



Rutland
County Council



**Adult
Learning
& Skills
Service**

Rutland Adult Learning & Skills Service

Annual Self-Assessment Report

2020-21

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1. The Annual Report (SAR) - Process and Rationale



- 1.1 Rutland Adult Learning and Skills Service (RALSS), as part of Rutland County Council, produces an Annual Report which also acts as a self assessment report (SAR) in line with the requirements of the Education and Skills Funding Agency (ESfA) and Ofsted. Internally, this document acts as both a summary of the year’s events, as well as a blueprint for the future, in our drive to be recognised as outstanding. This document is established by drawing together and highlighting activities and progression in a range of organisational actions such as skills, community learning, classroom-based learning, workplace learning and apprenticeships.
- 1.2 Due to the timing of the report, which takes place at the end of the academic year, it is primarily reflective of the previous year’s activities and as such provides a retrospective view of the progress of the Service as well as the actions required to maintain continuous improvement. This has been another difficult year due to the Covid 19 pandemic. The report will highlight the effects of this and detail how we returned to the ‘new normal’ prior to moving back into full lockdown of provision for five months as well as the impact on provision, staff and students in-year.
- 1.3 The Annual Report activities are undertaken by all members of staff within RALSS, including members of the Senior Management and the Portfolio Holder. These activities include minutes from the RALSS Performance Board, end of course reports, learning walks, data exercises, internal and external moderation and validation as well as benchmarking exercises to name a few.
- 1.4 The layout of this report will now be set out against the Education Inspection Framework (EIF) which was published in September 2020 and will apply to Ofsted

inspections of education settings to include Early Years, schools and post-16 providers although inspections could be kept to a minimum due to the current pandemic.

- 1.5 All data referred to in this report relates solely to the academic year 2020-21 unless otherwise stated.
- 1.6 Next year's areas for improvement and risk assessments for reopening the service are collated in a Development Plan (QIP) and are given in section twelve. These highlight the key actions for moving the Service to outstanding across all areas of provision.
- 1.7 The Manager of the provision for the last seven successful years in terms of quality and finances took retirement at the end of July 2021 and the new management arrangements are detailed in section five.

2. Overview of the Provision

- 2.1 Whilst they lack the resources and status of schools and universities, both adult skills and community education have a unique importance in British life. Not only do they contribute to the skills needs of the local economy, they also provide new chances for people whose encounters with the school system may have been less than satisfactory, and are responsive to the demands of employers as well as students. Adult and community education is often a lifeline for people in deprived regions and rural areas for whom distance to mainstream activities and participation in a large further education setting is a distant and unfamiliar notion.
- 2.2 Community education varies depending on the geographical region and the demographics it serves and has a unifying norm in that it is resilient and innovative. Our staff are a unique resource for learners who are often lacking in confidence. They are at the forefront of developing students' existing skills as well as teaching them new ones. We recognise and nurture abilities which students undervalue or do not realise they possess.
- 2.3 RALSS' mission remains as previously: to establish and deliver an outstanding learning and skills platform for the County; to work effectively with partners, stakeholders and customers; to deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to both support and improve the economic, social and educational outcomes and quality of life in Rutland. This is reflected in the Service's strategic and business plans.
- 2.4 Rutland Adult Learning and Skills Service is an important service provided by Rutland County Council designed to influence, support and improve the quality, achievements and social and economic prospects of adult learners in Rutland.
- 2.5 The Adult Education Budget (funding for qualifications-based actions) was delivered, following a tender process, by a new partnership agreement with New College Stamford which commenced in August 2020 and contracted for three years initially.
- 2.6 The work undertaken by the team enabled RALSS to retain a 'Good' grade in May 2018 and therefore the service is unlikely to receive another full routine Ofsted inspection under the new framework until 2022.
- 2.7 Covid 19 has had a dramatic effect on this year's provision and as such will have its own section (section 3)
- 2.8 Overall, the provision is in a successful and positive position in terms of the offer and outcomes but there will be a continued focus on the implementation of programmes and procedures and take this provision forward on our route to excellence. Success rates remain at national averages despite Covid 19 and are above national averages for Apprenticeships and Community Learning.

