

City of York Council

York Learning

DRAFT

Self-Assessment Report

2020-2021



York Learning - High Level Summary

York Learning is the Adult Learning arm of City of York Council. Offering a broad curriculum plan across the City to provide residents with different opportunities in which to engage with learning. York Learning last visit by Ofsted was at the end of November 2019 and were graded as a 'Good' provider.

Comments from Learners on their learning with York Learning:-

'The course has helped me consider the kind of work I would like to do going forward' English for jobs Learner

'Not currently in employment but feel it has helped moved me forward towards what I would like to do next' English learner

'I was planning to enrol onto a creative media course at University. This has given me a better idea and confidence of how I could use photography within that course.' Photography learner

'I think my tutor Helen and Jon are excellent as they are patient and willing to help sort out student problems by the arrangement of tutorial. I really enjoy the maths course. I may carry on the A Level Maths study if my GCSE Maths grade is good.'

'The thing that made me like the most about the course was the fact that there's an equality of treatment among the diverse communities and you were being welcomed, supported and encouraged as anyone else towards the progression of the course.' FS learner

York is viewed as an affluent city however, it does have some small pockets of deprivation and has the largest proportion of residents on zero hour contracts in the Yorkshire and Humber region. A substantial amount of the workforce in York is linked to tourism and hospitality, traditionally a low income sector, which is a concern when the national picture is that households with incomes under £35,000 are likely to have decreased digital engagement during the COVID pandemic at a time when digital engagement needed to increase. As part of our intent we work hard to reach residents who are most in need, to have ample opportunities to gain the skills they require to find work and improve their life chances and wellbeing to achieve their ambitions. Our Foundation Learning programme is aimed at some of the most vulnerable young people in the City making the transition from education into employment. Tutors know their learners extremely well and use this knowledge to provide provision that is flexible and individual to meet learner's needs and enable them to achieve their full potential.

We work hard as a service to insure our intent also supports with the council plan which is centred on core outcomes, aligning our offer to provide outcomes to:-

- Well-paid jobs and an inclusive economy
- A greener and cleaner city
- Good health and wellbeing
- Safe communities and culture for all
- A better start for children and young people

We follow robust and rigorous quality processes starting with each curriculum area producing a self-assessment report (SAR) through the year with regular quality updates with senior management and observations of teaching and learning. These individual reports are presented at a peer 'SAR' challenge who interrogates their input and data. These reports are collated together to form our one report and this report is then presented at a SAR challenge with regional peer partners who will interrogate the data and judgements. This report then goes back to governance for their final approval and then to our Executive Member to approve and sign off.

York Learning continues to manage a high-quality curriculum for adult learning that focuses on improving learners' knowledge and skills in English, mathematics, ICT and digital skills. We recognise the importance of these subjects in tackling social disadvantage. During 2020-21 much of the English, maths, ICT and digital skills provision remained online, as it had done at the end of 19-20, but we recognised that some learners in this skills area needed to have face to face provision. This was particularly apparent within our IT basics cohort – teaching someone how to use a computer via a remote computer link doesn't work for those with little skill/confidence. We also knew that some learners on full accredited programmes didn't have the equipment required to work remotely or did have the equipment but didn't have the required skill level or confidence. Where we can we have provided equipment and data access but for some learners, only face to face was going to help. We therefore put into place a limited amount of face to face provision, with robust safety procedures and ran this where we could. The broad curriculum offer also includes; English for Speakers of Other Languages, 16-25 High Needs Supported Delivery, Apprenticeships & Work Based Learning, Employability, Family Learning, Visual Performing Arts, Modern Foreign Languages, courses for Health, Wellbeing and Leisure and Counselling all of which is supported by a robust information, advice and guidance (IAG) offer.

Building on the changes made in March-July 2020 the curriculum teams have continued through 2020_21 to refine and adjust our delivery methods to reflect remote and blended delivery. We have also led training for other staff both internally within York Learning and externally to help them improve their own digital confidence and skills.

Very positive relationships have continued to be fostered in class and online by tutors, which help to motivate, inspire & contribute to the social wellbeing of our learners. Individuals achieve and often extend their learning goals because of this. The peer learning which occurs within our classes is often cited as one of the main reasons for re-enrolment.

York Learning, regularly run highly valued extension opportunities for both existing and new learners. Learners who come from craft, art and vulnerable groups in the City work together with other parts of the service on a combined theme. Despite COVID we still had our Inspirations Exhibition to celebrate our learners' achievement, online, via Padlet. Although completion of our 2020 Community Arts project "The Place Where I Live" had to be postponed last year, we relaunched the

project this year. Individual pieces have been sent to participants after attending Zoom meetings where the practicalities and scope of the project was discussed. The finished work will be exhibited in a City Centre location during autumn 2021/Spring 2022.

Current Community Arts project: - [The Place Where I Live \(padlet.com\)](#)

Inspirations Exhibition: - [Inspirations 2021: Art & Photography \(padlet.com\)](#)
[Inspirations 2021: Textiles & Dressmaking \(padlet.com\)](#)

York Learning has developed long lasting effective partnerships with local libraries, employers, Job Centre Plus, local schools, nurseries, charities and community centres. These partnerships support our recruitment to our targeted provision.

York Learning's governing body have met regularly during 2020-21. The body includes representatives from; employers who we work with; representatives of our sub-contracted provision; learner voice is represented through current and historical learners; senior managers within York Learning; local government in the form of City of York Council councillors one of whom is the Chair. Governance is also provided by our elected members and senior leaders via scrutiny committee, with information provided through clearly defined reporting processes.

There have continued to be challenges for the service due to COVID which was primarily around entry level learners in all areas of related provision and apprenticeships not being able to do their workplace assessments and delays with IQAs. Recruitment of new learners has significantly reduced in all areas of delivery apart from Counselling. This area sustained the number of applications it received for 20-21 and has seen an increase in applications for 2021-22 academic year which has led to an additional course being offered at Level 2 and Level 3 surmounting to an additional 30 learners enrolling onto the programme. Many older learners who comes to classes for their wellbeing and social health have decided to not join us online and were waiting for classes to return in venues and some have moved into private provision. Within accredited learning, those who are low skilled and harder to reach have been slow to sign up or challenging to keep on board without face to face contact or partnership - work due to their starting points or life challenges. Family Learning learners have struggled to juggle home schooling and work commitments, particularly with shared spaces, limited equipment and lack of good Wifi access at home. The partial restoration of face to face delivery has helped, although due to the long term impact of COVID and the demands of shielding/isolation placed on the population numbers are still not where they were before March 2020. A positive is that some learners have indicated that they will continue learning remotely and that this style of learning suits them. To support learners with digital equipment needs, who do not have devices or access to Wifi/data, we have actively worked across partnerships to support the formation of a York IT Reuse scheme. This allowed us to refer learners who have low/no income to receive a free refurbished device which can be customised to their specific wishes. Over 85 devices have been given out so far and this will continue into 2021-22.

Our Apprenticeship programme has continued to be strong this year but some few legacy learners in qualifications have left some qualifications in minimum standards. These learners should have completed in 2020-21 but due to Covid were not able to do their workplace assessments and faced difficulty with attending/running exams and on top of that delayed IQAs and EVs all culminated in those continuing over into the next academic year. Our minimum standards percentage is at 19.5% so well below the baseline.

