaborative working exists** across the consortium. HLC has strong partnership structures and networks working with a wide range of partners across Yorkshire and the Humber. In 2008/09 HLC extended its area of benefit to cover the Y&H region through successful bids for

ESF co financing contracts. These new contracts have required close collaborative working with a greater mixture of new providers than in previous years including private and public sector organisations. HLC is well represented and respected at local, regional and national level and is a significant voice in championing the voluntary and community sector. HLC has built upon its excellent reputation with government funding agencies and significantly increased the range and scope of new contracts. The annual partner survey indicates that delivery partners readily acknowledge the benefits of working with HLC and value the support and development opportunities provided.

**Communication with subcontractors is outstanding.** Delivery partners are surveyed annually and results used to inform management decision making. In November 2008 HLC as part of the Federation of Local Development Agencies (FOLDA) participated in a collaborative project to measure the impact of quality systems on front line services. This involved an external agent testing HLCs assessment of the quality of interaction with delivery partners against the views of partners themselves. Results indicate that HLC are outstanding at maintaining effective and productive communication with partners. Support is readily accessible, responses to requests for support are prompt and valued highly. This will be an ongoing review over three years with intermittent testing of changes in viewpoints. There is a consistently high standard of communication from HLC supported by the effective use of forums and networks. Each partner is allocated a direct contact person within HLC who is readily accessible. Partners can contact project leaders directly and access support easily. The recently upgraded website utilises modern, state of the art technology and regular newsletters provide useful sources of information frequently accessed by a wide range of stakeholders.

**Performance management of subcontractors is excellent.** HLC has an outstanding reputation for delivering contracts on time and through high quality provision. Partners are set challenging targets and assisted to meet these through frequent progress monitoring and timely development opportunities. The provision of a relevant CPD programme has actively engaged partners in reviewing their provision and performance critically. The recent addition of observer training has improved the rigour of the teaching and learning observation process across the consortium but some new partners are not systematically reviewing the quality of the learners experience.. The use of data and management information is satisfactory. Routine use of MIS data and information is underdeveloped especially in monitoring achievement across various community groups. Equality & Diversity information is collected but the newly established MIS system does not provide accurate and timely information to support management decision making. Commissioning processes are open and transparent and resulting contracts contain detailed and specific information. Contract activity is monitored rigorously and frequent feedback on performance provided to partners. The senior management team meet fortnightly and review performance and finance as key features of their agenda. Close scrutiny is given to scheduling of activity and income together with success rates on all contracts. Any variation is detected quickly. Partners not performing as anticipated are promptly notified and support offered. Where performance cannot be recovered it is re-profiled and openly renegotiated with other more successful partners. HLC avoids unnecessary competition and tension with its constituent organisations by not undertaking any direct delivery of learning. Long term monitoring of learner performance and progression is weak, often limited to the life span of a specific project. Although

recent developments in bespoke quality assurance programmes has been very successful in attracting both partners and wider external organizations some new partners do not exploit the opportunities. Local funding agencies value the strength of the consortium network and clear management provided by HLC. Risk management is highly effective and routinely monitored by senior managers and the Board.

**Quality assurance systems are generally good** but not universally implemented by all delivery partners. New partners require a greater level of support especially where self assessment and quality improvement is relatively new. The self assessment process is inclusive and actively involves all partners. However, some new partners who have not previously carried out self assessment are struggling to meet the full range of HLCs demands. There is strong support for all partners through the Quality Improvement Networks. These meetings are well attended by longstanding partners and provide useful guidance on improving self assessment and quality of provision but not all partners take up the opportunity. Several ESF contract providers are traditionally focussed on contract outputs and do not give sufficient emphasis on reviewing the quality of learner experience. The standard of partner self assessment reports is variable. A recent SAR validation event indicated that many are too descriptive and do not provide enough supporting evidence. Strengths are often overstated and the grades awarded do not always correlate to the judgements contained in the report. Some new ESF partners have not submitted a self assessment report (despite this being a contractual requirement) and others have struggled to produce a useful evaluation of their provision. Development sessions to address these issues have successfully created greater awareness of the processes of self assessment, the standard expected by HLC and opportunities to practise the associated skills. The quality of improvement plans is variable and actions do not always reflect the complexity of areas to be developed Timescales and deadlines are not always appropriate and there is little evidence of frequent internal monitoring of their own plans.