3. Covid 19

- 3.1 Lockdown for RALSS which came into effect on March the 16th 2020 devastated all learner face-to-face attendance for the rest of the academic year. At that time we moved as much of the provision online as possible and delivered classes and other teacher-led activity to a regular timetable for the majority of theory / non-practical learning. Following easing of the restrictions in August, we moved back to face-to-face learning from September until December when we were locked down again and did not resume face-to-face until the middle of April. This in effect meant that we could not deliver face-to-face learning for almost five months. We managed to maintain around 75% of all learning online and that includes both community and adult education budget learning. In addition we started to deliver some of the AEB actions via distance learning. Practical programmes (psychomotor skills) were by necessity cancelled with refunds given. This has had a major effect on funding via reductions of fees, however we still managed to operate in the black.
- 3.2 Due to the need to maintain social distancing under the new guidelines, we introduced new protocols for attendance; movement about the centre; reduced class sizes; staggered start times etc. This in the main worked well although despite every effort being made, we still had a Covid issue with one class. The system worked in that this remained an isolated incident to that one group but still meant that four people caught the virus. None of these were, fortunately, serious in that they did not result in any hospitalisations or deaths. From January, we recommenced delivery of much of the provision remotely where possible and introduced blended learning tools. Feedback from learners was both highly complementary of our efforts and well received. We recommenced the 'new normal' provision in April again with all protocols in place.
- 3.3 Given resources are finite - estate, equipment and staff - the varied needs of different learner groups and courses have been balanced for the year. We implemented where practicable flexibility in deciding the optimum mix of online and face-to-face content across the curriculum to maximise learner engagement, support vulnerable learners, and enable us to minimise the transmission risk. We also took into account learners and staff who may have family members who were shielding and, in exceptional circumstances, may not be able to attend.
- 3.4 We:
- Prepared staff to maintain remote education practice through bitesize/refresher training sessions.
 - Used tools already available including physical and digital resources, and how to make use of cloud storage systems (for example, Office 365 or Google G Suite) - ensuring staff and students had log-in details and knew how to access online content

- Considered provision for partnership working with the relevant agencies (including health and social care) to help ensure support for vulnerable children and children with special educational needs and disabilities
- Considered how we deployed our staff to ensure safeguarding, Prevent and security policies were maintained
- Were sensitive and adaptive to the wellbeing of both students and teachers, recognising that health and caring responsibilities would disrupt the teaching delivery and learning journey for individuals during the closure period.
- Contacted all learners not undertaking on-line learning to ensure they were managing in the current circumstances
- Established an on-line enrolment system for September starts.
- Delivered new distance learning programmes

3.5 No member of staff was furloughed and all staff were actively involved in aiding both community cohesion and wellbeing. Staff played an integral part in providing:

- Emergency support for:
 - Medicine delivery
 - Essential food distribution
- Assisted at:
 - GP services attendance
 - Early years attendance
 - Foodbank
 - Rutland Information Services
- Managed attendance and risk assessments for:
 - Children in Need
 - Child Protection
 - Children looked after
 - Children with EHCPs
- Delivered lateral flow tests
- Managed PPE for schools
- Management and staffing of foodbanks

3.5 The actions and new protocols for delivering provision are covered in the Risk Assessments shown overleaf:

- 4.1 Strong and aspirational leadership and management, supported by the Education Performance Board. Both management and the team were separately recipients of awards in the last RCC Staff Awards.
- 4.2 The issues identified in the post inspection and quality improvement action plan were delivered and have improved the relationship with apprentices and employers alike and again is reflected in increased success rates although retention for AEB learners is slightly below national averages not helped by the pandemic. Self-assessment processes remain suitably rigorous including safeguarding of learners on-line.
- 4.3 Teaching, learning and assessment remain good across all aspects of the provision as a result of both the quality of staff and the management systems which are used to identify strong teaching and learning and act on any underperformance.
- 4.4 Strong partnership work with internal services of RCC and with wider community groups is evidenced throughout the provision and has allowed the service to meet its aims and direction of travel.
- 4.5 The Service seeks to actively ensure that the range and content of the provision is aligned to local and regional priorities. Managers regularly attend local groups and meetings including the Local Strategic Partnership group, Department of Work and Pensions, and partnership meetings.
- 4.7 The service recognised a need for transitioning young people with Special Education Needs and/ or Disabilities (SEND) from benefits and into the world of work. As such, the role of Supported Internship Job Coach was developed initially using a Preparing for Employment Grant from the DfE. This continues to work well even in a year decimated by the current pandemic.
- 4.8 Following room utilisation surveys, RALSS has presented the authority with the opportunity to house community care within its facility. This will not only bring utilisation to 90%, but will also significantly impact upon the life chances of some of our more vulnerable residents.

