London Borough of Barking & Dagenham

Barking & Dagenham

WORK & SKILLS

Adult College

The Adult College of Barking and Dagenham

Annual Self-Assessment Report 2021-2022

2nd Edition - Revised March 2023

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The Adult College of Barking and Dagenham is a medium sized college with approximately 1750 learners, based across 2 main sites: in the centre of Barking, and in Parsloes Ward in Dagenham. The Job Shop also has a construction learning centre at The BRIC in Barking Riverside. The Adult College sits within the Work and Skills Service, which was set up in 2018. Work and Skills was recently moved in May 2022 from the Community Solutions (ComSol) Directorate to the Inclusive Growth Directorate, placed under the area of Inclusive Economy, Employment and Skills, alongside the Economic Development team, whose principal function is to seek employment and development opportunities for residents.

Work and Skills consists of The Adult College, and Employment and Skills (Job Shops), and until the move into Inclusive Growth, the Mental Health Vocational Support Service, who remained in Comsol. The Inclusive Growth Directorate is instrumental to the Council's objective of helping residents improve their life circumstances and fulfil their potential, delivering outcomes and creating opportunities for residents to thrive in the local and wider London economy, as well as their own neighbourhoods. The Directorate is committed to supporting residents through the cost-of-living crisis, protecting residents from falling into or becoming entrenched in deeper poverty and hardship, reducing inequalities and furthering progress on socio-economic, health and wellbeing outcomes. Work and Skills objectives dovetail with the Council's objectives of helping residents to improve their life circumstances and fulfil their potential and are a key resource for the Borough in creating and supporting mental and physical health, education, and employment benefits.

The Service has the Matrix accredited kitemark for Information, Advice and Guidance, and the Council holds Investors in People Gold Award (2021). At our last Ofsted inspection in 2016, The Adult College was judged to be a Good Provider. Following the retirement of the Principal in September 2022, and for an interim period of 6 months, the Curriculum Service Lead and the Business Support Service Lead have been appointed Interim Co-Principals of the Adult College, and the Service Lead for Employment and Skills is stepping into the role of Interim Head of Employment.

We have a strong network of employers and community partners who support us in our journey to providing the best possible service to our residents. Following the pandemic, we have been able to diversify our delivery methods to engage with and support many more residents by offering a mix of face to face, online, blended, and hybrid delivery models.

The Borough DRIVE values are the guiding principles and standards that every Barking and Dagenham Council employee is expected to bring to their working life every day, so that residents drive everything we do.

The Borough DRIVE values are:

Deliver: the best outcomes for residents whenever we can.
Respond: to residents' needs in a helpful and friendly way.
Inspire: others and ourselves to achieve their best.
Value: residents when making decisions.
Engage: with residents and colleagues in the best way we can.

A New Kind of Council
Build a well-run organisation
Ensure relentlessly reliable services
Develop place-based partnerships

Empowering People Priorities
Enable greater independence & protect the most vulnerable
Strengthen our services for all
Intervene earlier, participation and a place-based approach

Inclusive Growth Priorities
Develop our aspirational and affordable housing offer
Shape great places and strong communities through regeneration
Encourage enterprise and enable employment

Citizenship and Participation
Harness culture and increase opportunity
Encourage civic pride and social responsibility
Strengthen partnerships, participation, and a place-based approach

Barking & Dagenham - A Borough in Need

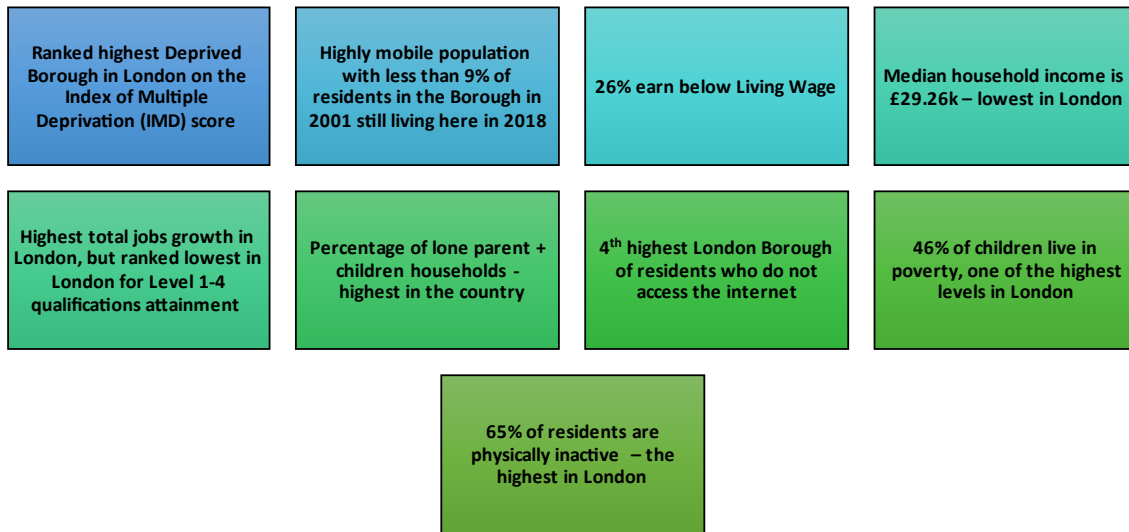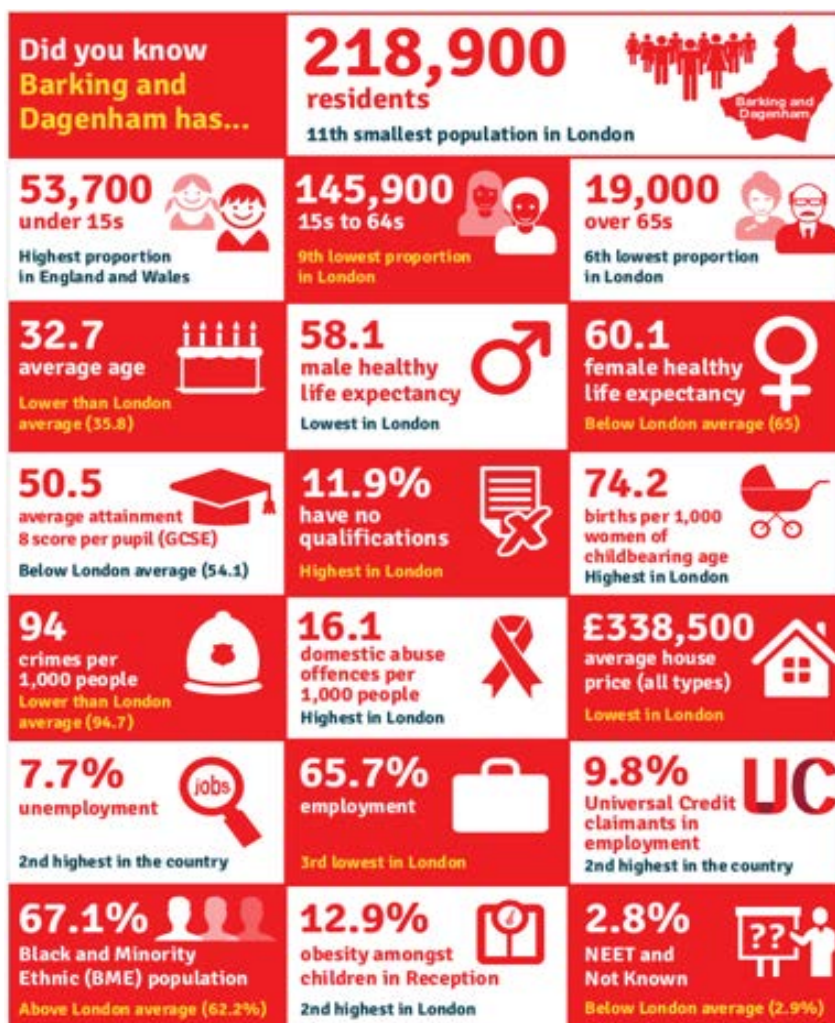|			
Ranked highest Deprived Borough in London on the Index of Multiple Deprivation (IMD) score	Highly mobile population with less than 9% of residents in the Borough in 2001 still living here in 2018	26% earn below Living Wage	Median household income is £29.26k – lowest in London
Highest total jobs growth in London, but ranked lowest in London for Level 1-4 qualifications attainment	Percentage of lone parent + children households - highest in the country	4th highest London Borough of residents who do not access the internet	46% of children live in poverty, one of the highest levels in London
	65% of residents are physically inactive – the highest in London		

Fig.2

Borough Profile (November 2022)

Fig.3

Our Mission Statement:

Guiding Principle

We aim to provide lifelong learning opportunities for the community of Barking and Dagenham, to enable the development of knowledge, skills, and wellbeing throughout life.

Our Objectives

To provide opportunities to acquire knowledge, skills, qualifications enhance employability and develop wellbeing.

To provide opportunities that will remove barriers to learning, employment and wellbeing for the whole community.

To partner with other local education providers, community groups and employers to make provisions relevant to residents and local needs.

Alongside these values, Work and Skills aims:

- To provide high quality adult learning and employment opportunities for service users in a flexible and supportive way, delivered by well qualified and specialised staff, and to continue to do so despite the challenges of Covid-19.
- To make available to all residents dedicated careers information, advice, and guidance, as well as education progression support.
- To set high expectations for every learner to be the best they can be.
- To celebrate the progress and achievement of learners at every step, supporting learners to take pride in their achievements.
- To provide residents with a One Front Door service to support them to overcome barriers to learning and employment; to develop the skills and attain the qualifications which they need to enable them to confidently take their next steps, actively participate in their community, and lead healthy, rewarding lives.
- To empower residents to help themselves to take their next steps in life, to support them to access wider Council services to become confident, resourceful, and independent.
- To ensure learners have access to high quality learning materials and digital resources to overcome the barriers of digital inequality and exclusion so that no-one is left behind.
- To offer a safe and accessible learning space, where service user and staff wellbeing is paramount.
- To robustly maintain a culture of respect and fairness, where discrimination is never tolerated and to disseminate and educate others to challenge discrimination in all its forms.
- To support our staff to be the best they can be through training, mentoring and access to high quality skills and development opportunities; to encourage staff to develop their career pathway and strive for success.

The Adult College Curriculum Course Offer 2021-2022

Digital Skills SSA 6	EDSQ Entry 3-Level 2 Digital Skills for SEND Short non-accredited beginners and drop-in access courses
English SSA 2 SSA 14	GCSE English Introduction courses Pre-Entry Functional Skills Entry 1–Level 2 English for SEND Creative Writing
ESOL SSA 14	Entry 1–Level 1 Speaking & Listening, Reading & Writing including Job Skills and Citizenship. English for Every Day – Pre-entry to Entry 1
Family Learning SSA 14	English, Maths, ESOL, and Wider
Maths SSA 3 SSA 14	GCSE Maths Introduction courses Functional Skills Maths Entry 1–Level 2 Maths for SEND Maths for ESOL Maths Development Programme (Step Up)
Vocational & Employability SSA 1 SSA 13 SSA 15	**Vocational:** Care Work – Introduction, Entry 3-Level 3 Childcare –Introduction, Entry 3-Level 3 Diploma in Child Care, Level 3 Certificate in Playwork Supporting Teaching and Learning (Teaching Assistants) Introduction – Level 1-Level 3 Business Administration GOT (Grow Our Talent) Programme **Employability:** Civil Service Work based academy (SWAPs) Customer Service SWAP Job Shop Individual Employability Skills Workshops in Job Search, CV Writing, Personal Statements, and Interview Skills
Wellbeing & Community Partnerships SSA 7	Wellbeing courses SEND Health and Life Skills Archery Ab Phab Carers into work Walk, Talk, Watch – adult learning history programme Sew London – basic dressmaking with commercial sewing patterns
Employment & Skills Apprenticeships & Traineeships	Business Administrator Apprenticeship Programme Facilities Services Operative Apprenticeship Programme Facilities Management Supervisor Apprenticeship Programme Improvement Practitioner Apprenticeship Programme Team Leader and Supervisor Apprenticeship Programme Functional Skills English L1-2 (for apprentices) Functional Skills Maths L1 (for apprentices) Functional Skills Maths L2 Crash Course (for apprentices) Functional Skills L2 English and L2 Maths for Facilities Services Operatives Apprentices Hospitality Traineeship Customer Service Traineeship Construction SWAP CRF Health & Safety on Construction

Fig. 4

Quality of Education – Implementation and Impact

Academic year 21/22 provided us with our first post-covid year and a return to sites for the majority of provision where it was felt that face to face delivery was more beneficial for learners. Blended (pattern of some sessions onsite and some online) and hybrid (mixture of learners onsite and online in the same session) delivery continued to be offered where this was valued by learners with childcare or other commitments which made onsite attendance more challenging. This was particularly successful for evening provision and has been continued in 22/23 alongside our face to face/onsite evening offer. Despite the lingering uncertainties surrounding further pandemic measures and lockdowns throughout the year, the results are very good with increases in pass rates and achievement almost across the board despite a very slight 0.5% drop in retention. This drop in retention should also be viewed in the context of a 27% increase in learner numbers on the previous year.