Arrangements for Safeguarding and Prevent are good but we are improving and further developing them to include sexual exploitation and harassment. Further training is being rolled out to staff which includes on how to cascade that information to learners in a meaningful way.

Types of Provision

Provision for Learners with High Needs

York learning continues to have a growing, healthy and responsive personalised learning delivery in post 16 education for students with Education Health and Care plans (EHCP) who have significant learning support needs. Provision for these learners is very good and the partnership working and co-ordinated offer through sub-contractors provides an outstanding offer to these learners. Our sub-contracting partners have worked tirelessly with us to ensure this provision has continued throughout lockdown using innovative delivery models and embracing the use of technology, particularly for those learners who are clinically very vulnerable and have been required to shield. In 2021/22 we had around 102 learners and work with a range of subcontractors to ensure there is an adequate choice of courses and delivery models. Students undertake a range of accredited qualifications but most provision is non-accredited and covers vocational and independent living skills to support successful transition to adulthood. Ofsted reported (Dec 2019) that these learners experience a welcoming atmosphere that tutors work hard to create. Learners have also commented that they have a feeling of belonging they have not experienced in previous learning environments.

This provision has continued to be highly responsive and of significant benefit to young people, providing a very good educational experience. Programmes are targeted at learners with an EHCP and are completely subcontracted but we fully support and provide assistance to the sub-contractors throughout the process and quality management of it. Teaching of vulnerable adults has continued throughout lockdown and all risk assessments ensure that venues and teams are following strict safety protocols. The focus of this provision is to provide a learning pathway that moves students towards a variety of employment options ranging from paid employment, self-employment, enterprise co-operatives or voluntary work. As the learners have a range of learning needs some are moving through a pathway that is more geared to independent living skills allowing them to have more choice within a social care destination.

Adult Learning Programmes

There is a wide and inclusive curriculum offer which is evenly spread across the City and since going online is accessible as long as learners have access to a device and data. We ensure all our classes have a welcoming environment in which they feel safe and able to learn. Achievement rates in Education and Training have risen from 77% to 81.7% but is not yet fully returned to 18/19 levels 84.4%. Whilst this can be attributed to COVID, where some classes were cancelled OR where learners felt unable to continue to study at home due to also working from home or home schooling, we have continued to improve our online resources, to support them.

There is consistently good standards of work within ICT, maths and English, including English for Speakers of Other Languages. Sustained progress continues across all programme types and programme aims with good improvement in all areas. Outcomes for learners is good and the community learning programme is wide ranging prompting community engagement and different pathways to return to learning.

Learners have access to good information, advice and guidance across a range of programmes. We have introduced a wide range and accessible programme relating to employability skills and IAG career/interviews for individuals. Recognising and recording learner progress is good but has become challenging whilst being solely online and therefore continues to be an area for development.

16-18 Study Programmes

The 16-18 study program is very good and meeting the needs of some of the most vulnerable young people in the city. This is a full time programme which attracts those young people who cannot attend college or other mainstream provision.

Classes have continued through COVID with a combination of reduced classroom times in bubbles and increased online/blended learning. The combination of remote and face to face learning has worked well in keeping learners engaged and achievement is good. A large proportion of learning took place face to face which been imperative in supporting learners with their mental health and well-being. The majority of learners suffer with anxiety/mental health issues which, for some, have escalated during COVID and we continue working with outside agencies to ensure support is in place.

Safeguarding and Prevent arrangements have continued to be extremely well managed with good support for learners on programmes. Learners feel safe and whilst attendance is challenging, it is being well managed.

79% of learners have had positive outcomes from their learning even though work placement opportunities have been difficult to arrange.

Apprenticeships

Apprenticeship provision is no longer in minimum standards and continues to improve.

Our Onefile E-Learning system has ensured that extensive quality improvement actions have taken place over the past year. These include improved partnerships with employers, enhanced initial assessments and support of candidates during COVID. Improved systems for tracking of learners, supporting learners & portfolio building continues to develop, and improvements have continued to be communicated to the Education & Skills Funding Agency (ESFA) which leads to better outcomes for learners.

We continue to plan and support our employers and candidates, as individuals and with face to face meetings, where possible. This assures the quality of our offer, which currently includes Level 2, 3 & 5 qualifications related to Childcare, Adult Care, Business Admin, Management and Customer Service.

We have had significant success targeting Functional Skills qualifications linked to apprenticeships in the last 18 months and as a consequence have been able to achieve success with some learners who had been previously flagged as likely to pass their main aim but not complete their apprenticeship overall.

Overall Grade	Good
Quality of Education	Good
Personal Development	Good
Behaviours & Attitudes	Good
Leadership & Management	Good

We are not yet outstanding due to these

Key Areas for Improvement

- Development work is required to build on existing partnerships and develop new partners and programmes targeted at those most disadvantaged or least engaged in the area.
- Tutor feedback to support learner's reflections on their work requires more work to be meaningful and effective to help progress learners.
- Processes are required to be put in place to facilitate the consistent identification of how adult learning builds learners transferable (soft) skills across the provision to better reflect the impact of community non vocational learning.
- Further work is required to improve the meaningful delivery of Prevent and other violent risk within online learning courses.

Covid – Strengths and Challenges through this period

Covid highlighted that we have resilient, talented and highly committed management and tutor teams. Tutors have continued to engage with new technologies such as Zoom video conferencing, Teams and Google Classroom, attending training set up by our own IT team and also pairing up with peers to “practise” new skills. Courses have been further developed with additional resources and student 1-1 tutorials to ensure learners kept engaged and felt supported.

York learning and City of York Council have continued to provide a high level of support during the pandemic to all team members to support remote working and accommodate work/life balances and wellbeing.

Learner numbers within community learning have maintained a drop in learner numbers from 18/19 (4,660) with 20/21 numbers at 3,906 enrolments. However, whilst the online offer doesn't suit all learners, we have taken the opportunity to re-target our offer and develop 'ground up' planning as part of programmes moving forward. We suspect this will keep learner numbers lower but this enables us to deliver more targeted classes which will be smaller in numbers to those most disadvantaged and moving some of the offer into a full cost offer. Learning how to teach online has enabled some of our tutors to become self-employed and they have picked up those missing learners in a private capacity instead.

Strategies continue to be developed in how to engage the most disadvantaged when we are unable to do face to face activities. Better digital access is required if online only learning was to return, due to some learners being unable to participate or unwilling to engage with the move to online delivery. This is mainly within entry and lower level skills including family learning and Digital Skills. With Digital skills/ICT retention rate for 2020-21 is at 86.332%, however this reflects two factors:

- A number of learners were retained from 19-20 who had indicated they would return when face to face delivery was open again. When face to face was restarted they still did not feel comfortable returning or were required to shield and thus they were withdrawn.
- Additionally, the lockdown that was announced Jan-March 2021 seemed to have a significant impact on the mental health of some of our learners, both new and historical, and a number withdrew at that point citing the effect of the lockdown on their mental health as a reason to withdraw.