Table 1: Overall Grading of Provision

Education Inspection Framework Criteria (EIF)	17-18	18-19	19-20	20-21
Overall Effectiveness	2	2	2	2
Leadership and Management	2	2	1	1
Quality of Education	2	2	2	2
Personal Development	1	1	1	1
Behaviour and Welfare	1	1	1	1
Outcomes for Learners	2	2	2	2
Adult Skills	2	2	2	2
Community Learning	1	1	1	1
Apprenticeships	2	2	2	2
Safeguarding of Learners	1	1	1	1

5. Leadership and Management Grade 1

- 5.1 The management team has increased liaison with other providers at a local and regional level to enhance and develop both the Service and its reputation. The Portfolio Holder for Children’s Services and senior managers promote high standards and these are subject to a rigorous and challenging review as part of the RALSS Performance Board. Leaders and managers via the Education Performance Board, set and achieve extremely ambitious objectives for the Service to provide a very high-quality, responsive curriculum in collaboration with a broad range of partners. In addition RALSS has agreed to provide services / share provision to community care thereby increasing life chances of vulnerable adults.
- 5.2 The RALSS Performance Board, which consists of both senior management leads and the portfolio holder, has established systems and a culture that enables learners and staff to achieve their targets and ambitions. RALSS set high expectations for learner achievement and staff conduct and these are monitored on a monthly basis via the QIP. Working relationships between staff and learners are good. Minutes of the monthly monitoring meetings are maintained and all actions completed in a timely manner.
- 5.3 The monthly monitoring board meetings establish an accurate real-time understanding of the depth and quality of education being delivered by RALSS and Stamford College staff. This action enables the RALSS provision to monitor and refine actions to improve all key aspects of the provision. They review the timely delivery of the AEB budget and the finances regarding the reduced income budget.
- 5.4 Self-assessment is ongoing, rigorous and is used to inform future provision. This identifies where the provision is not effective in meeting need so that adjustments can be made. All courses have a completed tutor course review report. Surveys are

completed for all learners. Work-based learners and employers both receive a survey at 3 months and end of the programme.

- 5.5 Staff are actively encouraged to keep up to date with their skills and practice. Continuous professional development (CPD) and professional industry development (PID) ensures that good practice is embedded across the entire curriculum through shared training.

Owing to the high standard of Observations of Teaching, Learning and Assessment (OTLAs) in 2018-19, the managers decided to take a different approach to the observation process in 2019-20 and allowed the whole tutor team to conduct peer assessments of tutors in different curriculum areas. The decision was made to rely on narrative only, highlighting key findings and areas for development. This proved to be a very successful and worthwhile exercise with all tutors reporting how rewarding and useful the process had been. The observations were followed by curriculum meetings to discuss the findings which included many new ideas. The Managers planned to develop this process further in 2020/21 with co-observed sessions.

- 5.6 Staff provide learners with outstanding education and training practice to ensure they progress well in their time with the service, and as a result, learners demonstrably enjoy their experience and grow in confidence and abilities.
- 5.7 The arrangements for safeguarding are highly effective. Leaders adopt and deliver appropriate safer recruitment practices. The Designated Person for Safeguarding attends Advanced Training biennially and has monthly meetings with the DP from Stamford College. This ensures that all the relevant people are made aware of any current issues.
- 5.8 We have seen a reduction in enrolments due to Covid 19 although anticipate meeting the 90% target set by the treasury.
- 5.9 The RALSS Manager informed the Service of his intention to retire at the end of the current academic year 2020/2021. The new leadership structure is formed of the Interim Learning & Skills Service Manager and the Interim Adult and Community Learning Lead.