**HLCs monitoring of subcontractor quality improvement plans is limited** and relies heavily on partners own quality assurance systems to deliver improvements. HLC has been unable to fill the vacant Quality Manager post despite several attempts and modifications of the recruitment strategy. This has significantly impaired progress of improving quality across the consortium.

## Section Six

### Capacity to Improve

### GRADE 3

#### Quality Improvement Plan 2008-2009 Progress check

IDENTIFIED AREA FOR DEVELOPMENT	SAR Ref	Status	Evidence of progress or completion
1.Improve monitoring of ILPs at sub contractor level	KQ1		<ul style="list-style-type: none"> <li>• Strategy planned and ongoing with some monitoring of ILPs underway</li> <li>• ILPs monitored during OTLs</li> <li>• Training taken place and well attended</li> <li>• Review and moderation events to take place</li> <li>• Training for project leads in ILP monitoring planned for January 2010</li> </ul>
2. More rigorous monitoring of progression & destination data	KQ1		<ul style="list-style-type: none"> <li>• Systems created for monitoring progression data but analysis of progression ongoing</li> <li>• Systems created for monitoring destination data but analysis of destinations ongoing</li> </ul>
3.Improve retention rates within some partners	KQ1		<ul style="list-style-type: none"> <li>• Partners with retention problems identified</li> <li>• Data in relation to retention shared and agreed with partners at moderation event on 23/10/09</li> <li>• Project leads involved in creating monitoring plans for partner organisations – reported monthly at project meetings</li> <li>• Appropriate interventions implemented – last Performance Review meeting on 12/10/09 identified</li> </ul>

			<p>“at risk” partners.</p> <ul style="list-style-type: none"> <li>• Interventions identified and action plan produced – follow up ongoing</li> <li>• Targeted intervention for at risk partners</li> </ul>
<b>4. Lack of effective links between OTL process &amp; improvement of T&amp;L</b>	KQ		<ul style="list-style-type: none"> <li>• OTL training delivered 10.03.09 &amp; 11.03.09</li> <li>• 100% of observers trained</li> <li>• OTL training accredited with Hull University for 2009/10</li> <li>• 100% partners received joint OTL</li> <li>• OTL reports improved</li> <li>• Performance review on 12/10/09 identified project leads to follow up actions from OTL</li> <li>• Performance review meetings identify follow up actions from OTL</li> <li>• In monitoring the trend in OTL re-observation grades, one OTL re-observed from a grade 4 to a 3</li> <li>• Grade profile reviewed in preparation for SAR</li> <li>• Grades recorded on spreadsheet and summarised</li> </ul>
<b>5. Insufficient use of learner feedback and programme design</b>	KQ3		<ul style="list-style-type: none"> <li>• Feedback mechanisms from the learner have been reviewed across the consortium</li> <li>• Recommendations made collecting information, - ongoing</li> <li>• Learner feedback identified in partners SAR and planning documents</li> <li>• Partners demonstrating best practice identified and named eg., ERTS – Explore project</li> <li>• Areas of poor practice, monitored by project leads and is ongoing</li> <li>• QIN used to identify and disseminate best practice, but needs involvement of all partner organisations</li> <li>• Training News used to disseminate best practice</li> </ul>

			<ul style="list-style-type: none"> <li>• HLC's learner feedback mechanisms enhanced to provide meaningful information that informs decision making</li> <li>• Surveys implemented August / October – analysis produced December 2009</li> <li>• Future provision and contracts take informal learner feedback into consideration</li> </ul>
<b>6. Lack of access in some geographical areas</b> (cfwd form 2007/08)	KQ3		<ul style="list-style-type: none"> <li>• some mapping of existing provision across Humber undertaken by PCDL partnerships</li> <li>• Active and influential contributor to Hull / ER &amp; NLincs partnerships</li> <li>• NE Lincs partnership not in place</li> <li>• In seeking out additional funding opportunities specifically to widen access, no additional ASL funding available</li> <li>• Funding streams expanded to widen access to learning via different contracts</li> <li>• Allocation of contracts by OCT does not always allow consideration geographical access</li> </ul>
<b>7. Align learner voice to FfE</b>	KQ4		<ul style="list-style-type: none"> <li>• Subject to national FfE review some aspects not being developed for use by sector</li> <li>• FfE KPIs considered in finance review</li> <li>• Informal review undertaken in reviewing HLCs methods of accessing Learner Voice</li> <li>• Survey undertaken and systematically analysed</li> <li>• In order to measure and monitor the use and impact of learner feedback, the Learner Voice survey is undertaken once per year</li> </ul>
<b>8. Enhance HLCs capacity to improve</b> (cfwd form 2007/08)	KQ5		<ul style="list-style-type: none"> <li>• QIN meeting schedule addresses self assessment in line with learner journey</li> <li>• Formal SAR validation process planned</li> <li>• QIN well established and focussed on Quality</li> </ul>