Due to the one-year condensed teaching format and fast-pace of the courses tutor assessed grades was challenging for our tutors but through good management and administrative support they successfully supported their learners.

16-24 provision has had significant impact due to COVID on work placements. Further work is required to identify and secure alternative, realistic and achievable employment options available to learners.

New approaches and resources were created during 20/21 on Prevent, Safeguarding and British Values for online delivery but these resources do not provide the conversations needed to make this learning meaningful.

Recruitment of new learners has continued to be challenging through lockdowns, particularly with Entry level learners in all areas of provision. Whilst learner numbers show a drop in 19/20 figures by 508, we have had an additional 441 learners move into full cost provision, as part of our strategy, which puts the drop in numbers at only 67 compared to 19/20. This is a reflection of how hard the team has worked to continue to engage with learners in spite of the barriers of lockdown and reduced face to face working.

Academic Year	Total number of Learners	Total Number of Enrolments	Drop in Learner Numbers (from previous year)	Plus/Minus in Enrolment Numbers
2018/19	3145	6451		
2019/20	2703	5329	442	-1,122
2020/21	2195 +441/Full Costs	5660	508	+331

The increased need for our own venue has been highlighted due to COVID and work is continuing to identify a suitable location for this.

York Learning – 2020-2021 Self-Assessment Report – York Learning

Quality of Education

Intent

Strengths

- Ambitious, responsive, creative, inclusive and well developed curriculum, extended through consultations with learners, which supports and engages learners to have high aspirations, motivation and commitment to their learning
- Wide range of opportunities are available via the curriculum offer to provide multiple entry points and progression routes meeting the needs of employers and industry standards to support learner's entry or progression within employment.
- Learners are empowered to connect with their learning via various schemes including; loan equipment; reused laptops or tablets to keep; broadband/wifi access and other mobile devices.
- Excellent planning within 16-19 and High Needs Special Education Need programmes are designed to support learner's complex SEMH issues alongside specific learning difficulties.
- Agile creation of additional Level 2 and Level 3 courses to support employment needs in the city or those with specific spiky profiles.
- Excellent enhancement of learner's wellbeing and confidence is enhanced through the acquisition of new employable or creative skills.
- Good development of learners transferrable 'human skills' that help in all aspects of life: critical thinking, social skills, increased ability and/or willingness to communicate, work collaboratively, etc.
- Well trained resilient, dedicated and knowledgeable teaching teams who creatively engage, motivate and support learners to achieve their aims and who deliver well organised, planned and progressive sessions which enable learners to develop and advance. 98% of learners agreed that tutors have excellent/good knowledge and skills.
- Good online learning delivery has continued and expanded to increase learner's opportunities for learning whilst strengthening the offer with excellent resources. Further embedding of digital platforms within High needs delivery has led to good online learning in an area, which historically has struggled with distance learning options, and has enabled learners to showcase work.
- There is good IAG provided to learners which supports learning and employment progressions. The counselling curriculum particularly has an embedded robust IAG across all levels of delivery to support and inform progression onto further training and employment with a range of providers.
- Good systems are in place to support employers, learners & internal teams to manage the apprenticeship delivery and progression.

Areas for Improvement

- Increased focus is required to develop a wider range of learning opportunities that support sustainable industries and higher level skills development to create pathways to support higher level skills for creativity and coding within the curriculum
- Lower level learners struggled to engage and learn online during lockdowns and additional support resources are being developed in case face to face becomes restricted again.
- IT tutors skills require development to broaden their skills in coding and to enable curriculum development and pathways to higher level learning across the city.
- Continued work is required to increase partner engagement so that it informs planning to be 'ground up' rather than a 'bottom up' cycle of programmes.
- Further work is required to develop a 'flexible' English course that offers multiple entry points in a flexible modular design.
- Fully return to face to face learning for Entry and Level 1 learners in essential skill areas
- Whilst overall learner's numbers from ethnic backgrounds is above the Cities demographic some areas of the provision could do to improve their curriculum to better reflect learning opportunities that reflect different interest.
- Research is required to look at the long term strategies needed to develop the apprenticeship offer so that it meets future employer needs.

Implementation:-

Strengths

- Dedicated teaching teams have excelled with a 'can do' attitude that has supported and informed learning and enhanced the peer support network by sharing skills and resources.
- Good teacher skills development via teaching conferences and Teacher Triangles has strengthened peer support across the teaching teams developing and enhancing pedagogy which better supports learner's development.
- Good specialist trained staff provide efficient and effective assessment and early identification of learner needs.
- Good flexibility with delivery has allowed greater support and 1-1 sessions for those learners with specific needs
- Good teaching and effective tutor collaboration has led to the development of a topic based programme that supports learners with essential vocabulary and bespoke courses to support parents with children's learning within the ESOL programme.
- Very good flexible and blended offer to provide opportunities for learner's engagement and support.

- Good systems are in place to record, track and monitor learner's progress with good online collection methods of outcome evidence within the creative learning areas.
- Good provision is provided to ensure learners are equipped with the necessary study skills and knowledge of the counselling sector to progress onto further education/employment that incorporates online/remote methods of delivery.

Areas for Improvement

- Further development for opportunities for learners and employers to receive Google Classroom, One File and Zoom training before classes start would better support learners/apprentices and their employers at the start of a course.
- Flexible delivery methods within ESOL require further development for those who are on the higher levels of learning
- Collecting learner feedback within online learning continues to be challenging due to less opportunities in some areas for personalised discussions. Processes continue to be developed to improve comments being robust and have impact to give learners enough stretch and challenge.
- Tutor feedback needs further work whilst teaching online as there has been a 10% drop in learner satisfaction in this area.
- More face to face classes are required in some areas of learning as those learners who are furthest away from employment, with lowest of skills, suffering from isolation or who have no access to Wi-Fi, devices or are actively disinterested in engaging online are disadvantaged. Whilst being predominantly online delivery due to Covid, some learners have struggled to engage fully or at all and recruitment has been lower.
- Additional opportunities are required within the 16-19 study programme to develop practical skills. Further curriculum development is required to introduce more arts, crafts and life skills.
- Increased opportunities for face to face IAG is required to improve assessments to be more nuanced and therefore have provide improved impact with outcomes for learners.

Impact:-

Strengths

- Non accredited Achievement for maths has improved to 89.2% which is 3% above pre pandemic figures, ICT achievement is also up to 95.5% which is also 3% above pandemic figures
- Community Learning achievement overall is slightly higher at 93.9% than 19/20 but lower than 18/19 which was 96.7%
- 16-18 learner achievement has improved from 60.5% to 78.7% with 79% of learners having positive outcomes
- Accredited mathematic provision has improved substantially to 82.5% from 25.9% which was mainly related to learners being unable to study at the end of 19/20. Home schooling still had an impact on many learners ability to achieve.
- ICT provision has improved achievement from 2019/20 at 67.9% to 20/21 at 84.6%. Learners achievement has been affected by home schooling, unemployment/new employment, lack of resources or time to learn on from home when there was no face to face provision.
- English accredited achievement rates are excellent at 94.4%
- Overall achievement rates for 19+ learning is good at 82.5% (19_20 77.4%) and timeliness has improved from 19/20 at 72.6% to 79.3% 20/21
- Apprenticeship achievement is good at 65.6% considering the challenging working environments and pressures of Health & Social Care and Childcare through the last year due to Covid.
- Good achievement rates within the counselling programme at each level considering the challenging year many of the learners have had with getting to grips with online learning, home working and childcare/home schooling around their study responsibilities 88.2 % Level 2 Award: 89.1 % Level 2 Certificate: 90% Level 3 Certificate: 78.6% Level 4 Diploma.
- Good retention rates at 90.1% across the provision with excellent High Needs retention 100%
- Good RARPA achievement across all provision and 91% of learners felt there was a good/excellent range of activities within their learning
- 21% of Apprenticeship and work based learners move onto further higher learning including degrees and master's qualifications and 40% of learners receive promotions in their workplace after completing their qualifications.