- 6.1 Teaching and learning is good, including that which takes place in the workforce and online. Staff are well qualified and knowledgeable.
- 6.2 Learners have high aspirations and continue to receive good education and training which allows them to make good progress on all programmes with the majority completing their learning aim in a timely manner. Where students are failing to keep pace, remedial actions support programmes and strong individualised learning plans, help them to maintain pace with the programmes of learning.
- 6.3 Leaders and managers target funding at those in most need, helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society. Examples of these are the support the service gives to SEND and mental health. Staff make good use of learning and group profiles ensuring that learner needs result in differentiated lesson planning where required. Links through the Rutland County Council Economic Development Team will further support those attending these courses to set up viable and sustainable small businesses to boost the Rutland economy.
- 6.4 Unemployed learners and non-apprentices are able to access courses that can lead them into paid employment that fits their individual circumstances and goals e.g. accounting, early years and teaching assistant courses, GCSE maths and English GCSE. The majority of learners accessing Community Learning courses do so in order to explore interests and develop skills as well as to seek employment outcomes.
- 6.5 Learners demonstrate and develop good employability skills. Employers' requirements for Maths, English and ICT are being met and in some cases exceeded by learners achieving higher levels than required by the framework.
- 6.6 The tutors have exceptional subject knowledge and most have degree-level qualifications in the subject they are teaching. Continuing Professional Development (CPD) plans have been developed from Personal Development Reviews and from the observations of teaching learning and assessment (OTLAs). All tutors have access to training which addresses the main areas for improvement. This ensures that they can, for example, incorporate ICT into their sessions more effectively.
- 6.7 The service delivers a learner survey to gather views to help the service to both gauge satisfaction and improve customer experience. 100% of learners commented highly

favourably on the service and in particular on the support they received from their tutor.

- 6.8 Learners benefit from a wide range of approaches deployed to fully meet their needs and to ensure that sessions engage their interest and promote individuals to take charge of their own learning. Staff are particularly adept at using the 3Ps principle (pose the question, pause to let the question sink in and then pounce on an individual for the answer) for questioning ensuring that learner knowledge is tested and advanced appropriately. Feedback to learners is good. This supports them to improve and progress. They make good use of the resources available to support their learning and to set targets.
- 6.9 Initial assessment is comprehensive and accurately identifies learners' and apprentices' starting points. BKSb assessments (initial assessment and diagnostic tool) and a skills scan are used to both assess learners' current skills levels and record prior learning, and GCSE qualifications are also taken into account to ensure apprentices/learners are on the correct programme of study. All learners have the opportunity for independent advice and guidance which ensures that an individual's prior learning as well as their aptitude is reviewed to ensure that learners are on the right course and at the right level
- 6.10 The service offers a range of reading actions including the use of phonics for Foundation English programmes as a basis from which to progress. For this and First Steps we ensure small class sizes which helps the individualised approach and differentiated curriculum allowing for strong and effective ILPs. This progression is available and used through First Steps to Functional Skills through to GCSEs. The service encourages independent learning via the use of new technologies and iPads and loan laptops. Particular emphasis will be placed on higher grades at GCSE.
- 6.11 Leaders and managers have high expectations for learners and seek to improve success rates by delivering monthly monitoring activities where progress, retention and skills destinations are monitored. Any areas causing concern are dealt with in a timely manner resulting in both individualised support programmes and individualised action planning.
- 6.12 Learner progress is regularly reviewed and action plans put in place to ensure that learners who have fallen behind are given the opportunity to catch up on progress. Community learners have individual targets which are reviewed at the end of each session and at the end of each programme of study. Success rates are consistently around 95%.

		2017/18	2018/19	2019/20	2020/21
16-18	Leavers	4	4	Na	Na
	Achievement Rate	100%	100%		N/A
	Pass Rate	100%	100%		N/A
	Retention Rate	100%	100%		N/A
19+	Leavers	162	172		
	Pass Rate	88%	85%	88.30%	76.74%
	Retention Rate	92%	90%	88.50%	68.25%
Total	Leavers	166	176	128	126
	Achievement Rate	88%	89%	88.30%	76.74%
	Retention Rate	92%	85%	88.50%	68.25%

NB: no 16-19 funding allocation since 2018-19 for Ralss.