The table below gives our **final outturn data for academic year 21/22** and provides a comparison with the previous 3 years including the pre-covid 18/19.

	Whole College			AEB			Community Learning		
	Retention	Pass Rate	Achievement	AEB Retention	AEB Pass Rate	AEB Achievement	CL Retention	CL Pass Rate	CL Achievement
21/22	96.68	95.75	92.47	93.24	93.74	87.14	99.48	98.87	98.35
20/21	97.18	94.05	88.36	94.7	86.82	81.98	99.95	99.69	99.39
19/20 Covid TAGS	94.5	96.2	90.5	89.5	93	83.2	98.7	98.7	97.4
18/19 - Pre Covid	94.95	95.17	90.36	91.05	91.23	83.06	98.82	98.76	97.59

Fig.5

Overall achievement has risen by an impressive 4% and is now above the 19/20 year of TAGs (Teacher Assessed Grades) achievement. Our highest overall achievement in a number of years. We have also had a considerable increase of nearly 7% in our pass rate on accredited provision, delivering a 5% increase in accredited course achievement. This reflects the excellent work of tutors and Curriculum Managers to ensure learners are well prepared and committed to their qualification courses.

There has been a 0.5% drop in retention in our Community Learning provision and an accompanying drop of 1% achievement, but this is against a backdrop of a 35% increase in learners and a 37% increase in enrolments.

The table below shows our **final learner and enrolment numbers for 21/22 and the previous 3 years:**

	All		AEB		CL	
	Learners	Starts	Learners	Starts	Learners	Starts
21/22	1754	4607	772	1820	1392	2672
20/21 Actuals	1379	3650	665	1548	1033	1956
19/20	1347	3381	717	1548	1048	1818
18/19	1306	3856	783	1969	1040	1887

Fig.6

Despite the significant increase in learner numbers, we have remained above our target attendance of 85% (Target 85% actual 21/22 85.9%) this is testimony to the continued collaborative working between curriculum and MIS to ensure that attendance is closely monitored, and tutors and learners supported to address instances of poorer attendance quickly and effectively before they become irrevocable.

Attendance data 2019-2022

Year	Whole College Attendance %
2021/22	85.92
2020/21	87.40
2019/20	84.07
2018/19	82.52

Fig. 7

Improved marketing and increased presence at events successfully supported a rise in engaging new learners in 21/22.

	2021-2022	2020-2021
New Learners	1083 (61.74%)	840 (60.91%)
No previous qualifications	1322 (75.37%)	854 (61.93%)

Fig. 8

The rewriting of the of the Learner Code of Conduct and a redesign of the Cause for Concern process to a more embracing and supportive 'Learner Development Plan' has enabled tutors to support learners to recognise and address areas of concern and provide clear targets for improvement which are monitored by Curriculum Managers. Additional support measures such as the loan of digital devices, provision of 'internet café' spaces, and homework support clubs have also provided the additional boost some learners needed to sustain their commitment to learning as well as providing access to both peer and tutor support. These measures are continuing in 22/23.

The majority of learners (98.4%) benefit from high quality teaching and learning with 96% of delivery identified as at good or outstanding. A robust process of Walkthroughs and formal Observations of Teaching, learning, and assessment identify good practice and areas for development which are recorded on tutor PDPs and reviewed throughout the year and at tutors' annual appraisals.

Three (3) underperforming staff were supported through our coaching programme. Two subsequently resigned to follow other career paths, and one made the necessary improvements.

All front line and learning support staff are also observed, and 100% are performing at good or better.

Observation Type	Total observation reports completed to date	Good or better	Not yet Good
AC Tutors walk-throughs	47	45	2 (both resigned)
AC Tutors formal observations	27	26	1 Receiving support
Apprenticeship Tutors walk-throughs	5	5	0
Apprenticeship Tutors formal observations	1	1	0
Learning Assistants	11	11	0
Front of House	7	7	0

Fig.9

- All qualification courses have a 2-week introductory course to assess learners' current skills levels and identify appropriate progression courses. This ensures learners are placed on the right course to meet their learning needs and aspirations. Initial IAG and on-course guidance, as well as accurate skills assessment, ensures we maintain a high retention rate and maintain a lower rate of transfers between courses (1.3% of starts 62/4607)

ESOL

21/22 saw a significant increase in both learner exam entries and in positive exam outcomes. The tables below illustrate the increase in learners taking and passing ESOL qualifications in 21/22.

ESOL 21-22				
Level	Total	S & L	Reading	Writing
E1	87	96%	97%	89%
E2	110	98%	94%	94%
E3	98	84%	89%	83%
L1	58	96%	90%	74%
Total exam entries	353			

Fig.10

ESOL 20-21				
Level	Total	S & L	Reading	Writing
E1	32	60%	50%	75%
E2	55	93%	88%	90%
E3	56	72%	85%	44%
L1	67	88%	68%	38%
Total exam entries	210			

Fig. 11

English and Maths

21/22 saw an increase in qualification outcomes at Level 1 and Level 2 for both English and Maths. This increase is illustrated in the tables and graph below:
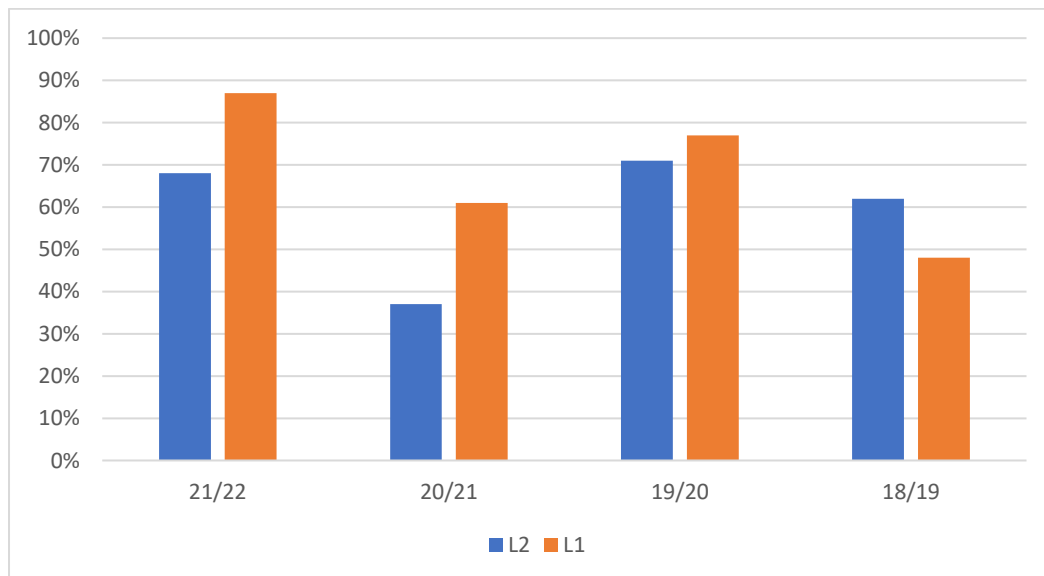

Fig.12

Improving qualification outcomes

English	21/22	20/21
L2	80%	66%
L1	65%	41%

Fig.13

Maths	21/22	20/21
L2	68%	37%
L1	87%	61%

Fig.14

Digital Skills

21/22 saw a greatly improved pass rate for EDSQ qualifications of 97% and overall achievement of 89%. This is an increase of 30% on the previous year.

Year	EDSQ pass rate	EDSQ achievement	Full AEB achievement
21-22	97%	89%	86%
20-21	72%	60%	66%

Fig.15

Vocational & Employability

Health and Care Programmes 2018-2022

Year	Learners	Starts	Retention	Pass	Achievement
2012-22	112	180	96.11	97.11	93.33
2020-21	92	141	93.62	99.24	92.91
2019-20	87	125	96.80	99.17	96.00
2018-19	70	104	94.23	98.98	93.27

Fig.16

Due to the steady increase in enrolments on Health and Social Care and Child Care, and the department's successful recruitment of an additional tutor, the department has expanded to introduce an Entry Level 3 programme to prepare learners for Level 1 courses. This has resulted in fewer withdrawals and higher achievement at all levels than in the previous year.

Alongside the accredited vocational STL programme, learners are offered a minimum of two professional development enrichment workshops, which embed further skills and knowledge. i.e., working with clients with autism; behaviour management in the classroom; understanding mental health in young people; working with "SEND" clients; and professional boundaries. Contextualised employability skills are embedded within all vocational programmes.

The SWAPS programme provides a flexible and responsive employability programme, which dovetails with the wider Borough and GLA vision to provide new skills opportunities for those individuals who need to retrain post pandemic. 142 learners enrolled in 21/2 (30% over target), with 92% retention and an outcome of 25 individuals progressing into employment.

Family Learning

Family Learning courses are designed to provide first steps engagement in learning for parents with school-age children, enabling them to support their children's progress in schools whilst, recognising their own skills gaps and developing new skills. We recognise that our learners are often at the start of their own learning journey and may have a background of limited or poor experiences of education.

The expansion of the Family Learning Programme to offer a wider variety of courses resulted in positive learner feedback, recorded gains in learners' confidence, employment, communication skills, community assimilation, and effective support of children's learning. 97% of FEML learners reported a positive impact on their health and wellbeing as a result of their engagement on courses.

All FEML courses also achieved 100% retention, pass and achievement, demonstrating the high appeal and quality of delivery of these courses.

A survey of 237 FEML learners indicated that the majority of parents attend FEML courses to enable them to better support their child/children's education. Gains in confidence and skills are additional benefits.

Wellbeing and Community Learning Partnership Fund

Wellbeing courses were badly impacted by the pandemic with residents initially reluctant to engage in face-to-face provision. Enrolments have now increased from 257 in 20/21 to 375 in 21/22. Retention remains excellent at 100% and achievement at 98.93%

SEND

The College has a large SEND provision of 162 learners constituting 9.2% of the overall learner population. All our SEND courses are provided at our Dagenham site where access is easier for disabled learners and all facilities are on one level. The Access Facilitator and Student Services manager attend the site once a week to ensure learners feel supported.

SEND provision is tailored to each learner: the Access Facilitator works with each learner to select a package of courses to provide a holistic developmental programme. SEND courses are designed to support learners' life experiences and independence such as health, hygiene, travelling on public transport, and communication skills. Excursions to the Olympic site and Valence House Grounds resulted in learners wishing to be able to travel independently to places of interest, and to become volunteers. 15 SEND learners (21%) are currently working in volunteering roles in the Borough – at the Adult College, in local Centres, charity shops, and cafes.