Areas for Improvement

- Accredited maths need to continue to improve achievement rates from 78.4% to pre pandemic levels of 90.4%
- Non accredited English achievement is lower than usual at 78.1% due to difficulties with entry level learner's ability to attend, engage and study during Covid.
- Accredited ICT provision needs to continue to improve achievement rates from 84.6% to pre pandemic levels of 91.1% and improve timeliness from 50% to 75.7% again this is predominantly related to lower level learners who have struggled to engage with IT training via online learning and many waiting until face to face was available again.
- Improvement is required with achievement for preparation for life and work learning which has continued a 3 year decline of achievement from 18/19 80.9%, 19/20 79.9% and 20/21 77.7% this is related to Covid making it particularly hard to engage, motivate learners with low skills during lockdowns and the lack of available face to face support which has also had a similar effect on the timeliness which has dropped from 80.5% in 18/19 to 74.7% in 20/21..
- Achievement within 'Accounting and Finance' requires improvement with a small percentage of learners creating a three year decline in achievement from 18/19 90.7%, 19/20 83.3% & 20/21 80.8% whilst timeliness has improved on last year at 77.3% (19/20 62.1%)
- Retention rates need improvement in the following areas which are below 75%; Functional Skills ICT & maths; Bookkeeping, ESOL skills for Life Writing; Adult Care. Whilst these are small cohorts of learners who have been affected by challenges from Covid it is nevertheless below expectations

Behaviour and Attitudes

Strengths

- 16-18 Learners and those with special education needs receive extended welfare support across all provision.
- Good learner and employer support is provided and employers are supported to be good mentors to further encourage and support learners.
- Learners work is very good and have good self-motivation
- Apprentices and Work based learners feel safe in their learning and workplaces (98%)
- Learner's behaviours and attitudes is consistently excellent/good reflecting the dedicated work from tutors to create a welcoming and supportive learning environment. 95% of learners felt their classes were welcoming, 93% had a good learning experience
- Learners show good resilience to keep up their learning with great positivity through a challenging year of home working, home schooling and caring responsibilities. (90.1% retention)
- Strong culture of preparing for adulthood planning across subcontracting providers to support learners future development
- Well planned curriculums have enabled learners to master skills they can demonstrate independently away from the classroom. Leading to motivated learners who are passionate about the subject with good positive mental health and increased confidence.
- Excellent monitoring of learners development, behaviour and welfare with the 16-18 programmes, including daily meetings and extensive contact logs provide real time data that has led to better outcomes for learners.
- Safeguarding of learners is very good across the service but exceptional within the 16-18 programme where teams have undertaken advanced training to better support those who are extremely vulnerable and subject to multi-disciplinary adaptations due to complex layered needs.
- Excellent relations are fostered with learners and professionals to ensure a holistic approach supports and meets 16-18 learners' individual needs.
- Peer to peer relationships are very good and frequently identified as a major factor in learner progression and re-enrolment within the wider community learning and skills programmes.
- The wider community learning programmes particularly build a strong sense of community and the learning experiences help to combat loneliness, stress and the sense of isolation. This has been particularly helpful for learning during lockdowns.
- Excellent relations between tutor and learners create positive, and respectful cultures within classes whether online or face to face.

Areas for Improvement

- Covid has had a significant impact on identifying and securing work placements for learners. Further work is required to provide more opportunities that support realistic and achievable employment options for learners.
- Some repeat learners from within the wider community learning/full costs provision, especially those who suffer with loneliness and isolation, have found it impossible to engage with online learning because it doesn't meet their needs to get out and meet people.
- Further work is required to build motivation in lower level learners particularly within IT to engage with online learning.
- Extensions required in some areas of the curriculum to include additional extension opportunities that support learning within Food, Nutrition, craft construction and level 3 opportunities for those with spiky profiles.

Personal Development

Strengths

- 93% of learners confirmed that they had gained positive benefits from their course of study which could be related to employment or wellbeing.
- Strong culture of Preparing for Adulthood planning across subcontracted provision for High Needs learners.
- Community Arts projects and creative extension opportunities increases the sense of achievement and creative aspirations. They also encourage new learners to engage with activities and courses.
- Learners positively comment that attending a course improves their health, wellbeing and confidence.
- Significant numbers of learners use the skills/knowledge learnt in class as a means of enriching and improving their lives or the lives of family and friends.
- Good development of family learning programmes has created a strong focus on identifying, sharing and building on the skills of parents and carers to increase their sense of wellbeing and potential for learning.
- Apprenticeship and work based learners grow in confidence with many learners progressing to higher level learning.
- Flexible and supportive learning environment within ICT particularly enable learners to learn at their own pace with a wide level of differentiation enabled.
- Learners receive excellent support in all areas of the provision with 98% of learners confirmed that the support they received in their learning was excellent/good. This is exception within 16-18 and sub contracted provision with additional personalised support for these most vulnerable learners.
- 79% of 16-18 study programme learners progressed into positive outcomes after finishing their programme.
- 86% of Apprenticeships went on into employment opportunities.
- Good resources are developed in partnership with to produce tailored sex and relationship training material to meet personalised needs for students with more complex needs who are struggling in this area of life.

- Curriculum design and delivery particularly within Counselling, Apprenticeships and wider community learning programmes has promoted an increased focus on learner self-care and has been embedded within the programme to support learner resilience and promote mental and physical health during these challenging times.

Areas for Improvement

- More opportunities are required to celebrate learner's achievements which has been hampered during Covid.
- Expansion of PSHE curriculum is required to cover complex areas such as sexual & gender identify; eating disorders & self-harm; to support learner who historically have received little/no information on these topics.
- Information Advice and Guidance continues to need improvement across the wider community learning offer to provide a good level of transition planning across the offer and beyond.
- Further development work on British Values and Prevent is required to raise awareness and knowledge particularly within online learning so it is better embedded to support the development of safe communities.
- Further work is required to improve the timely access to online assessments, RARPA and ILP's for manager's quality purposes.
- Continue to strengthen and increase opportunities for the collection of the learner's voice across the wider service to support the shaping, development and visibility of programmes.