Performance data has not been released by the ESFA for comparison to the national average or to similar sized institutions for Ralss, due to the low levels of learners and the teacher assessed grading that took place, for exams-based learning.

7 Adult Learning

Grade 2

Community Learning

Grade 1

7.1 RALSS offers a good range of programmes that meet the needs of a relatively high number of people in Rutland. Many different arts and language courses are offered and fill up quickly. The service offers ESOL to new arrivals to the authority to help aid community integration, employability and cohesion.

We are highly reactive to demand and put on extra classes as opportunities arrive. One-to-one IT tuition has allowed learners to meet very specific needs and IT courses have been delivered for various departments of Rutland County Council to allow staff to up-skill.

Following the Covid 19 lockdown, most tutors were able to continue their classes online. Tutors of practical subjects kept in touch with their learners by sharing ideas for continuing their studies at home. As a result of the weekly communication, most learners were keen and felt confident to enrol for class in September and again in April.

7.2 In line with government policy, English and Maths classes from Foundation level through to GCSE are delivered following initial assessment which is comprehensive and accurately identifies each learner's starting point. In addition, the service delivers these programmes at an introductory level with adults who have specific learning difficulties. With the same group we have delivered a highly successful 'my voice' programme to aid self-advocacy and an understanding of the individuals place in society including an understanding of their individual rights.

7.3 The service is an active player in the County and beyond in the implementation of the Exploitation Strategy and procedures.

7.4 The majority of learners access Community Learning to explore interests and develop skills. The overwhelming majority achieve outstanding results with very positive feedback on how well they have developed new skills; the impact learning has had in terms of gaining confidence; and their increased feelings of achievement in general. Learner feedback demonstrates high levels of enthusiasm and satisfaction, with highly motivational and inspirational teaching.

7.5 RALSS works hard to focus attention on the 'hard to reach' and vulnerable learners, hence the reshaping of provision with community care, and liaises closely with other areas of Rutland County Council such as Adult Social Care and the Children's Centre. There is also liaison with the Citizens Advice Bureau.

- 7.6 The service collects, collates and reports upon destinations data for Year 11 and Year 12 learners across the authority. Detailed reports were reviewed and discussed with the Children and Young people's Scrutiny Committee.
- 7.7 Teaching, learning and assessment is good and in parts outstanding. In liaison with Rutland County Council's Aiming High Service, opportunities are provided for young people to enrol on courses which will prepare them for adulthood. These courses include guidance and training on public transport, managing money and learning to live independently.
- 7.8 RALSS safeguarding of learners and staff is highly effective. Mechanisms are in place to ensure all staff and learners feel safe and in a recent survey 100% of respondents said they feel safe at RALSS even during the current pandemic. All concerns are addressed and signed off and regular meetings take place between the Designated Person for RALSS and Stamford to review any concerns and update records on training. Both DPs undertake refresher training in line with statutory guidance. The service is working with a cross authority group to review ways of delivering new programmes for social prescribing.
- 7.9 A Staff Survey compiled by Ofsted was given to the whole team to get feedback and ideas on how we could improve the Service. The results were very positive and included points such as 100% respondents strongly agreed/agreed that they were proud to be a member of staff at this provider and 100% strongly agreed/agreed that learners are supported to develop positive attitudes to learning and work. 100% strongly agreed/agreed that safeguarding arrangements are effective. Points were made on how the Service could improve and these have all been addressed, such as lone working arrangements and how to target a greater diversity of learners.
- 7.10 Adult Education Budget learners' success rates are reported at the end of the Report.
- 7.11 Retention in this area of the service is a key focus for the following year's work.