Wider Family Learning courses were redesigned in 21/22 to remove the limit of number of children who can accompany a parent from 1 child per adult, to multiple children per adult. This was to help remove the barrier this presented to one parent families with more than one child. We also introduced a revised programme offer to encourage more male learner participation, (e.g., *Family Learning Science*). This strategy successfully increased male participation in WFL courses from 9% of learners in 20/21 to 21% in 21/22. Positive feedback from WFL learners indicated that they were spending more time with their children and engaging in more creative and "messy" play.

English for Every Day

We successfully secured MHCLG (subsequently DLUHC) funding to offer our English for Every Day project to residents at risk of social exclusion due to their language skills. This enabled us to continue the work first started in 19/20 and continued in 20/21 to offer Pre-entry and Entry 1-2 ESOL courses as well as a range of informal conversation clubs, excursions, and enrichment events.

The funding for this project completed in June 2022, having provided study programmes to over 350 residents with English language skills needs throughout the year. The project provided a variety of taught courses, workshops, trips, and conversation clubs and clearly met a genuine need in the borough. The programme was also very well received and valued by residents. Consequently, we were reluctant to allow the project to end with the funding and sought to establish a progression pathway for learners through additional community learning provision, and eventually onto mainstream Pre-entry ESOL courses. The programme has continued and to the end of 21/22, providing 25 courses reaching 134 learners and securing 262 enrolments.

GCSE English and Maths

We previously identified GCSE outcomes as an area for improvement, with too few learners achieving C+ grades. However, with the changes to the Functional Skills qualifications, we are now supporting more learners to join the GCSE programmes earlier in their learning journey. Previously only those learners who were working at Level 2 progressed to the GCSE course as they were more likely to achieve a C grade equivalent or above. Now learners working below this level can join with the emphasis on working towards your GCSE 4+ grade from within the GCSE programme. Learners can return to the programme to increase their grade over more than one academic year. This is more productive for learners who can achieve a GCSE grade even if it is below a grade 4 rather than risking the pass/fail outcome of Functional Skills at L1 and L2, whilst also preparing them for the expectations and assessment process of a GCSE.

Year	Subject	Exam entries	All Passes	Passes (4-9)	Grades									No Result (X)	Unclassified (U)
					1	2	3	4	5	6	7	8	9		
2021/22	GCSE English	8	8 (100%)	5 (63%)	0	0	3	3	1	1	0	0	0	0	0
2020/21	GCSE English	8	8 (100%)	7 (88%)	0	0	1	3	3	1	0	0	0	0	0
2019/20	GCSE English	11	11 (100%)	11 (100%)	0	0	0	6	3	2	0	0	0	0	0
2018/19	GCSE English	1	1 (100%)	1 (100%)	0	0	0	0	1	0	0	0	0	0	0

Fig 17

Year	Subject	Exam entries	All Passes	Passes (4-9)	Grades									No Result (X)	Unclassified (U)
					1	2	3	4	5	6	7	8	9		
2021/22	GCSE Maths	10	5 (50%)	4 (40%)	0	0	1	1	2	1	0	0	0	3	2
2020/21	GCSE Maths	11	11 (100%)	11 (100%)	0	0	0	5	4	1	0	0	0	0	0
2019/20	GCSE Maths	15	12 (100%)	12 (80%)	0	1	2	3	4	2	1	2	0	0	0
2018/19	GCSE Maths	9	8 (89%)	8 (89%)	0	0	0	2	3	1	0	2	0	0	1

Fig. 18

*The Adult College is supplemented by a **Borough Apprenticeship Programme,** which is managed by the Employment and Skills Department. This is covered in **Section Two** of this report, on page 30.*

What is it like to be a learner at the Adult College?

Alongside the curriculum offer, the Adult College offers all learners impartial course information, advice, and guidance. This is provided by a qualified team of frontline staff who hold the Level 3 Advice and Guidance or Customer Service qualifications and is available at both sites as well as by telephone and online.

Our brochure details our course offer and progression options for learners, including pathways to employment as well as further or higher education.

Information and advice on next steps include:
- deciding what to do next
- progression and pathways into apprenticeships
- volunteering and employment
- careers advice and guidance
- help to find a job via the Job Shop - the Job Shop assists learners with finding employment, returning to employment, or securing more sustainable employment.

From the chart below, after 'other', the majority of learners hear about the Adult College through the Adult College Website, followed closely by Job Shop referrals, and Friends and Family recommendation, which is particularly prevalent within the ESOL programmes.

How learners hear about the Adult College 2021-22

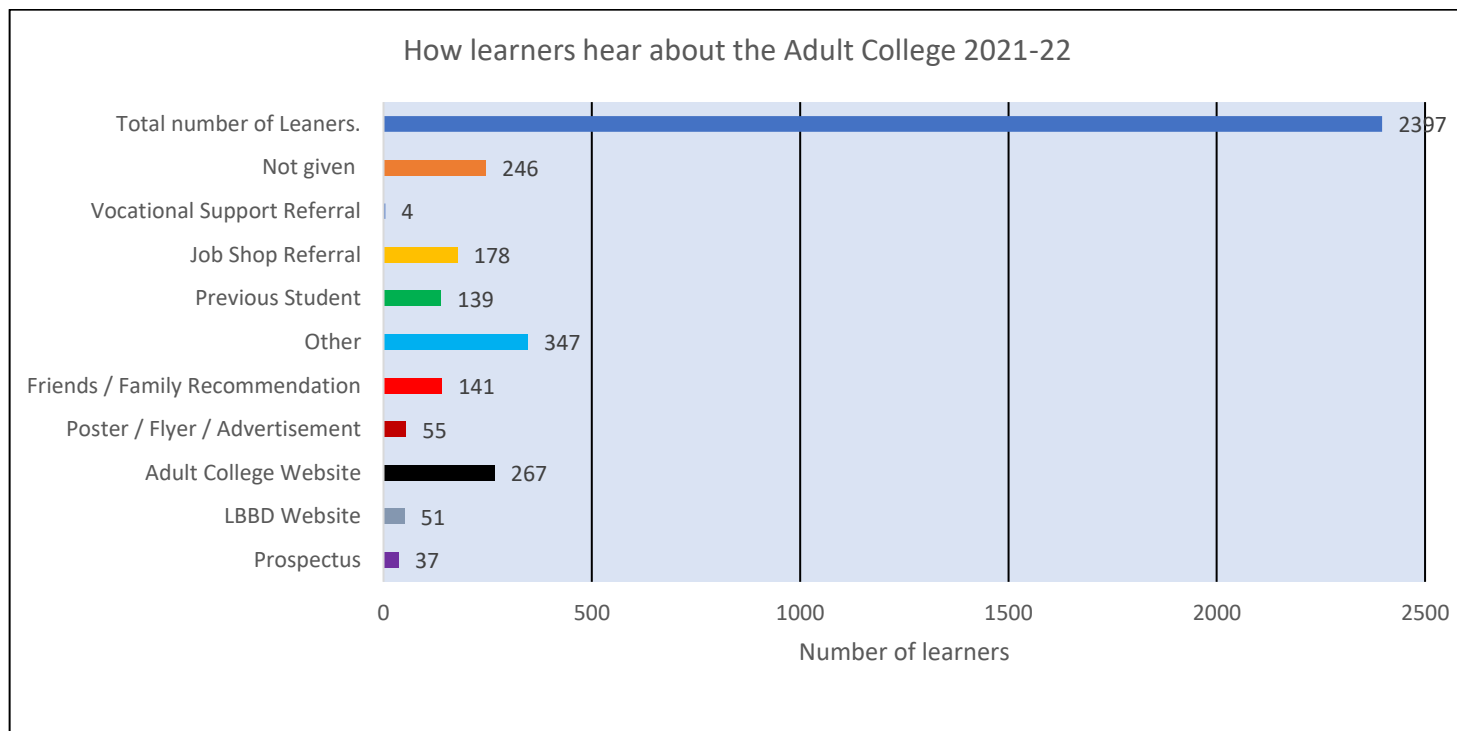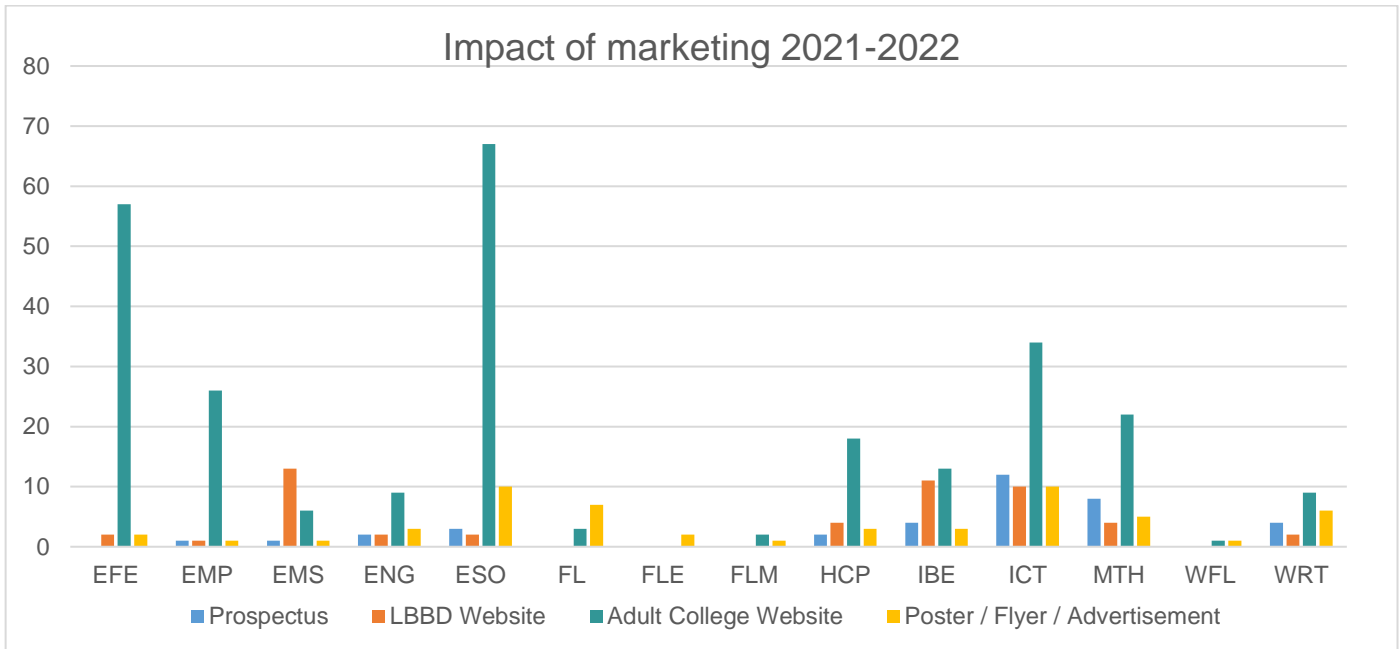| Category	Number of learners
Total number of Leaners.	2397
Not given	246
Vocational Support Referral	4
Job Shop Referral	178
Previous Student	139
Other	347
Friends / Family Recommendation	141
Poster / Flyer / Advertisement	55
Adult College Website	267
LBBD Website	51
Prospectus	37