Leadership & Management

Strengths

- Fully inclusive programmes developed in the areas of High needs and ESOL from pre-entry to Level 2 enabling good outcomes for learners. Within ESOL particularly there are diverse learner groups many of whom are refugees with little formal education.
- Strong Leadership and Vision within the High Needs provision with increased and new partnership working to deliver effective progression routes to learners to mainstream delivery which previously had not been considered.
- Good partnership working to expand programmes with new partners/providers which widens choice and opportunities for learners
- Excellent tutor recruitment and development has led to increased opportunities for innovative teaching techniques which has better supported learners and provided a good learning experience for learners. (99% of learners agreed tutors had Excellent/Good knowledgeable/skills.
- Excellent training and support has been provided relating to online resource development which has created new tools, resources and task to improve the learner and employer outcomes.
- Very good Information Advice and Guidance sessions are provided to support learners needs and future progression
- IT skills and systems have improved exponentially to enable better communication between management, teams and with learners which has enabled improved support networks and improved response times to learners when needed
- Leaders and Managers provide excellent support to learners and staff fully support the learning journey and wellbeing needs wherever possible.
- Creative learner engagement via community arts, job fairs and information evenings for courses, motivate and expand learner's opportunities and motivation to join a class.
- Very good retention and achievement rates in the majority of the offer have led to good outcomes for learners

Areas for Improvement

- Track progress of improvements for small cohorts of learners relating to Retention and Achievement as identified above for the areas of; Preparation for Life and Work achievement (emerging three year reducing trend 18/19 80.9%, 19/20 79.9% and 20/21 77.7%); & Retention rates in the following areas- 75%; Functional Skills ICT & maths; Bookkeeping, ESOL skills for Life Writing & Adult Care.
- Further capacity for IQA and Assessors is required in some areas of delivery to enable expansion of the curriculum offer.
- Some few learners are still experiencing problems enrolling onto courses, therefore, systems should continue to be developed to tackle any barriers they may encounter.
- Continued development is required in the curriculum plan and curriculum teams, relating to Green Skills, technology and electronics, sustainability, Life skills and cookery.
- Some small areas of provision show a lack of curriculum planning relating to a minority groups or gender in balance of new students.
- Continued work is required to change curriculum planning from 'Bottom up' regurgitation to 'Ground up' planning linked to specific target groups and social needs.
- Processes are required to improve how we track, record and celebrate learners development of transferable skills across the service to better inform on the impact Community Learning makes within our community.
- Ongoing work is required to show progression pathways for learners towards employment from all entry points of provision.

York Learning - Learner Voice

	Excellent			Good			Satisfactory			Poor			don't know n/a			Total Responses		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Registering and signing up	47.48%	41.62%	48%	40.81%	41.62%	38%	7.19%	11.08%	11%	2.67%	3.65%	3%	1.91%	2.03%	0%		740	936
Information about the course	39.01%	37.97%	44%	49.39%	49.73%	45%	8.64%	10.27%	9%	1.33%	0.54%	2%	1.68%	1.35%	0%		740	936
The organisation of the course	60.58%	61.22%	60%	34.38%	35.27%	32%	3.07%	2.70%	6%	0.35%	0.27%	1%	1.62%	0.54%	0%		740	936
The knowledge/skills of the tutor	90.67%	91.49%	87%	8.52%	7.43%	11%	0.23%	0.41%	1%	0.06%	0.14%	0%	0.64%	0.54%	0%		740	936
The range of activities	69.80%	73.78%	62%	25.16%	22.57%	29%	1.51%	1.08%	6%	0.06%	0.41%	1%	3.54%	2.16%	2%		740	936
The tutor's use of technology	49.45%	53.65%	62%	23.13%	21.35%	29%	2.38%	2.30%	6%	0.23%	0.27%	1%	24.93%	22.03%	2%		740	936
Feedback given to you by the tutor	66.90%	71.89%	57%	24.52%	21.22%	26%	2.38%	2.16%	6%	0.23%	0.27%	1%	5.97%	4.46%	9%		740	935
Was the class welcoming	82.67%	82.97%	74%	15.77%	14.59%	21%	1.10%	1.35%	3%	0.00%	0.27%	1%	0.52%	0.81%	1%		740	936
Advice given to you about what you could do after the course	45.80%	50.81%	46%	24.00%	24.46%	27%	5.33%	4.73%	6%	0.46%	0.54%	1%	24.52%	19.19%	19%		740	936
The standard of the venue used	41.51%	39.19%	N/A	43.71%	35.95%	N/A	12.52%	9.46%	N/A	1.51%	1.35%	N/A	0.87%	0.41%	N/A		740	N/A
How well the course met your expectations	67.94%	69.59%	69%	27.71%	27.16%	23%	3.07%	2.57%	5%	0.29%	0.41%	2%	0.99%	0.27%	1%		740	934
The benefits you have gained	64.17%	64.46%	61%	31.59%	32.03%	30%	2.90%	2.16%	6%	0.00%	0.14%	2%	1.33%	1.22%	2%		740	936
Your experience overall	71.30%	71.89%	68%	24.46%	23.51%	25%	1.91%	1.76%	4%	0.12%	0.27%	2%	2.26%	2.16%	1%		740	936
How was the support you received	67.42%	72.16%	63%	19.30%	20.27%	25%	1.68%	1.08%	5%	0.23%	0.54%	1%	11.48%	5.81%	6%		740	935

DESTINATION DATA

FM35 19+ AEB	350 Learners	
Full time FE	3	0.86%
Part time FE	91	26.0%
HE	9	2.57%
Not in employment and NOT looking for work	13	3.71%
Employment 16+ hrs	90	25.71%
Unable to contact	10	2.86%
Employment less than 16 hrs	13	3.71%
Voluntary work	2	0.57%
Not in employment and looking for work	11	3.14%
Apprenticeship	4	1.14%
Self-employed less than 16 hrs	0	0%
Self-employed 16+ hrs	0	0%
Supported Internship	0	0%
Traineeship	2	0.57%
Not listed	19	5.43%
Not known	83	23.71%

FM25 16-19 and HNS	113 Learners	
Full time FE	71	62.83%
Part time FE	2	1.77%
HE	0	0%
Not in employment and NOT looking for work	3	2.65%
Employment 16+ hrs	6	5.31%
Unable to contact	0	0%
Employment less than 16 hrs	1	0.88%
Voluntary work	2	1.77%
Not in employment and looking for work	0	0%
Apprenticeship	1	0.88%
Self-employed less than 16 hrs	0	0%
Self-employed 16+ hrs	0	0%
Supported Internship	6	5.31%
Traineeship	1	0.88%
Not listed	18	15.93%
Not known	2	1.77%

FM36 Apprenticeships	44 Learners	
Full time FE	0	0%
Part time FE	0	0%
HE	0	0%
Not in employment and NOT looking for work	1	2.27%
Employment 16+ hrs	38	86.36%
Unable to contact	0	0%
Employment less than 16 hrs	0	0%
Voluntary work	0	0%
Not in employment and looking for work	2	4.55%
Apprenticeship	0	0%
Self-employed less than 16 hrs	0	0%
Self-employed 16+ hrs	0	0%
Supported Internship	0	0%
Traineeship	0	0%
Not listed	0	0%
Not known	3	6.82%