Table 5: Community Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
2015/6	776	98%	94%	93%
2016/7	1046	97.40%	99.50%	96.90%
2017/8	1280	95.60%	99.50%	95.40%
2018/9	1189	96.50%	98.80%	95.40%
2019-20	902	97.50%	98.20%	96.50%
2020-21	737	97.01%	99.30%	96.34%

8 Personal Development

Grade 1

- 8.1 Tutors and assessors demonstrate good awareness in their delivery through Initial Assessment although additional work is required to ensure embedded activities. E & D is introduced at Induction in an activity suitable for each curriculum area. British and democratic Values are actively promoted in class and discussed in Community Learning meetings.
- 8.2 RALSS safeguarding of learners is highly effective. We have effective mechanisms in place to ensure that all staff and learners feel safe and that if they have any issues then they know who to report them to. All safeguarding concerns are addressed and signed off. 'Prevent' training has increased staff awareness of the risks of radicalisation and extremism and improved their confidence in how to recognise risks and how to increase learner understanding and address issues raised. Learners' raised awareness has led to them gaining a better understanding of how to identify risks and what actions to take, as well as understanding communications from their children's schools regarding the 'Prevent' agenda.
- 8.3 Learners are confident and offer assured feedback in sessions. This is translated in the pride they demonstrate in the classroom. In addition, learner attitudes to learning are

positive as evidenced in end of course reports. Learner feedback demonstrates very high levels of satisfaction in Community Learning classes.

- 8.4 Learners develop personal, social and employability skills including English, mathematics and ICT required, achieving their core learning aims. Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.

Learners in the art classes, such as watercolour and ceramics, all took part in an Exhibition of their work in the Museum during the previous academic year and in many cases sold their work. The confidence this inspired in them has led some to continue their work commercially and the Museum invited RALSS' learners to exhibit pieces in their shop on an on-going basis in 2020.

- 8.5 Bespoke courses are delivered for vulnerable young people in Rutland preparing for adulthood and individual needs are all addressed.
- 8.6 The Service seeks to work with hard-to-reach learners, with the spouses of serving Forces personnel being the largest such group in the County. We previously bid for, and obtained, funding to develop an on-line learning platform with Functional Skills in English and Maths being the first developments. The project did not meet all outcomes at the time however the lessons learned have proved invaluable during the current pandemic.
- 8.7 Bespoke courses are delivered for vulnerable young people which help them to prepare for living independently in the community. This will be expanded under new arrangements with community care.

9. Behaviour and Attitudes

Grade 1

- 9.1 Exceptional relationships between staff, colleagues and learners produce a positive and respectful atmosphere. This can be evidenced by the number of compliments received and only one complaint in the last three years. Further evidence is that the staff won an award in the latest RCC Team of the Year event.
- 9.2 Staff and learners have developed an excellent atmosphere of mutual respect where anything which disturbs this i.e. bullying discrimination or abuse is deemed totally unacceptable and is not tolerated.
- 9.3 We set high standards for ourselves as staff and for learners in terms of behavior and conduct and this is reflected in the general atmosphere of support and co-operation.
- 9.4 We have waiting lists for many programmes and as such attendance is high with learners punctual for lessons. Reviews of attendance data shows that most learners are punctual and prepared for learning and this is evidenced in both observation of teaching and learning reports as well as the results of learning walks. In addition, regular reviews of registers are carried out as part of the monthly monitoring meetings, and show that there is a strong pattern of attendance across the provision.
- 9.5 Learner commitment to education is exemplary. Examples of this include the development of citizenship and 'my place' programmes with SEND learners; the Exhibition of learner work held for six weeks in the local museum that was developed and managed by learners and by the effort noted in OTLAs.
- 9.6 Learners study effectively, complete homework when it is set and take pride in their and others achievements (see exhibition).
- 9.7 We have delivered education and training to previous school refusers with excellent results culminating in young people gaining not only qualifications but apprenticeships where previously this would have been unlikely.
- 9.8 Employer surveys show that 92% of employers think that their qualification has benefitted their employee and the organization. The majority of learners stay and complete their course with successful outcomes.
- 9.9 Staff and learners have been inspirational in the pandemic-affected year. They have delivered outstanding service and support throughout.