			<p>improvement</p> <ul style="list-style-type: none"> <li>majority of partner organisations engage but new providers not participating fully</li> <li>In seeking out opportunities for recognising and celebrating excellence, liP achieved and annual Celebration of Learning Event takes place</li> <li>Internal Quality Group established with regular agenda and meeting patterns</li> <li>Emphasis given to maintaining strengths in SAR</li> </ul>
<b>9. Closer monitoring of sub contractor improvement plans</b>	KQ5		<ul style="list-style-type: none"> <li>100% of SARs collected and reviewed</li> <li>Schedule created and implemented for monitoring of QIPs</li> <li>QIN covered QIP review in June 09</li> <li>Monitoring shows slow progress and lack of monitoring in some partners</li> <li>SARs formally reviewed by external consultant</li> <li>Detailed feedback provided by consultant to each partner</li> <li>QIPS formally reviewed by CEO and consultant.</li> <li>QIP surgery scheduled for 12 January 2010</li> </ul>

On-Going	
Completed	

HLC has been unable to fill the vacant Quality Manager post despite several attempts and modifications of the recruitment strategy. This has significantly impaired progress of improving quality across the consortium in 2008/09. HLC has relied heavily on partners taking responsibility for their own improvement. Several long established partners have responded positively and continued to improve provision incrementally. However newer and less experienced partners have not been sufficiently monitored and scrutinised.

## APPENDICES

The benchmark data is extracted from the LSC Statistical Data for Further Education External Institutions with High Widening Participation and can be found at:

<http://www.lsc.gov.uk/providers/Data/statistics/success/FE+benchmarking+data.htm>

## HLC Delivery Partners

## Appendix 1

Contract	Organisation	Area
<b>Adult Safeguarded Learning (ASL)</b>	Artlink	Hull
	Cert	N E LINCS
	Catch22	N E Lincs
	Children & Family Action (CFA)	E/R Yorks
	Christ Church	E/R Yorks
	Hull & EY Mind	Hull & EY
	Foresight	N E Lincs
	Hull Hostel Forum (HHF)	Hull
	Humber Learning Consortium (HLC)	Hull & District
	Springboard	N E Lincs
	Willow Womens Centre	Hull
	Winner Womens Centre	Hull

Contract	Organisation	Area
<b>Information Advice &amp; Guidance (IAG)</b>	Best Training	N E Lincs
	Carlton Education Service	N Lincs
	Catch22	N E Lincs
	Cert	N E Lincs
	Children & Family Action (CFA)	E/R Yorks
	Goodwin Development Trust	Hull
	Grimsby Institute (GIFHE)	N E Lincs
	Igen	Hull
	IB2K	Hull & ER
	Latitude	Hull
	Linc	Hull & Scunthorpe
	NELEDS	N E Lincs
	Probe	Hull

	Springboard	N E Lincs
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Contract	Organisation	Area
<b>Adult Engagement</b>	Cert	N E Lincs
	Christ Church	ER Yorks
	East Riding College	ER Yorks
	Foresight	N E Lincs
	Goodwin Development Trust	Hull
	Grimsby Institute (GIFHE)	N E Lincs
	LLITE	Hull
	Mind	Hull ER Yorks
	Preston Road Womens Centre	Hull
	Probe	Hull
	Westcliffe	N Lincs

Contract	Organisation	Area
<b>Working Neighbourhood Fund (WNF)</b>	Hull CVS	Hull
	Universal Community College	Hull
	Hull Ethnic Minorities Comm Centre	Hull
	Goodwin Development Trust	Hull
	Hull Hostel Forum	Hull
	Willow Womens Centre	Hull
	Probe	Hull
<b>Community Grants</b>	South Yorks	
	North Yorks	
	West Yorks	

## LEARNER FEEDBACK

## Appendix 2

The data is taken from the Learner Feedback sheets that each organisation in the Adult Safeguarded Learning contract conducts at the end of every course. The data is supplied to HLC via an end of course summary sheet and is entered into a database.