Apprenticeship Statistics

Intermediate

Intermediate		Overall			National	Timely			National
		2018-19	2019-20	2020-21		2018-19	2019-20	2020-21	
Children and Young People's Work	Achieved	5	4	1		5	3	1	
	Leavers	8	4	2	1680	9	3	2	1680
	Achievement	62.50%	100.00%	50.00%	71.60%	55.60%	100.00%	50.00%	64.00%
Playwork	Achieved			1				1	
	Leavers			1	40			1	40
	Achievement			100.00%	75.00%			100.00%	63.20%
Business and Administration	Achieved	5	4	1		5	4	1	
	Leavers	5	5	1	6270	5	5	1	6160
	Achievement	100.00%	80.00%	100.00%	75.60%	100.00%	80.00%	100.00%	72.80%
Total	Achieved	18	15	3		16	12	3	
	Leavers	29	20	4		29	17	4	
	Achievement	62.10%	75.00%	75.00%		55.20%	70.60%	75.00%	

Advanced

Advanced		Overall			National	Timely			National
		2018-19	2019-20	2020-21		2018-19	2019-20	2020-21	
Supporting Teaching and Learning	Achieved	3	1	1		3	1		
	Leavers	6	1	2	1490	6	1	2	1450
	Achievement	60.00%	100.00%	50.00%	71.90%	50.00%	100.00%		65.70%
Children & Young People's Work	Achieved	6	13	25		4	11	19	
	Leavers	14	18	36	3700	14	21	36	3680
	Achievement	42.90%	72.20%	69.40%	67.30%	28.60%	52.40%	52.80%	54.10%
Accounting	Achieved		1				1		
	Leavers		2	1	610		2	1	520
	Achievement		50.00%		74.10%		50.00%		75.00%
Playwork	Achieved		3	1			3	1	
	Leavers	4	4	2	70	3	4	2	70
	Achievement		75.00%	50.00%	62.30%		75.00%	50.00%	46.50%
Total	Achieved	19	23	27		16	19	20	
	Leavers	42	30	41		39	31	41	
	Achievement	46.20%	76.70%	65.90%		41.00%	61.30%	48.80%	

Higher

Higher		Overall			National	Timely			National
		2018-19	2019-20	2020-21		2018-19	2019-20	2020-21	
Management	Achieved			3				2	
	Leavers			4	1910			4	1710
	Achievement			75.00%	50.10%			50.00%	42.20%
Care Leadership & Management	Achieved		2					1	
	Leavers	2	4	1	2000	3	3	2	1780
	Achievement		50.00%		64.30%		33.30%		49.60%
Total	Achieved		2	3			1	2	
	Leavers	2	4	5		3	3	6	
	Achievement		50.00%	60.00%			33.30%	33.30%	

Standard

Standard		Overall			Timely		
		2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Housing and Property Management	Achieved						
	Leavers			2			
	Achievement						
Lead Adult Care Worker	Achieved						
	Leavers		1	2			
	Achievement						
Adult Care Worker	Achieved			1			
	Leavers			4			
	Achievement			25.00%			
Customer Service Practitioner	Achieved			2			
	Leavers			2			
	Achievement			100.00%			
Business Administrator	Achieved			4			
	Leavers			5			
	Achievement			50.00%			
Total	Achieved			7			
	Leavers		1	15			
	Achievement			46.70%			

Grand Total

Grand Totals	Overall			Timely		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Achieved	37	41	40	32	32	25
Leavers	73	56	65	72	51	51
Achievement	50.70%	73.20%	61.50%	44.40%	62.70%	49.00%
Completed	37	43	42	39	39	33
Retention	50.70%	76.80%	63.60%	54.20%	76.50%	64.70%
Pass Rate	100.00%	95.30%	95.20%	82.10%	82.10%	75.80%

16-18 Education and Training Statistics

SSA 1 Health, Public Services and Care

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1.3 Health & Social Care	Achieved	5	1	-	6	-	-
	Leavers	8	1	-	9	-	-
	Achievement	62.5%	100.0%	-	66.7%	-	-
TOTAL	Achieved	5	1	-	6	-	-
	Leavers	8	1	-	9	-	-
	Achievement	62.5%	100.0%	-	66.7%	-	-

SSA 2 Science and Mathematics

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
2.2 Mathematics and Statistics	Achieved	7	3	9	6	3	9
	Leavers	10	7	11	9	7	11
	Achievement	70.0%	42.9%	81.8%	66.7%	42.9%	81.8%
TOTAL	Achieved	7	3	9	6	3	9
	Leavers	10	7	11	9	7	11
	Achievement	70.0%	42.9%	81.8%	66.7%	42.9%	81.8%

SSA 3 Agriculture, Horticulture and Animal Care

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
3.2 Horticulture and Forestry	Achieved	-	1	-	-	1	-
	Leavers	-	1	-	-	1	-
	Achievement	-	100.0%	-	-	100.0%	-
3.4 Environmental Conservation	Achieved	-	-	7	-	-	7
	Leavers	-	-	7	-	-	7
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	Achieved	-	1	7	-	1	7
	Leavers	-	1	7	-	1	7
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%

SSA 4 Engineering and Manufacturing Technologies

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
4.3 Transportation Operations and Maintenance	Achieved	1	1	2	1	1	2
	Leavers	1	2	2	1	2	2
	Achievement	100.0%	50.0%	100.0%	100.0%	50.0%	100.0%
TOTAL	Achieved	1	1	2	1	1	2
	Leavers	1	2	2	1	2	2
	Achievement	100.0%	50.0%	100.0%	100.0%	50.0%	100.0%

SSA 5 Construction, Planning and the Built Environment

SSA 5 Construction, Planning and the Built Environment		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
5.2 Building and Construction	Achieved	-	-	8	-	-	8
	Leavers	-	-	8	-	-	8
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	Achieved	-	-	8	-	-	8
	Leavers	-	-	8	-	-	8
	Achievement	-	-	100.0%	-	-	100.0%

SSA 8 Sport, Leisure and Recreation

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
8.1 Sport, Leisure and Recreation	Achieved	3	2	11	3	2	11
	Leavers	3	2	11	3	2	11
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	Achieved	3	2	11	3	2	11
	Leavers	3	2	11	3	2	11
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SSA 9 Performing Arts

SSA 9 Performing Arts		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
9.1 Performing Arts	Achieved	2	4	7	2	4	7
	Leavers	2	4	7	2	4	7
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	1	3	7	1	3	7
	Leavers	2	3	7	2	3	7
	Achievement	50.0%	100.0%	100.0%	50.0%	100.0%	100.0%
9.3 Media and Communication	Achieved	1	-	1	1	-	1
	Leavers	1	-	1	1	-	1
	Achievement	100.0%	-	100.0%	100.0%	-	100.0%
TOTAL	Achieved	4	7	15	4	7	15
	Leavers	5	7	15	5	7	15
	Achievement	80.0%	100.0%	100.0%	80.0%	100.0%	100.0%

SSA12 Languages, Literature and Culture

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
12.1 Languages, Literature and Culture of the British Isles	Achieved	8	4	3	8	4	3
	Leavers	12	8	3	12	8	3
	Achievement	66.7%	50.0%	100.0%	66.7%	50.0%	100.0%
TOTAL	Achieved	8	4	3	8	4	3
	Leavers	12	8	3	12	8	3
	Achievement	66.7%	50.0%	100.0%	66.7%	50.0%	100.0%