Fig.19

Fig. 20

Digital Skills Support

The Network Services Manager provides support to learners, ensuring that they have the resources and support to overcome barriers and participate in teaching and learning. Examples of support provided includes supporting 90 second-language speakers to access learning, providing digital notebooks, and assistive learning tools, troubleshooting and supporting learners to instal MS Office software and demonstrating how to use MS Teams effectively. Learners are shown how to keep devices secure and safe from virus attacks, and which software to install and run periodically to keep their computer running proficiently. User guides and videos have been created and are a useful resource for learners. On-site drop-in sessions were offered to learners on Digital awareness, covering: Anti-Virus software, Phishing, Ransomware, Malware, passwords. Learners were shown how to stay safe online, keep safe whilst opening emails and keeping mobile devices secure.
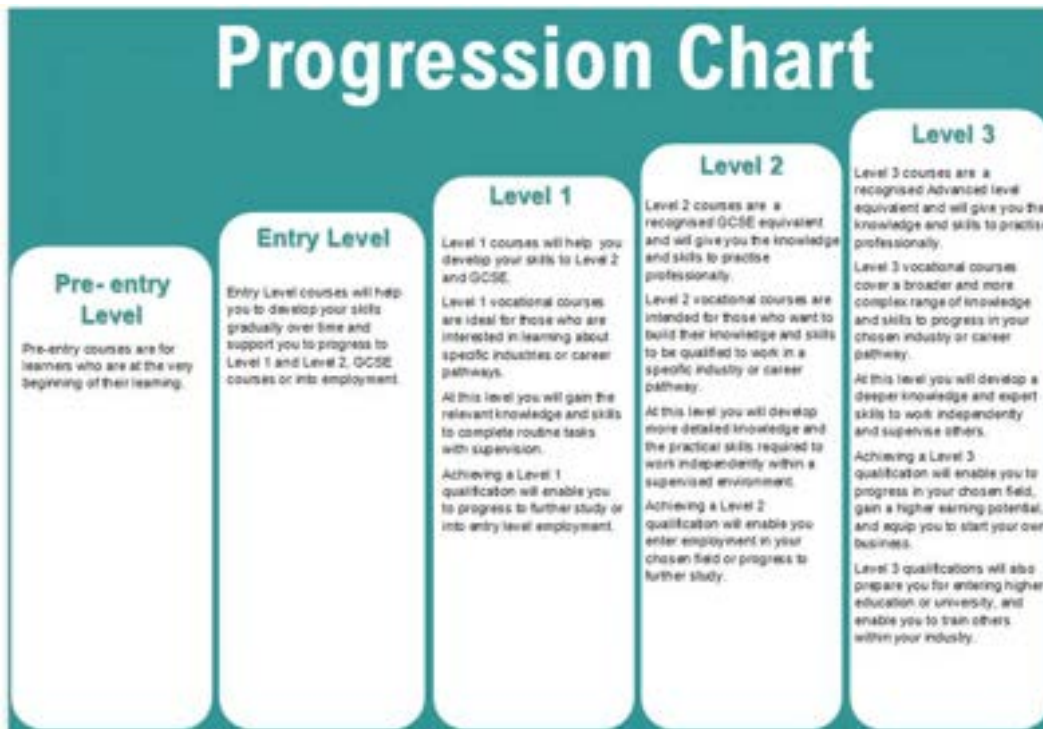

Fig.21

Student Services have specialist staff who provide additional learning support for learners who may be experiencing barriers which affect their learning. This includes physical health, mental health, or sensory impairments and/or learning difficulties or disabilities.

Learners are offered a wide range of support options including:

- 1 to 1 in-class support
- 1 to 1 additional support sessions (outside of class)
- Device/Equipment loan
- English, maths, and language support
- Exam support and concessions
- Financial assistance (subject to eligibility)
- Homework clubs
- Internet Café
- Mobility support
- MS Teams familiarisation courses
- Specialist dyslexia support
- Specialist software
- Study Skills

Quote from a Learner who is receiving support in her English class:

"I am learning, and I am so grateful to be learning far more than I did in primary school. Things are becoming a lot clearer. Because of my brain injury, I find it difficult to process information. Having the support outside of the classroom gives me a chance to listen to the teacher in class and then work with my LA who is very helpful, as it gives me time to reflect."

Quote from Tutor on LSA support in class:

"I am so pleased with the success of these 5 weeks! The LSA and I have now got a plan for future work to enlarge the learner's vocabulary, sentences, and breadth of expression."

Wellbeing Support

Wellbeing support is also available from a Welfare Officer. Support includes:

- childcare concerns
- coping with your studies
- emotional support whilst studying
- housing and money worries
- referrals to counselling services, food banks, and other support agencies

Starting at College

All qualification courses offer a 2-week introductory course where learners are assessed, and skills and learning styles identified. The introductory courses ensure that learners are on the right courses for their goals and determine their current skills and knowledge to enable them to progress to the appropriate qualification course.

All learners receive a College Induction detailing the above support available to them, as well as ways they can access the safeguarding team, Welfare Support, Student Services, and Job Shops, and provides an overview of what they can expect during their time studying with us and what our expectations are of them. English, maths, digital skills, equalities, diversity, and British Values are embedded on all courses alongside safeguarding and Prevent awareness.

Learner Feedback

In addition to giving feedback during classroom visits, Walkthroughs and OTLAs, learners also provide feedback to managers during "Meet The Managers" events. These are usually themed around procedures and services. In 21/22, learners were able to speak to managers on a variety of subjects including IAG, induction, ILP goal setting, progress, and intended destinations. Feedback gathered identified 100% of learners would recommend the college to friends and family. 100% of learners rated their overall experience at the college as excellent (81 learners).

Comments from learners at **Meet the Manager** events:

GCSE English Learner: 'I have consistent feedback from my lecturer on what I need to work on. I can understand the questions on exam papers and can give an answer. Before I thought GCSE English is too hard, so I postponed doing the course. Now I wonder, "Why did I postpone?" My tutor makes the lesson very easy, and I have full confidence that I will gain my qualification.'

Digital Skills E3 Learner: 'I am very proud to have done the course and would recommend it to anyone. It is great learning that helps and improves the skills everyone needs to live in the digital world we're now in.'

STL L2 Learner: I was not feeling well today and really liked the fact that I could still engage with the class via MS Teams. The course is held face to face with the option to join on Teams.

In 21/22, the Curriculum Team introduced **Brew Events** where learners are invited to come along and talk to managers over a cup of tea. These events provided a further informal forum for learners to give feedback and make suggestions about their learning experience at the Adult College.

Learner 1: My next step after my course is I want to go to higher education and improve my language and improve my job and get a better future. This is my hope after this course.

Learner 2: It's improved my social skills and taken my life to the next level. The staff are so friendly and it's easy to get help from the teacher.

A **learner newsletter** is produced by the Student Services department with College updates and inclusions from curriculum, SLT and Student Services.

Tutors nominate learners in their classes for Learner of the Month, which supports learners to recognise and value their achievements. 165 learners were nominated for Learner of the Month awards in 21/22. Learners are nominated for a variety of achievements such as commitment to learning, distance travelled, overcoming barriers, 100% attendance, providing peer support, and all nominated learners receive a certificate commending them on their specific achievement. A winner is also identified each month and receives a 'Winners' certificate.

At the end of each year, the Adult College hosts a Celebration Event where learners, staff and partners are celebrated for their achievements. Once again, all nominees receive a certificate, and the winners receive a certificate and a trophy. In 21/22 we also hosted alumni students who spoke eloquently about the origin of their learning journey with the college, and their subsequent employment and achievements.

ESOL Curriculum Manager presenting Learner of the Year Award at the Celebration of Achievement Evening, 2021-22.

"The winner of Learner of the Year in 21/22 joined the college in 2019 to study maths and English. When the Covid lockdown began, she was struggling to support her son with his online learning, so she joined a Digital Skills course. Her tutor recalled how when the learner started her maths course, she knew nothing about computers, and her tutor was delighted to see her progress onto the L1 Digital Skills course. Unfortunately, during the course the learner fell ill with cancer, but she continued with her studies, catching up using lesson recordings on the days when she was too poorly to attend her class. Happily, she completed her course and achieved her exam with an excellent result. The learner was nominated for her perseverance and for not giving up despite the obstacles she faced. She shared that she wants to show her children the right attitude toward learning and living with hope."

"The winner of Apprentice of the Year started as an apprentice in April 2019 at a very busy time of the year. It was clear that she was able to rise to a challenge and work with people at all levels. As a result of her work, the College website is now available in 10 different languages and the College brochure has been transformed".

Learner Destination Data 21/22

The following figures show the final outturn destination data for 21/22, compared against 20/21 & 19/20 academic years.

Academic Year	Number of learners enrolled	Number of AEB learners we attempted to track	We were unable to contact	Number of learners we were able to contact	Of which progressed into Further learning	Of which were in paid employment	Of which were volunteering at the end of their course	Number of learners unemployed and looking for work at the end of their courses	Number of learners unemployed and not looking for work	Other	Number of learners who stated that their courses prepared them for their next steps	Gap Year
2021-2022	1754	772 (44%)	254 (67%)	518 (49%)	184 (36%)	128 (25%)	33 (6.%)	35 (7%)	15 (3%)	122 (24%)	62	1 (0.2%)
2020 - 2021	1309	728	79	649 (89%)	286	183	17	67	38	58	385	
2019 - 2020	1347	769	98	671 (87%)	225 (34%)	259 (39%)	15 (2.%)	58 (9%)	67 (10%)	47 (7%)	268	

Fig. 22

Destination Tracking 2021/22

Legend: Education, Employment, Unemployed, Not looking for Work, Volunteer, Other Unknown, Gap Year, Unable to Contact
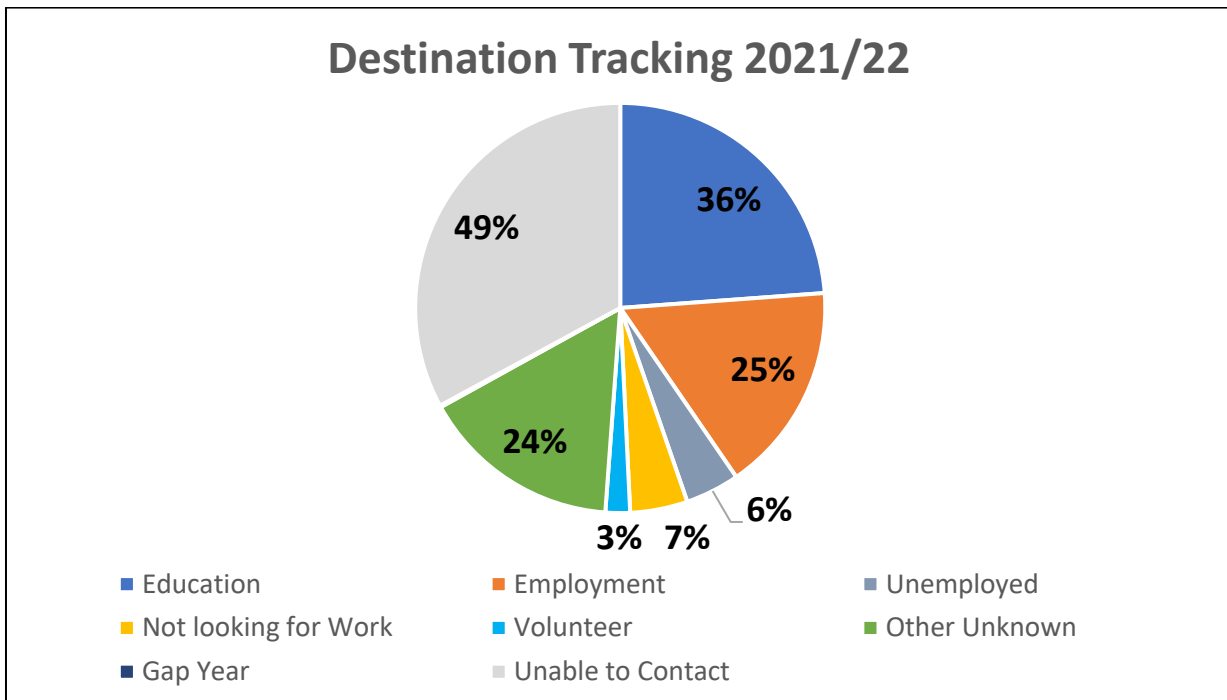
Fig.23

Personal Development

Many of the residents of Barking and Dagenham have been identified as having low skills, are unemployed, or in low paid work. To support learners to gain the skills and knowledge to improve their prospects of employment, and support them through the current economic crisis, our aim is to provide a coherently sequenced curriculum in response to local learning and skills priorities. A dedicated programme of enrichment and employability courses is offered alongside mainstream provision.