- 10.1 All aspects of both the post inspection action plan and the quality improvement plan have been implemented and are partially responsible for the significant improvement and the outstanding results for the year.
- 10.2 The employer is involved in the apprenticeship journey from the outset. The employer agrees to the detail in the commitment statement and all parties sign up to their part in the process. The employer can request additional qualifications at this point and negotiate which qualifications they require in addition to the Apprenticeship Standard. Employers' views are taken into consideration when shaping the service and as a result the service continues to benefit from repeat business. Employers are surveyed at the midway point and the end of learning which benefits the service early on so any potential issues can be dealt with efficiently and effectively.
- 10.3 Initial assessment is robust and fit for purpose. All potential apprentices complete BKSB prior to starting their apprenticeship. Apprentices will start on Functional Skills a level above where initially assessed at. In some instances apprentices will complete more than one level of maths or English in order to gain the level required. Due to appropriate support being in place at the start of the learning journey barriers are removed resulting in happy, confident learners.
- 10.4 All apprentices are seen every 3-4 weeks in the workplace and some courses have a day release element built in. On top of the 3-4 weekly visit there is also a quarterly Personal Development Review (PDR) which involves the apprentice, the employer and the provider. The PDR captures progress to date, issues involving the placement or the apprentice and also gives the opportunity for self-assessment. The employer and the apprentice are encouraged to set targets especially around softer skills to help to develop the apprentice in the workplace as well as developing the skills needed to complete the framework or the standard. Some learners will receive additional learner support to help them to remove any potential barriers to learning, high levels of individual support allows learners to progress significantly from their starting point.
- 10.5 Assessors are subject specialists who keep up-to-date with industry changes. All assessors are required to record their continuous professional development (CPD) and submit yearly for scrutiny. Learners benefit from the expertise of tutors and assessors and make good progress as a result. Assessors and tutors are enthusiastic about sharing their knowledge which promotes a positive learning environment. Apprentice's report that they enjoy their learning and in the majority of cases progress to the next level.

- 10.6 Knowledge skills and behaviours are taught in partnership with the employer. The PDR allows for targets around softer skills which helps to develop a more rounded apprentice and encourages them to take ownership of their learning.
- 10.7 The majority of apprentices are kept by the employer and offered full-time contracts at the end of their apprenticeship. As a result of completing their apprenticeship learners become more employable and unlock their potential, in many cases learners will move on to other learning or study.
- 10.8 Safeguarding is good. 100% of learners report that they feel safe. Staff are regularly trained and kept up-to-date with changes to legislation. All young apprentices under the age of 25 complete a confidential questionnaire so staff can put appropriate risk assessments in place if necessary.

Table 3: Apprenticeship 4 Year Trends (Overall)

		Overall				
		Provider Full Year				
		2016/17	2017/18	2018/19	2019/20	2020/21
16-18	Leavers	15	15	12	3	3
	Success Rate	55.60%	69%	100%	100%	66.67%
	Retention	92.90%	92%	100%	66.60%	
19-23	Leavers	13	13	5	2	3
	Success Rate	85.75%	51%	100%	100%	66.67%
	Retention	95%			100%	
24+	Leavers	14	11	9	5	1
	Success Rate	100%	55%	78%	100%	0.00%
	Retention	95%			80%	0.00%
Total	Leavers	42	41	26	10	7
	Success Rate	77%	66%	92.60%	100%	57.14%
	Retention				80%	57.14%

- 11.1 Overall the Service is performing to a high standard although progress was held back via the effects of Covid 19 on retention of learners and subsequent achievement. It should be noted that the National average is a year out of date and we are therefore comparing our success to a non-Covid year and as such the rates may fall nationally leaving us above, however we can only operate on knowns.
- 11.2 Apprenticeships held out at above National Averages as we had worked with employers to keep them in work with zero redundancies. Where they were furloughed additional work was given to the apprentices to help them complete their programmes of study.
- 11.3 The service remains financially viable making a contribution to core above costs for the seventh year running.
- 11.4 IT development and on-line focussed more heavily in the provision for the next academic year with blended learning becoming more commonplace. Additional programmes to widen on-line learning to residents are being developed with Stamford College.
- 11.5 The RALSS Manager retired at the end of the academic year 2020/2021. The new leadership structure is formed of the Interim Learning & Skills Service Manager and the Interim Adult and Community Learning Lead.