SSA14 Preparation for Life and Work

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
14.1 Foundations for Learning and Life	Achieved	52	34	47	51	31	47
	Leavers	93	64	71	90	61	72
	Achievement	55.9%	53.1%	66.2%	56.7%	50.8%	65.3%
14.2 Preparation for Work	Achieved	23	16	17	21	16	17
	Leavers	34	22	23	32	22	23
	Achievement	67.6%	72.7%	73.9%	65.6%	72.7%	73.9%
TOTAL	Achieved	75	50	64	71	47	64
	Leavers	127	86	94	122	83	95
	Achievement	59.1%	58.1%	68.1%	58.2%	56.6%	67.4%

GRAND TOTALS

GRAND TOTALS		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
TOTAL	Achieved	103	69	119	100	65	119
	Leavers	166	114	151	161	110	153
	Achievement	62.0%	60.5%	78.8%	62.1%	59.1%	77.8%

19+ Education and Training Statistics

SSA 1 Health, Public Services and Care

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1.3 Health & Social Care	Achieved	71	67	79	62	62	70
	Leavers	83	85	98	75	88	89
	Achievement	85.5%	78.8%	80.6%	82.7%	70.5%	78.7%
1.5 Child Development and Well Being	Achieved	28	21	47	21	21	44
	Leavers	35	26	54	25	25	51
	Achievement	80.0%	80.8%	87.0%	84.0%	84.0%	86.3%
TOTAL	Achieved	99	88	126	83	83	114
	Leavers	118	111	152	100	113	140
	Achievement	83.9%	79.3%	82.9%	83.0%	73.5%	81.4%

SSA 2 Science and Mathematics

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
2.2 Mathematics and Statistics	Achieved	47	15	58	47	15	47
	Leavers	52	44	74	52	58	57
	Achievement	90.4%	34.1%	78.4%	90.4%	25.9%	82.5%
TOTAL	Achieved	47	15	58	47	15	47
	Leavers	52	44	74	52	58	57
	Achievement	90.4%	34.1%	78.4%	90.4%	25.9%	82.5%

SSA 3 Agriculture, Horticulture and Animal Care

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
3.2 Horticulture and Forestry	Achieved	3	1	3	3	1	3
	Leavers	3	1	3	3	1	3
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
3.4 Environmental Conservation	Achieved	-	-	1	-	-	1
	Leavers	-	-	1	-	-	1
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	Achieved	3	1	4	3	1	4
	Leavers	3	1	4	3	1	4
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SSA 4 Engineering and Manufacturing

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
4.3 Transportation Operations and Maintenance	Achieved	-	1	1	-	1	1
	Leavers	-	1	1	-	1	1
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	Achieved	-	1	1	-	1	1
	Leavers	-	1	1	-	1	1
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%

SSA 5 Construction, Planning and the Built Environment

SSA 5 Construction, Planning and the Built Environment		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
5.2 Building and Construction	Achieved	-	-	2	-	-	2
	Leavers	-	-	2	-	-	2
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	Achieved	-	-	2	-	-	2
	Leavers	-	-	2	-	-	2
	Achievement	-	-	100.0%	-	-	100.0%

SSA 6 Information and Communication Technology

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
6.2 ICT for Users	Achieved	82	57	23	84	33	18
	Leavers	90	84	27	111	65	34
	Achievement	91.1%	67.9%	85.2%	75.7%	50.8%	52.9%
TOTAL	Achieved	82	57	23	84	33	18
	Leavers	90	84	27	111	65	34
	Achievement	91.1%	67.9%	85.2%	75.7%	50.8%	52.9%

SSA 7 Retail and Commercial Enterprise

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
7.3 Retail and Commercial Enterprise	Achieved	5	-	-	5	-	-
	Leavers	8	-	-	7	-	-
	Achievement	62.5%	-	-	71.4%	-	-
7.4 Hospitality and Catering	Achieved	1	1	3	1	1	3
	Leavers	1	1	3	1	1	3
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	Achieved	6	1	3	6	1	3
	Leavers	9	1	3	8	1	3
	Achievement	66.7%	100.0%	100.0%	75.0%	100.0%	100.0%

19+ Education and Training Statistics - continued

SSA 8 Leisure, Travel and Tourism

SSA 8 Leisure, Travel and Tourism		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
8.1 Sport, Leisure and Recreation	Achieved	16	17	18	16	17	18
	Leavers	16	17	18	16	17	18
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	Achieved	16	17	18	16	17	18
	Leavers	16	17	18	16	17	18
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SSA 9 Arts, Media and Publishing

SSA 9 Arts, Media and Publishing		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
9.1 Performing Arts	Achieved	4	11	17	4	11	17
	Leavers	4	11	17	4	11	17
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	8	4	6	8	4	6
	Leavers	8	4	6	8	4	6
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.3 Media and Communication	Achieved	3	4	4	3	4	4
	Leavers	3	4	4	3	4	4
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	Achieved	15	19	27	15	19	27
	Leavers	15	19	27	15	19	27
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SSA 12 Languages, Literature and Culture

SSA 12 Languages, Literature and Culture		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
12.1 Languages, Literature and Culture of the British Isles	Achieved	17	19	34	17	19	34
	Leavers	21	19	36	21	19	36
	Achievement	81.0%	100.0%	94.4%	81.0%	100.0%	94.4%
TOTAL	Achieved	17	19	34	17	19	34
	Leavers	21	19	36	21	19	36
	Achievement	81.0%	100.0%	94.4%	81.0%	100.0%	94.4%

SSA 13 Education and Training

SSA 13 Education and Training		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
13.2 Direct Learning Support	Achieved	4	5	14	4	5	14
	Leavers	4	5	15	4	5	15
	Achievement	100.0%	100.0%	93.3%	100.0%	100.0%	93.3%
TOTAL	Achieved	4	5	14	4	5	14
	Leavers	4	5	15	4	5	15
	Achievement	100.0%	100.0%	93.3%	100.0%	100.0%	93.3%

SSA 14 Preparation for Life and Work

SSA 14 Preparation for Life and Work		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
14.1 Foundations for Learning and Life	Achieved	303	265	202	305	260	201
	Leavers	379	332	272	382	327	273
	Achievement	79.9%	79.8%	74.3%	79.8%	79.5%	73.6%
14.2 Preparation for Work	Achieved	45	29	24	45	28	24
	Leavers	51	36	25	53	34	25
	Achievement	88.2%	80.6%	96.0%	84.9%	82.4%	96.0%
TOTAL	Achieved	348	294	226	350	288	225
	Leavers	430	368	297	435	361	298
	Achievement	80.9%	79.9%	76.1%	80.5%	79.8%	75.5%

SSA 15 Business, Administration, Finance and Law

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
15.1 Accounting and Finance	Achieved	39	19	21	38	17	17
	Leavers	43	23	26	43	28	22
	Achievement	90.7%	82.6%	80.8%	88.4%	60.7%	77.3%
15.3 Business Management	Achieved	1	1	-	-	1	-
	Leavers	1	1	-	-	1	-
	Achievement	100.0%	100.0%	-	-	100.0%	-
TOTAL	Achieved	40	20	21	38	18	17
	Leavers	44	24	26	43	29	22
	Achievement	90.9%	83.3%	80.8%	88.4%	62.1%	77.3%