On course, learners complete an Individual Learning Plan (ILP) which is monitored and updated regularly between the learner and the tutor, incorporating personal goals, and learning milestones. Learners are asked to include their long term and short-term goals, and how their current learning is moving them forward on their journey to achieve these goals.

ILPs are specifically designed to identify personal goals and to track progress against soft targets which learners set themselves with the guidance of their tutor. These soft goals range from confidence building to being better able to help their children with their homework and are an integral part of learners' learning experience and personal development.

Learners are provided with excellent opportunities to attend a variety of wellbeing and enrichment courses which provide them with additional skills, adding value to their qualification courses.

Tutors embed employability skills as well as promoting the Job Shop and employability courses. All classes receive a visit from a Job broker, either personally or via recorded video. As a result, 52 learners were referred to the Job Shop.

Our partnerships have facilitated classroom visits and enrichment courses by industry experts e.g., NELFT, Paediatric First Aid, local Nursery providers, and Sew London. Feedback from participants on these courses recognised the value they added to their mainstream courses.

Growing and greening courses for both mainstream and SEND learners were offered in partnership with Everyone Every Day and Open Orchard. Participants reported positive impact on their mental health and wellbeing, improved horticultural skills for sustainable growing, and increased knowledge of plants and gardening techniques which enabled one learner to re-model her garden.

In 21/22, the ESOL department carried out a learner survey to capture the impact of learner participation on programmes. 149 learners responded, giving the results below. This information is used to support planning and identify areas for improvement.
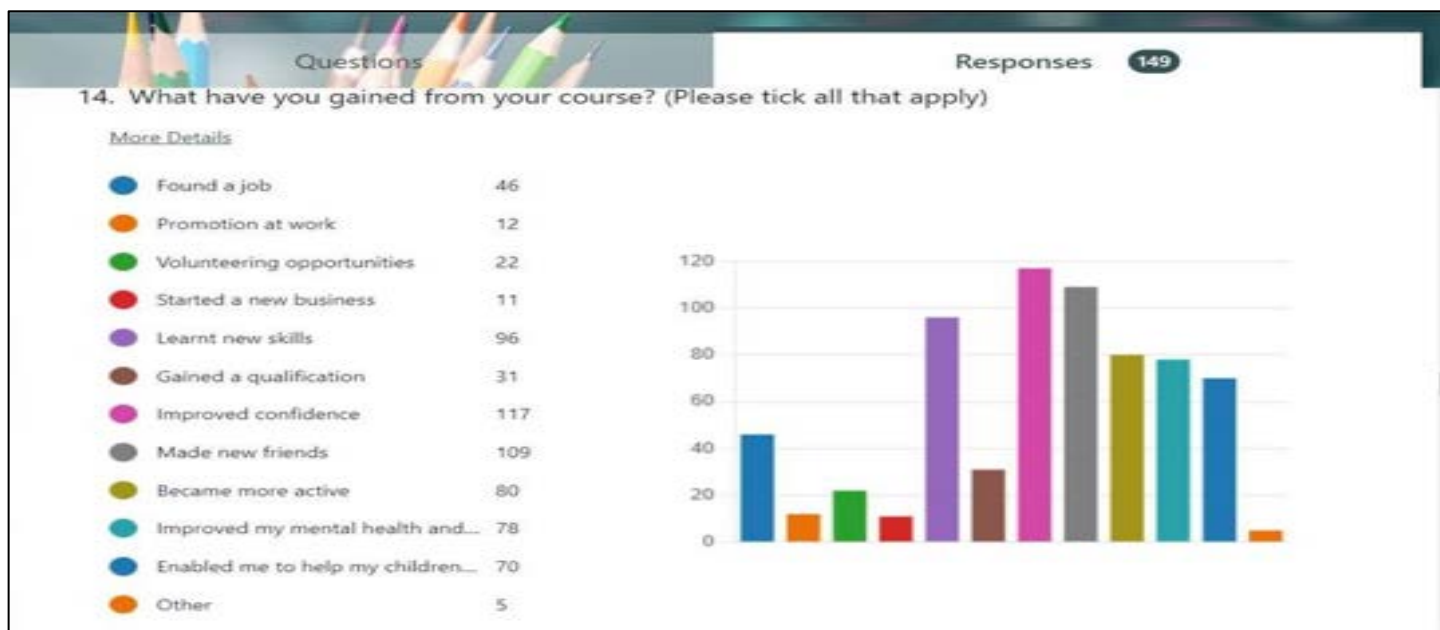
Fig.24

Personal development is a significant factor within Family Learning courses, where we strive to encourage learners to develop aspirations for themselves as well as for their children, which will lead them to further and higher education opportunities and employment pathways. One learner commented on how the topics, the language used, and the resources helped develop his knowledge and understanding of British culture. This facilitated his integration in a place so different to his home country. He felt the course has developed his communication skills and grammar, enabling him to communicate with the head teacher and support his children with their homework. This learner has been in contact with the Job shop to receive support and has since found suitable employment.

237 learners participated in a FEML departmental survey on Personal Development
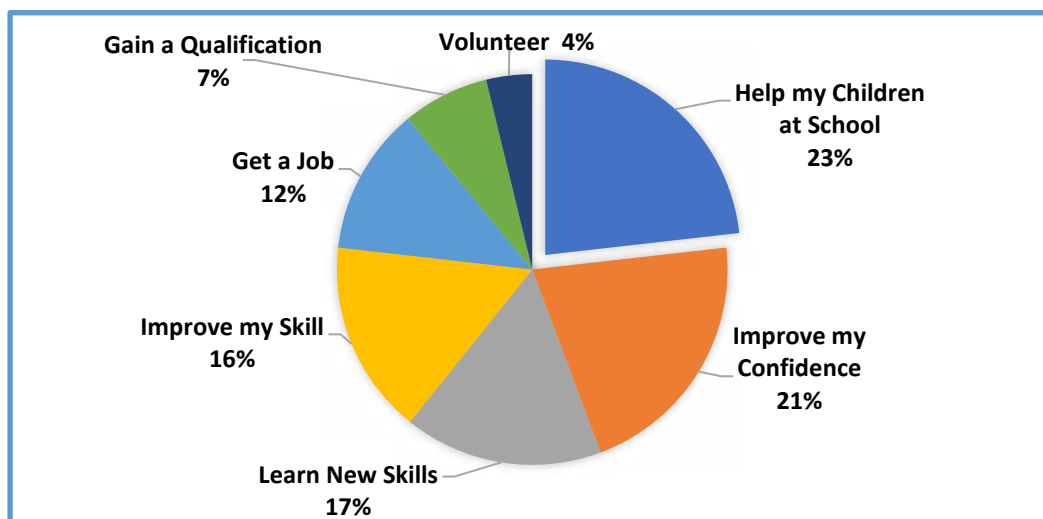
Fig.25

100% of learners on Child-care vocational courses report they have achieved their personal goals. More than 20 learners have achieved employment as a result of completing their courses, and many report to gaining new skills, which they are using at home with their own children, or within their workplace i.e., being

able to use a person-centred approach with service users at work. Many learners report improved communication skills, being able to communicate with professionals on behalf of clients. Learners also report to improving their lifestyle with healthier eating and better communication with their children.

Improvement of ILPs and the capture of softer targets on IBE courses has helped learners to develop their reflecting skills and ability to look at their own talents and skills and how far they have progressed from their starting points.

Additional information and resources are shared with learners by the Network Services Team including: self-care tips, help protect against stress, police neighbourhood watch alerts, eat well for less workshops, staying safe online, and county lines information.

Our SEND programme provides higher needs learners with courses to help them to develop life skills, gain social skills, improve interpersonal skills and confidence, develop their self-care, and support them to lead more independent lives. This year, additional courses to improve physical health were also introduced to provide a pathway to improve learners' health. Each SEND course can be taken in isolation to focus on one area of personal development or taken as part of a study programme for a more holistic journey. Enrolment to these courses is supported by an Access Facilitator who meets with each learner to help them plan their priorities for the year.

Behaviour and Attitudes

Class Agreements are utilised in all classes to support learners to recognise and negotiate what is acceptable behaviour. This process supports learners to engage with the commitment and expectations of their programme of study, reinforcing and modelling good practice, e.g., attendance, punctuality, turn taking, and demonstrating mutual respect for others.

This has worked particularly well in SEND classes, supporting the embedding of British Values and Equalities, Diversity and Inclusion for positive behaviour and attitudes. Learners are now able to politely challenge their peers on lateness or unacceptable behaviour in class, helping to reinforce positive behaviours and expectations. ILP targets for this group of learners often include soft targets which tackle behaviour and attitude such as punctuality, regular attendance, and listening respectfully to others.

Extraordinary commitment, resilience and achievement shown by learners to achieve despite their personal barriers to learning is recognised and celebrated by tutors in class, in our Learner of the Month Award and at our annual celebration event.

In Term 2 the Student Services manager met with Dr Mary Summers, Consultant Clinical Neuropsychologist, to discuss a learner's barrier to learning and ways in which we could support this learner with her personal struggles. Issues highlighted were with her cognitive skills and mental health. A single working parent with two children, who also had severe learning difficulties, she received support in the classroom for both maths and English. She has also attended a 1-2-1 workshop for maths for 4 weeks with a specialised tutor. This support has assisted her to remain on programme. Before attending the Adult College, the learner revealed she previously enrolled with two other training providers but did not receive the required support. The Learner acknowledged the support from the Adult College has impacted positively on her personal growth. The Welfare support officer also provided support with her mental health after receiving a referral from her tutor. The Welfare Officer discussed coping strategies and referred the learner to Talking Therapies. In June 2022, at the Celebration of Achievement event, this learner won learner of the year 21/22.

Leadership and Management

The College Leadership team have a clear vision of the needs and priorities in the borough and the essential role the College plays in supporting borough residents to improve their skills, wellbeing, and employment opportunities, and realise their potential.

The Senior Team work effectively with key stakeholders and employers to promote the service and ensure that as an organisation we remain abreast of emerging opportunities in the borough. This enables us to provide a responsive and proactive curriculum, ensuring residents and learners are able to access the skills and learning they need to thrive in the borough.

A strong structure and well-planned management cycle provide a robust platform for sharing information, challenges, and opportunities, ensuring that management is strong and well led, and staff are well informed and able to share their ideas and concerns.

The Quality Improvement Plan (QIP) is effective in leading the service in continuous improvement. Focussing on 5 main targets for this academic year, the QIP is updated on a quarterly basis, and progress is reported at Performance Review Boards, and monitored by the Quality Manager.