There is some skewing of data when learners have failed to complete the questionnaire, failed to return them to the tutor or have not been collected and submitted to HLC.

The data here is premised on 1478 learners who completed their course being surveyed, with 1178 evaluations being returned giving a good overall response rate of 80%.

**NB:figures below are rounded to the nearest whole value**

### Data Tables:

Qualitative of:	Excellent	%	Good	%	Satisfactory	%	Poor	%	Total response	% of Total
<b>Q1: Value of Trainer</b>	959	81%	201	17%	11	1%	2	0%	1173	99.6%
<b>Q2: Course Content</b>	815	69%	333	28%	23	2%	2	0%	1173	99.6%
<b>Q3: Delivery Methods</b>	843	71%	302	26%	24	2%	4	0%	1173	99.6%
<b>Q4: Materials &amp; Resources</b>	838	70%	304	26%	27	3%	2	0%	1171	99%
<b>Q5: Venue</b>	836	71%	308	26%	31	3%	3	0%	1178	100%
<b>Q6: Achieving Aims</b>	842	71%	298	26%	26	2%	4	0%	1170	99%

Quantitative of:	Responses	%	Significant	%	A Fair bit	%	A little	%	None	%
Q7: Make use of new skills	1174	100%	703	60%	420	36%	48	4%	3	0%
		%	Yes	%	No	%				
Q8: Given IAG by Organisation	1173	100%	1089	93%	84	7%				
		%	Now	%	Later	%	No	%	Don't Know	%
Q9: Taking up further study	1167	99%	537	46%	434	37%	27	2%	169	15%

Evaluative:	Responses	%	Existing learner	%	Email / Flyer	%	Training News	%
Q10: How did you hear about the course	1169	99%	336	29%	115	10%	44	4%
			Website / Internet	%	Word of Mouth	%	Others specified	%
			22	2%	355	30%	285	24%

## Appendix 3

### EQUALITY & DIVERSITY DATA

#### SMT - Enrolment Breakdown by Ethnicity

Academic Year	Group ID	Ethnic Group	Enrolments	Achieved	Success %	Continuing
08/09	12	Asian or Asian British - Indian	3	1	33%	2
08/09	13	Asian or Asian British - Pakistani	66	44	67%	22
08/09	14	Asian or Asian British - any other Asian background	3	2	67%	0
08/09	15	Black or Black British - African	19	16	84%	2
08/09	16	Black or Black British - Caribbean	4	4	100%	0
08/09	17	Black or Black British - any other Black background	7	3	43%	4
08/09	21	Mixed - White and Black Caribbean	1	1	100%	0
08/09	22	Mixed - any other mixed background	1	1	100%	0
08/09	23	White - British	6791	6211	91%	384
08/09	25	White - any other White background	6	4	67%	2
08/09	98	Other	7	3	43%	4
<b>Grand Totals</b>			6912	6292		422

### SMT - Enrolment Breakdown by Disability

Academic Year	Disability ID	Disability	Enrolments	Achieved	Success %	Continuing
08/09	01	visual impairment	103	93	90%	8
08/09	02	hearing impairment	252	246	98%	6
08/09	03	disability affecting mobility	211	196	93%	6
08/09	04	other physical disability	92	87	95%	2
08/09	05	other medical condition (e.g. epilepsy, asthma, diabetes)	265	258	97%	5
08/09	06	emotional/behavioural difficulties	130	129	99%	1
08/09	07	mental health difficulty	255	248	97%	5
08/09	08	temporary disability after illness (e.g post viral) or accident	13	12	92%	1
08/09	09	profound/complex disabilities	6	5	83%	1
08/09	90	multiple disabilities	65	56	86%	8
08/09	97	other	86	75	87%	7
08/09	98	no disability	5412	4868	90%	372
08/09	99	not known/not provided	22	19	86%	0
<b>Grand Totals</b>		13	6912	6292	91%	422