12 Areas for further development (QIP)

The Service takes the key areas for improvement and uses these areas as the basis for the quality improvement actions for the Service for the forthcoming academic year. These are implemented at the times given and progress against achieving these are monitored and reviewed in the monthly management meetings. Each of the lines of action will be RAG rated to demonstrate impact of actions and to show progress towards achievement. The Quality Improvement Plan will be evaluated at each RALSS Performance Board

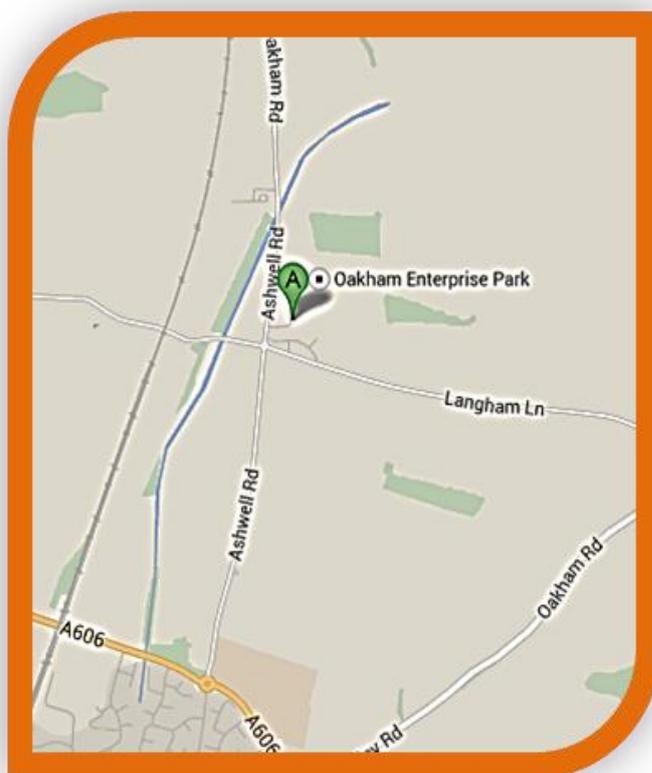
Action	Activity	Procedure / Evidence	Implemented	Review dates
Delivery of AEB budget totals with particular reference to reduced budget.	Provide early warning system of AEB position.	Review progress at the end of each term.	Ongoing	Monitoring Meetings
IEG to increase AEB retention rates in line with the KPI's	Increase retention to	IEG to provide monthly reports	All year	Monitoring Meetings
Continue to use marketing strategies which extend to and engage the 'hard-to-reach' learners.	Determine new marketing strategies Deliver Internships Continue to offer on-line as a viable option for functional skills	Multi media campaigns	Sept 2021	Completed
		Job coach in place	Aug 2021	Completed
		Offer to forces in place	All year	Enrolments
Develop tutors' knowledge and skills as Observers of T & L	Co-observations with manager.	OTLA reports	November 2021	CL meetings Management meetings
Develop CL online provision if and where appropriate.	Following the initial provision in autumn term, discuss further options.	Online courses in more curriculum areas.	Spring 2021	CL meetings Management meetings
CL tutors to seek more training opportunities to enhance skills and practice.	Tutors to investigate training courses	Courses undertaken and good practice evident in the classroom. OTLAs	Spring 2022	Management meetings OTLAs
CL tutors to challenge further their learners' aspirations & intentions re next stage of learning.	Tutors to discuss with individual learners.	ILPs – specifically 'next steps'.	December 2021	CL meetings December 2020 March 2021
Seek out training opportunities for CL tutors to increase awareness and understanding of vulnerable learners	Investigate courses, including through RCC.	Courses undertaken and good practice evident in the classroom.	Spring 2022	OTLAs CL meetings

Rutland Adult Learning & Skills Service

Unit 16a, Ground floor
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Ashwell Road
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LE15 7TU

Directions:

From the A606 (Burley Park Way/Oakham Bypass), following signs to Oakham Enterprise Park, turn onto Ashwell Road. After about a mile, cross the mini-roundabout and immediately turn right into Gate 2 – we have blue gates. Drive past Rutland Cookery School and Oakham Day Nursery, and our building is on the left. There is plenty of free parking available.



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Rutland Adult Learning & Skills Service



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