Quality Improvement Plan 2021 -22

QIP main themes for 2021-22 – DRAFT Targets and themes based on SAR outcomes, SLT strategy, and Staff Governor feedback-2010

COMPREHENSIVE DIGITAL INCLUSION STRATEGY	Establish a digital inclusion strategy which fosters and supports a flexible digital offer to service users
DEVELOP A HIGHER PROFILE ACROSS THE BOROUGH	Establish the Service as a household name, a goto place for education and career opportunities for all residents
DEVELOPING PARTNERSHIPS	Develop closer partnerships with partners, employers and other Borough departments to strengthen provision and upskill service users to be work ready with the appropriate and sought -after skills to meet market needs
SEAMLESS LEARNER/CLIENT EXPERIENCE FROM POINT OF ENTRY	Offer all service users effective IAG on the services provided by Work and Skills to enable them to make an informed decision about their preferred pathway and support service users to overcome barriers to participation
OUTSTANDING SERVICE	To continually drive Quality Improvement to deliver outstanding customer service, and to meet industry standards, (e,g . Ofsted, Matrix, Awarding Bodies, and Funders)

Fig.26

Performance Review Board meetings actively engage local providers and other departments within the Council, education consultants and Advisory Board members as critical friends to scrutinise and provide challenge to managers to support progress and development of the organisation. The end of year 21-22 Performance Review Board engaged 7 partner provider professionals, 3 Advisory Board Members and 1 senior LBBD member of staff.

The absence of further lockdowns and the gradual lifting of restrictions enabled the College to return to face-to-face delivery for the majority of mainstream courses. The legacy of covid lockdowns and the development of online learning strengthened and expanded delivery methods to provide greater opportunities for learners to engage with their learning, providing a positive impact on attendance and retention across the service.

We retained online delivery where this better suited provision and learner requirements (e.g., in evening classes and higher-level vocational courses) and used blended delivery where a mixture of onsite and online delivery worked well. 21/22 also provided us with the opportunity to trial hybrid delivery models, enabling learners who are unable to travel to sites to still join classes online. Hybrid delivery has subsequently been adopted as a preferred method for some classes.

Responsive Leadership and Management moved lower level ESOL courses back onsite at the request of tutors and learners, as restrictions allowed. This positively impacted on these groups of learners:

- Pass, achievement, and attendance rates have all increased since the previous year by 7% (Pass); 7% (Achievement) and 5% (Attendance), respectively.
- 73% of ESOL courses achieved above College target of 85% attendance.
- Retention was up by a marginal 0.1%.

Flexible learning opportunities continue to be offered to learners through onsite, online, blended, and hybrid lessons, with learning and digital support as required. For example, an EDSQ L1 blended delivery course was adapted to hybrid as requested by the learners, resulting in 100% pass rate; and a blended course was reprogrammed to onsite delivery, again resulting in 100% pass rate.

Following the success of online Family Learning courses introduced during the pandemic, these have continued to be offered as an additional option to accommodate parents who cannot attend face-to-face courses, due to child care commitments for younger children.

In 21/22, two new Course Leader roles were successfully developed to provide support to tutors and learners to improve the learner experience and quality of TLA. These roles were recruited and filled by existing teaching staff in designated departments: one for English, Maths and ESOL programmes; one for Vocational and Employability programmes. These roles provide an excellent stepping-stone career progression for tutors who are looking to move into management, and form part of our succession planning.

Talentlink was introduced by the borough to facilitate recruitment, offering fairer and equal recruitment processes, with broader representation on interview panels. Talentlink ensures the anonymity of candidates up to interview stage. This ensures that candidates are selected in a fair and transparent manner.

Staff Development and Wellbeing

The Adult College has 69 staff of whom 36 are delivery staff (tutors) and 13 are managers. The integration of the Service into Community Solutions, and subsequently into Inclusive Growth directorate, has provided staff with improved links to other Borough departments and better working relationships. Staff are invited to join online wellbeing and support courses offered by Borough specialists and in-person wellbeing courses to support their mental and physical health. Staff have also been provided with home-working equipment for optimum health and safety, and working arrangements questionnaires are completed annually, and as required.

We recruited 17 new members of staff in 21/22, of whom 13 were new to the organisation. Of these new recruits 12 were retained (70%). The 5 leavers were staff on fixed term contracts. We also had 3 resignations (1 tutor, 1 manager and 1 Front of House staff). Despite the ongoing presence of Covid, staff sickness absence remains low with many staff continuing to work remotely when infected. A total of 10 delivery hours were lost to Covid infections in 21/22. The accessibility of online learning through MS Teams has enabled us to minimise the impact of staff absence on learning.

Staff are offered a wide range of learning and development opportunities alongside mandatory Borough training. Funding support is also available for higher professional qualification courses such as DET L5, ATS, and PGCE; skills development courses such as accredited L3 coaching and mentoring, L3 IAG; L7 AAT. Staff are encouraged to self-select CPD for their job role and personal and professional development. The Borough and Adult College offers a range of wellbeing courses open to staff and learners. 21/22 saw a

28% increase in the uptake of qualification and skills development for staff, and a 30% increase in budget funds for CPD enabled staff to undertake higher level qualifications with a greater financial contribution from the CPD department.

In 21/22, staff were engaged on the following qualification courses:

Number of staff	Qualification/programme	Achievement
1	AAT Level 3	In progress
1	AAT Level 7	In progress
1	Accountancy Apprenticeship Level 2	2022
1	Advanced Practitioner Apprenticeship	2022
1	ATS	2022
1	Business Administration L2	In progress
1	CELTA	2022
3	CMI Management L7	In progress
4	Coaching and Mentoring L2	2022
1	Data Analytics Apprenticeship L4	2022
1	DET Level 5	2022
2	Education and Training L3	1 - 2021 1 - In progress
1	ETF Governance programme	2021
1	IAG Level 4	In progress
1	Marketing Apprenticeship L2	2022
1	PGCE	In progress
1	QTLS	2021
1	Yoga Instructor qualification	2022

Fig.27

Staff participate in Development Days where Service updates are shared, and team meetings and training take place. Peer mentoring and best practice sharing is active across both the Curriculum and Business Support departments, with shadowing and co-delivery successfully implemented for new staff. Performance Review, Ofsted preparation, and SAR best practice is shared by the Quality Manager; pop-up training events for staff are offered by the Network Services Manager to develop skills and confidence when using Teams; and coaching and mentoring is available for staff across the Service on request.

Management staff are members of specific best practice sharing groups across London including Local London ACL Heads Group, The London Peer Review and Development Group (Quality); London ACE Employability Development Group; London MIS/Data Group; London ACE Quality Group; London ACE ESOL Group; London ACL Community Learning Group; the Microsoft Insider Group, and the Digital Skills Roundtable. These groups meet regularly to share best practice, ideas and new innovations for curriculum and service development.

The Council offers a comprehensive suite of support for mental wellbeing and physical health for staff. Staff can be directed or self-direct to the following support:
- Occupational health – physical health, and free Health Check.
- Good mental health and wellbeing – Employee Assistance Programme, Mental Health First Aiders, THRIVE app for mobile phones.
- Manager Assist – support for managers with job roles and team leading.
- Able Futures – support with depression, stress, and anxiety.
- Domestic Abuse – hotline and links to Refuge.org.uk
- Financial support – Wider Wallet Scheme to help you make your money go further.
- Managers are highly conscious of staff wellbeing and encourage their staff to attend the many wellbeing workshops offered by the college as well as checking in with them regularly with specific welfare calls. These have been well received and have contributed to minimising staff absence.

The council has a number of employee support networks. The employee support networks are part of the Borough's commitment to meeting our equalities and diversity objectives, and to being an Investors in People Gold employer. They provide an opportunity for employees to share knowledge and experiences and discuss work related issues.

- EASE (Disabled) staff network
- Graduate Trainee Network
- LGBT+ (Lesbian, Gay, Bisexual and Transgender) staff network
- STARE (Standing Against Racism and Exclusion) staff network
- Women's Network (including the Maternity Group)
- Menopause Support Group

To provide employment and development opportunities for residents and ease the increased workload of some expanding departments, e.g., Network Services, Marketing, Finance and Curriculum Administration, Apprentices have been recruited to support these departments and attain valuable work experience whilst studying.

Safeguarding

Arrangements for safeguarding are effective. The designated safeguarding team investigates, records appropriately, and makes good use of well-established links with the council's safeguarding teams and local support services. The Safeguarding Lead and designated officers are trained and experienced. In 21/22, 6 cases were reported, an increase from the 5 cases reported in 20/21. A Safeguarding Report is provided termly to the Advisory Board. Learners advise that they feel safe and are clear about how to report concerns.

Learner identity badges have been introduced as a safeguarding measure, so that other users of the building are easily recognisable now that the building is shared.

Managers make appropriate checks on new staff when recruiting them, and staff who are involved in regulated activities have had the necessary checks on their suitability to work with vulnerable adults.

Safeguarding awareness is well embedded across the curriculum and general learner safeguarding awareness is good. Given the local demographic and feedback from learners at our Meet the Manager and Brew Events, the focus for 21/22 was on raising awareness of Prevent and digital security. These continue to be a focus for 22/23.

Staff and Advisory Board members receive training on Prevent, radicalisation and extremism, and these topics are successfully embedded across curriculum to support learner awareness.

Barking and Dagenham has the highest incidence of domestic abuse in London (16.1 domestic abuse offences per 1,000 people) and the college has seen an increase in the number of domestic abuse concerns raised. We promote the services of the borough domestic abuse ambassadors, raise awareness of what constitutes domestic abuse, and share information on the support available. An informal user-friendly safeguarding measure was introduced in 21/22; this measure, shared at learner induction, prompts learners to 'Ask for Kathy' with any member of staff, and the staff member will refer the learner to a Safeguarding Officer. All staff and learners are inducted into Safeguarding procedures as part of their formal induction.

The service has measures in place to safeguard learners both onsite and whilst working remotely. Computers are monitored using the Impero software network management tool, which incorporates keyword detection policies related to several online safeguarding issues. "Communication Compliance" software is in place, which monitors the use of Office 365 applications. Systems are tested regularly to ensure compliance. Loaned devices are protected by software that prevents access to restricted content. Attempted access is flagged to managers.

Good practice in keeping safe online is embedded across delivery, with additional support and guidance form the Network Services Manager. On-site drop-in sessions were offered to learners on digital awareness, with topics covering anti-virus software, Phishing, Ransomware, Malware, and passwords. Learners are also shown how to keep mobile devices secure.

The Student Services Team design safeguarding posters and materials in a variety of languages which reflect the most common languages spoken amongst the learner body. These are displayed in classrooms and communal areas. The curriculum team also develop resources and activities to raise safeguarding awareness which are shared with tutors to embed across curriculum delivery.
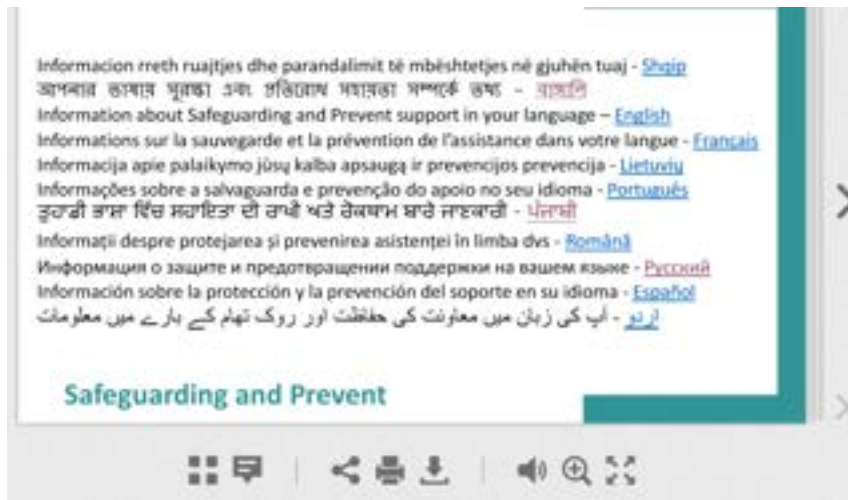