GRAND TOTALS

GRAND TOTALS		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
TOTAL	Achieved	677	537	557	663	500	524
	Leavers	802	694	682	808	689	657
	Achievement	84.4%	77.4%	81.7%	82.1%	72.6%	79.8%

Community Learning Statistics

SSA 1 Health, Public Services and Care

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
1.3 Health & Social Care	Achieved	-	36	151	-	36	151
	Leavers	-	37	151	-	37	151
	Achievement	-	97.3%	100.0%	-	97.3%	100.0%
TOTAL	Achieved	-	36	151	-	36	151
	Leavers	-	37	151	-	37	151
	Achievement	-	97.3%	100.0%	-	97.3%	100.0%

SSA 2 Science and Mathematics

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
2.1 Science	Achieved	-	3	-	-	3	-
	Leavers	-	3	-	-	3	-
	Achievement	-	100.0%	-	-	100.0%	-
2.2 Mathematics and Statistics	Achieved	114	95	132	114	95	129
	Leavers	133	109	144	133	109	144
	Achievement	85.7%	87.2%	91.7%	85.7%	87.2%	89.6%
TOTAL	Achieved	114	98	132	114	98	129
	Leavers	133	112	144	133	112	144
	Achievement	85.7%	87.5%	91.7%	85.7%	87.5%	89.6%

SSA 3 Agriculture, Horticulture and Animal Care

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
3.2 Horticulture and Forestry	Achieved	111	108	-	111	108	-
	Leavers	112	110	-	112	110	-
	Achievement	99.1%	98.2%	-	99.1%	98.2%	-
TOTAL	Achieved	111	108	-	111	108	-
	Leavers	112	110	-	112	110	-
	Achievement	99.1%	98.2%	-	99.1%	98.2%	-

SSA 5 Construction, Planning and the Built Environment

SSA 5 Construction, Planning and the Built Environment		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
5.2 Building and Construction	Achieved	-	-	8	-	-	8
	Leavers	-	-	8	-	-	8
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	Achieved	-	-	8	-	-	8
	Leavers	-	-	8	-	-	8
	Achievement	-	-	100.0%	-	-	100.0%

SSA 6 Information and Communication Technology

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
6.1 ICT Practitioners	Achieved	6	64	20	6	62	20
	Leavers	13	76	20	13	76	20
	Achievement	46.2%	84.2%	100.0%	46.2%	81.6%	100.0%
6.2 ICT for Users	Achieved	235	61	68	235	61	66
	Leavers	247	72	71	247	72	71
	Achievement	95.1%	84.7%	95.8%	95.1%	84.7%	93.0%
TOTAL	Achieved	241	125	88	241	123	86
	Leavers	260	148	91	260	148	91
	Achievement	92.7%	84.5%	96.7%	92.7%	83.1%	94.5%

SSA 7 Retail and Commercial Enterprise

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
7.3 Service Enterprises	Achieved	-	-	16	-	-	16
	Leavers	-	-	16	-	-	16
	Achievement	-	-	100.0%	-	-	100.0%
7.4 Hospitality and Catering	Achieved	62	32	24	62	32	24
	Leavers	62	41	24	62	41	24
	Achievement	100.0%	78.0%	100.0%	100.0%	78.0%	100.0%
TOTAL	Achieved	62	32	40	62	32	40
	Leavers	62	41	40	62	41	40
	Achievement	100.0%	78.0%	100.0%	100.0%	78.0%	100.0%

SSA 8 Sport, Leisure and Recreation

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
8.1 Sport, Leisure and Recreation	Achieved	1364	1219	1217	1364	1219	1217
	Leavers	1401	1304	1273	1401	1304	1273
	Achievement	97.4%	93.5%	95.6%	97.4%	93.5%	95.6%
TOTAL	Achieved	1364	1219	1217	1364	1219	1217
	Leavers	1401	1304	1273	1401	1304	1273
	Achievement	97.4%	93.5%	95.6%	97.4%	93.5%	95.6%

Community Learning Statistics – continued...

SSA 9 Performing Arts

SSA 9 Performing Arts		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
9.1 Performing Arts	Achieved	522	325	191	522	325	191
	Leavers	537	340	195	537	340	195
	Achievement	97.2%	95.6%	97.9%	97.2%	95.6%	97.9%
9.2 Crafts, Creative Arts and Design	Achieved	1161	857	738	1161	857	738
	Leavers	1184	901	760	1184	901	760
	Achievement	98.1%	95.1%	97.1%	98.1%	95.1%	97.1%
9.3 Media and Communication	Achieved	66	58	75	66	58	75
	Leavers	66	58	77	66	58	77
	Achievement	100.0%	100.0%	97.4%	100.0%	100.0%	97.4%
TOTAL	Achieved	1749	1240	1004	1749	1240	1004
	Leavers	1787	1299	1032	1787	1299	1032
	Achievement	97.9%	95.5%	97.3%	97.9%	95.5%	97.3%

SSA 10 History, Philosophy and Theology

SSA 10 History, Philosophy and Theology		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
10.1 History	Achieved	19	12	20	19	12	20
	Leavers	19	12	20	19	12	20
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	Achieved	19	12	20	19	12	20
	Leavers	19	12	22	19	12	20
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100%

SSA12 Languages, Literature and Culture

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
12.1 Languages, Literature and Culture of the British Isles	Achieved	110	186	174	110	186	173
	Leavers	130	214	208	130	214	208
	Achievement	84.6%	86.9%	83.7%	84.6%	86.9%	83.2%
12.2 Other Languages, Literature and Culture	Achieved	723	585	707	723	585	707
	Leavers	745	626	743	745	626	743
	Achievement	97.0%	93.5%	95.2%	97.0%	93.5%	95.2%
TOTAL	Achieved	833	771	881	833	771	880
	Leavers	875	840	951	875	840	951

SSA14 Preparation for Life and Work

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
14.1 Foundations for Learning and Life	Achieved	17	22	93	17	22	93
	Leavers	17	22	93	17	22	93
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
14.2 Preparation for Work	Achieved	-	-	25	-	-	25
	Leavers	-	-	25	-	-	25
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	Achieved	17	22	118	17	22	118
	Leavers	17	22	118	17	22	118
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SSA 15 Business, Administration and Law

SSA 15 Business, Administration and Law		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
15.3 Business Management	Achieved	-	-	76	-	-	76
	Leavers	-	-	84	-	-	87
	Achievement	-	-	90.5%	-	-	87.4%
TOTAL	Achieved	-	-	76	-	-	76
	Leavers	-	-	84	-	-	87
	Achievement	-	-	90.5%	-	-	87.4%

GRAND TOTALS

GRAND TOTALS		OVERALL			TIMELY		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
TOTAL	Achieved	4510	3663	3735	4510	3661	3729
	Leavers	4666	3925	3912	4666	3925	3915
	Achievement	96.7%	93.3%	95.5%	96.7%	93.3%	95.2%