Fig.28

During Safeguarding Month, a Safeguarding quiz was circulated to a small sample of learners to evaluate the impact and awareness of Safeguarding topics; 55 learners took part providing the answers below:
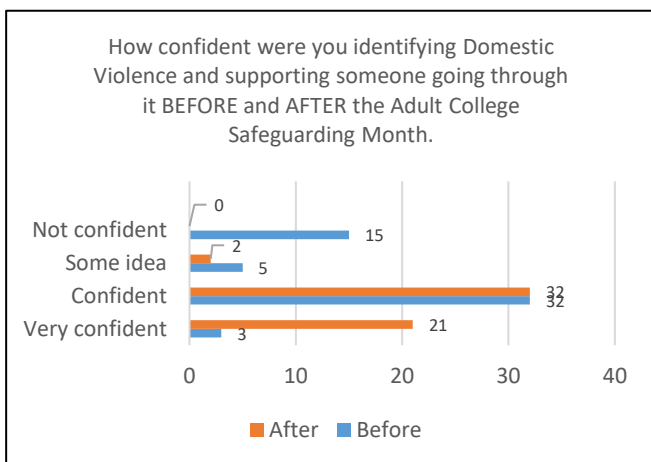
Fig.29
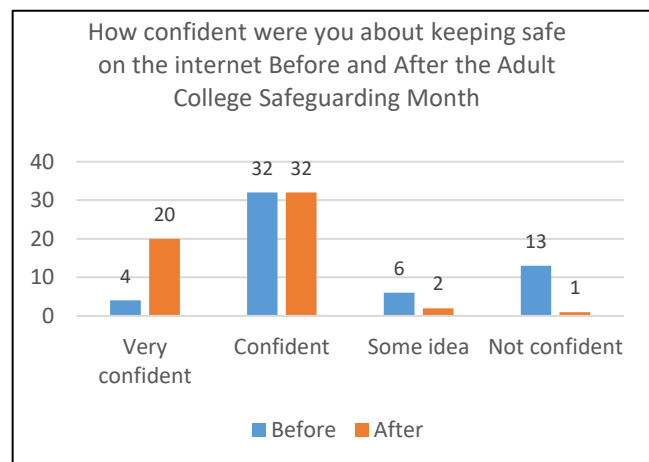
Fig.30
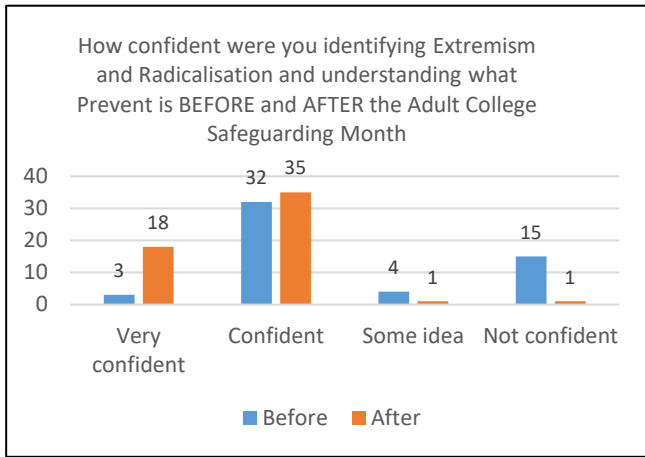
Fig.31
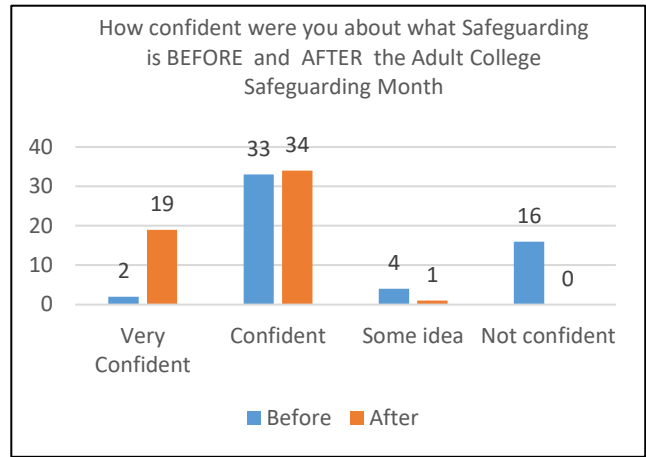
Fig. 32

Welfare Support is prompt and effective, learners feel valued and supported. Tutors have the confidence to make referrals and 7 clients were provided with support and sign posted for additional support for domestic overcrowding, self-confidence, mental health, financial concerns, and threats received.

Equalities, Diversity, and Inclusion

The Adult College staff well reflect the community of Barking and Dagenham with multiple ethnicities across all departments in the College. Our brochure is now available online in 11 languages, and the course information for ESOL introduction courses and the ESOL Learner Agreement is available in 14 languages.
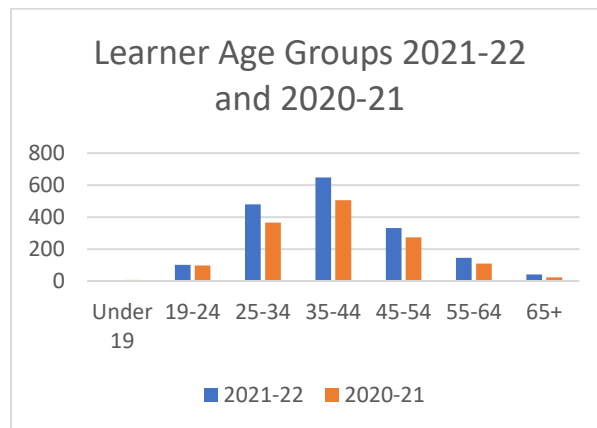
Fig. 33
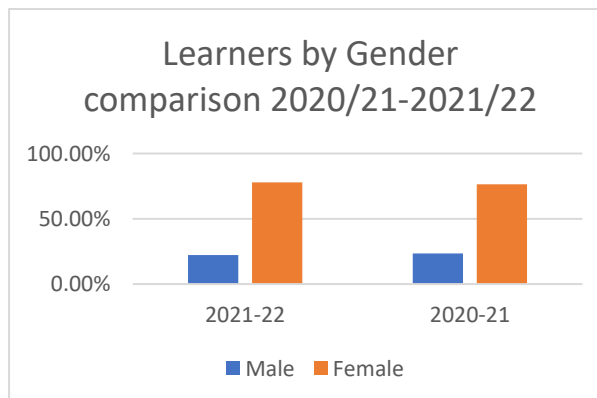
Fig. 34
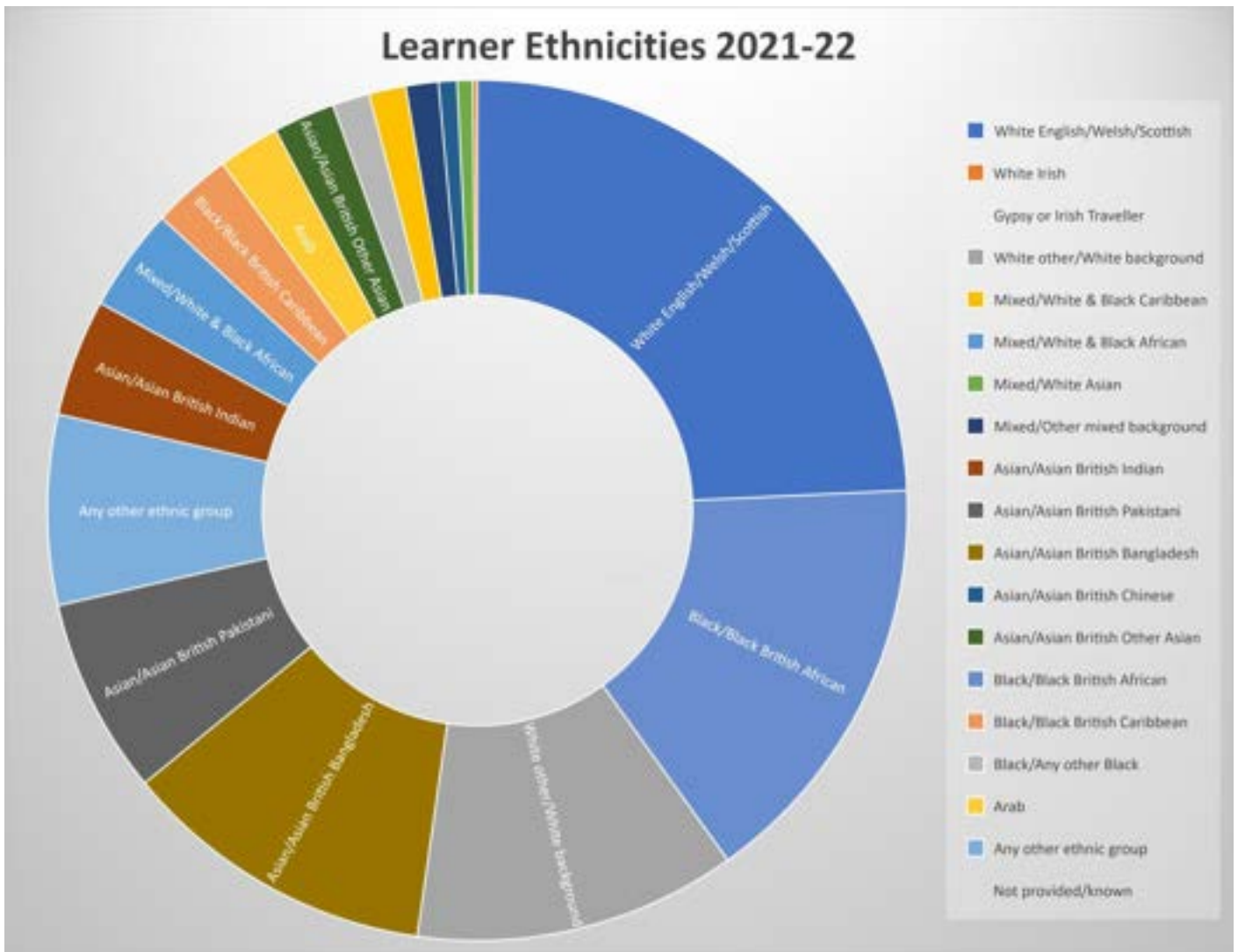
Fig.35

Curriculum Managers and Course Leaders have developed an Equalities, Diversity and Inclusivity calendar and resources which are shared with tutors and learners to celebrate festivals and significant dates across all religions and cultures as well as other cultural, national, and international events to help raise awareness and break down barriers. In addition, an online Teams channel holds resources and information on these celebrations so they can be incorporated into schemes of work at the appropriate time during the academic year.

Analysis of retention and achievement by ethnicity has not identified any specific groups who are not retained, or who underperform across departments. Curriculum Managers explore data for their departments and specific cohorts to identify any potential pockets of underperformance and arrange support as needed.

Female v male learner numbers: Identified need to continue to improve engagement of male learners in English (13.9%), Maths (12.23%) and ESOL (19.91%) to meet and exceed the national average of 22%.

Main Ethinicities of Staff at the Adult College 21-22

Ethinity Description	Number
English, Welsh, Scottish, Northern Irish or…	21
Not provided / Prefer not to say	14
Indian	8
Bangladeshi	7
Arab	3
African background	3
Pakistani	1
Any other ethnic group	1
Chinese	1
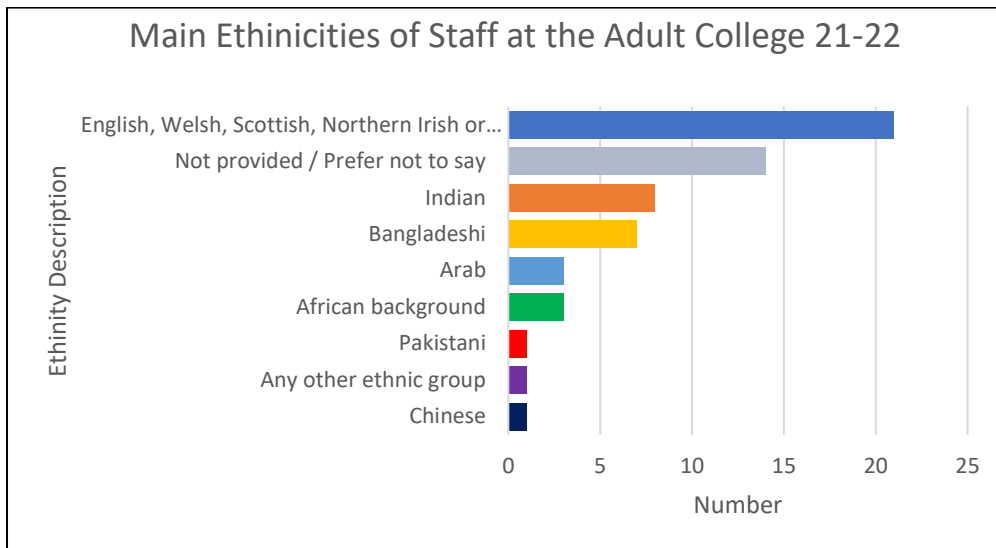
Fig. 36

Governance

The Advisory Board of Barking and Dagenham is made up of 8 active members from diverse backgrounds who offer challenge and scrutiny to the work of the Service. We have an active staff member and two active student members, alongside three serving Councillors. Members participate in learning walks and Performance Review Boards and offer valuable critical challenge and guidance. The Advisory Board meets three times a year for formal departmental updates from Service and Business Support Leads. In 21-22, Advisory Board Members dedicated 105.5 hours of activity to the support of the Service.

Student Governors have actively participated with the allocation of ID badges and volunteering to support our learners and staff.

THE APPRENTICESHIP PROGRAMME

The Apprenticeship Department is positioned under the Employment and Skills Service, part of Work and Skills, and reports to the Service Lead for Employment and Skills.

Apprenticeship Self-Assessment Report Academic Year 2021-2022

No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate	
Apps	72	Apps	86%	Apps	52%	Apps	38%
AEB		AEB		AEB		AEB	
ESFA	2	ESFA	66%	ESFA	0%	ESFA	0%

Course Offer 2020-2021

Apprenticeships:
- Team Leader and Supervisor Apprenticeship Standard (Sept 19 – Mar 22: Cohort 1) x8, (Feb 21 – Jun 22: Cohort 2) x11, (Feb 21 – Mar 22: Cohort 3) x8 & (Mar 22 – Sept 23: Cohort 4) x10 =37
- Improvement Practitioner Apprenticeship Standard (Jan 21 – Jul) x8 = 8
- Business Administrator Apprenticeship Standard (Mar 21 – Feb 23: Cohort 2 "Rolling programme") x4, (Jan 22 – Sept 23: Cohort 3 "Rolling programme") x4 = 8
- Facilities Services Operative Apprenticeship Standard (Mar 21 – Jul 22) x5, (Jul 21 – Nov 22) x1 = 7
- Facilities Management Supervisor Apprenticeship Standard (Mar 21 – Dec 22) x1 = 1

We have not run any new programmes or courses in Term 3.

Progress against 2020-21 Quality Improvement Plan Targets and Post Inspection Action Plan Targets.

Targets:	To address areas for development arising from QA Events: Mock Inspection, Mystery Shoppers, Learning Walks, OTLAs, CPD, staff and learner feedback.						
Objective	Action	By When	SLT	Ref	Performance Measures	Update on Actions (RAG)
Apprentices complete within their set timescales and have access to off the job training	Up-to-date tracking sheets completed by tutor and employer	01/09/20 and on-going target	JW	Ofsted Watch	High achievement for our apprentices reflected in employment outcomes. Those learners who are upskilling, reflected in promotions within own directorate or wider council	Awaiting learners to go through EPA process before outcomes can be measured – we have had 3 learners complete successfully so far - all gaining Distinctions
Reduce number of withdrawals on upskilling programmes	Implement a new Process Map to reduce / lower number of withdrawals on upskilling programmes	Start with new programmes / cohorts (Mar 22)	JW		Apprenticeship Learning Journey has been altered, measurement systems have been implemented at earlier stages of the process	So far on L&M C4 still 0 withdrawals (19 weeks into the programme) in comparison to L&M C1, C2 & C3 where we lost 5 learners in the first month of those programmes
Growth and development requirement for Traineeship Programme and to meet our funding target	Put on more programmes – another Customer Service or possibly Adult Care	Before end July 2022	JW		We still have a £16K target to meet with the hope of securing growth funding in this area if successful	With Kickstart finished, need to work with Employer Engagement Team and Job Shop to get employers and persons interested in the programmes

Quality of Education: Intent and Implementation

Quality of Education is Good with Outstanding elements.

- Overall Retention Rate is 86% which is above National Apprenticeship Target by 24%

- 100% EPA Achievement – 3 apprentices with EPA dates in this academic year, all 3 apprentices successfully passed with Distinction grades.

Excellent Progression of apprentices both during and on completion of their apprenticeship programme.

- As a result of undertaking the Leadership and Management Programme (Team Leader and Supervisor Standard) we have had 6 apprentices start the programme in Team Leader/supervisor/Consultant Social Worker roles, of which 2 stepped up into the Unit Manager's role for 5 months, and 1 was promoted into the role of Senior Business Information and Performance Officer whilst on programme. The other 3 apprentices who have completed the programme have been promoted into other roles within and outside of the council i.e. Learner 1 - started their apprenticeship as a Consultant Social Worker; within 3 months of being on the programme and applying Knowledge, Skills, and Behaviours learnt as part of the programming, they applied for a Team Manager Role and was successfully appointed. A few months before the Programme ended - and especially after the Project and Partnership working - they applied for a Service Manager Role and were successfully appointed. Learner 2 – worked with the Youth Offending Team, and on completion of their apprenticeship was head-hunted into a Senior Probation Officer role for Birmingham Council. Learner 3 has secured a prestigious role with the NHS.

- In-programme and completion progress has allowed the apprentice(s) to make a difference within their departments/roles, receive a pay increase, and has given them the ability to improve their economic status over the course of the programme and into their new roles.

Effective and coherently planned and sequenced curriculum.

- The Leadership and Management Team Leader/ Supervisor Apprenticeship Programme supports new managers or supervisors, who have limited experience in their management roles, to undertake the council initiative development programme to self-develop their own knowledge, skills, and behaviours. The core learning aims and objectives include developing behaviours and skills in managing projects, developing teams, supporting change, building relationships, and managing workloads.

- The Business Administrator Programme is being run as a "roll on / roll off" programme with intakes at various stages of the programme, allowing Managers to recruit apprentices as and when needed, and not having to wait more than 3 weeks at any time for their apprentice to be introduced into the teaching and learning (Workshop Delivery) portion of the programme. Prior to being integrated, apprentices are taken through a structured Induction, and will also undertake the first module of the programme. This is the same process for all apprentices joining this programme no matter at what stage they join.

- Programmes are planned to meet the apprentice's needs.

Effective support and guidance provided by Learning and Development Coaches

- The Apprenticeship Team tutors are both qualified and experienced in subject matter and delivery of Apprenticeship Programmes. They are able to share their knowledge and experiences with apprentices.

- Measures to support vulnerable apprentices have been put in place by both the provider and the employer, so that signs such as anxiety, struggling to cope in the workplace, and self-isolation are recognised early. Referrals have been made to Student Support for apprentices with

identified needs i.e., Dyslexia or other support needs. The apprentices in question have completed assessments and are receiving individualised and tailored support/resources to meet their needs.

- The Apprenticeship Programmes delivered to date have been identified as being appropriately relevant to local and regional employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.

- The programmes are delivered in line with the Scheme of Work, with the Knowledge delivered face-to-face (back in a classroom environment in some cases) or using a Blended Learning approach. Information and programme content is conveyed at a pace which is commensurate with each learner's needs.

- Skills are assessed in the workplace and are supported by Witness Testimony from a third party, together with actual documentation and other sources of evidence used in the apprentice/delegate's day-to-day role.

- A culture of respect and tolerance is promoted from the outset of the programme and embedded into each and every session.

- Ongoing checks of the apprentice/delegate's understanding is enhanced by providing opportunities within the sessions to further expand their contributions through questions, answers, facts, related opinions, and relevant to the topical areas.

- Feedback is given both verbally in 10-minute slots to individual students, to clarify areas of strength and improvement (with sensitive corrections) in addition to written feedback with clear annotations on submissions.

On reflecting on the programme, ensuring that from the point of consultation through to achievement, the thread of the apprentice's experience is strong, the learning journey is meaningful, transferable skills are identified and taken into consideration, and experiences are central to the programme.

Evidence that learning is taking place:

- Our Apprenticeship Programmes are having a great impact on the apprentice/delegate's individual work roles, establishing new knowledge, and affording new opportunities, enabling them to share this knowledge with supervisors, bringing the apprentice/delegate a higher level of professional recognition within the workplace, which directly improves a sense of self-worth and high esteem.

- Managers speak very highly of the development they see in the team members and comment on the quality of improvement since their staff started the apprenticeship. As a result, a number of apprentices have been given more responsibility or new tasks based on their personal experiential development, and ability to transfer new skills into existing workplace processes.

- Apprentices have made good progress over the past 12 months.

- Apprentices have contributed enormously to providing good suggestions and ideas on their learning styles and how this would benefit them. Apprentices are encouraged to work as a group and be inclusive in all activities and discussions.

- Each apprentice has an Apprenticeship Personal Improvement Plan (APIP) which includes English & maths, a tutorial, and any independent skills through learning. There is access to CMI learning materials, including MS Teams and work experience, and real-life vocational opportunities that supports learning.

- Apprentices (L&M Cohort 4) have made significant progress during the past 4 months of delivery compared with their starting point. This can be evidenced in the tasks submitted, Learning Journals, Scorecards and Class Discussions.

- Apprentices are encouraged to contribute to the generation of new ideas and suggestions such as improvements to business processes or strategies for example "I have made an explicit flow chart of operational stages in different formats to cater for different learning styles of the team…." clearly the impact of learning about promoting inclusivity can be seen here. They are also encouraged to develop creative thinking skills and strategies, enabling them to think outside of the box. Apprentice/delegates who have built confidence during this course have not been reluctant to bring support services together for the benefit of residents to minimise duplication and work within the Council priorities.

Behaviour, Attitudes, and Equalities

Excellent Attendance (92%) and Punctuality Rates (98%), with the Business Administrator Apprenticeship Programme leading the way.

Continuous quality improvement
- Line managers are now involved in the process of conducting Apprenticeship Personal Improvement Plan (APIP) Meetings and completing APIP on an individual basis with the apprentice and their managers.

- Apprentices are taken through Equalities, Diversity, and Inclusion Training at the start of their apprenticeship programme. The Learning and Development Coach allocates around 30 mins of the session to hold discussions with the group on particular themes, and which are relevant to facilities e.g., Gender – fact that Facilities Operatives is very much a male dominated area, however there is one female on this programme. The discussion centred around differences which she encounters as a female not only from within the council, but that also of Service Users.

Apprentices have proven to have developed and enhanced their own skills through taking part in additional training and courses i.e., English, Mathematics, Education and Training such as Prevent, Safeguarding, etc. Apprentices are also encouraged to attend in-house events such as the ComSol Roadshow, Black Lives Matter Cuppa Club, STARE Group, where they are given the opportunity to mix with other apprentices/delegates and internal council staff to build a sense of belonging, as well as knowing that there are sources of help and support available to them if ever the occasion arose if needed.

Personal Development

Good use of Developmental Feedback and support given to apprentices on evidence submitted and aspects of the Apprenticeship Standard enables them to stretch and challenge themselves to move from their current position to achieve the highest possible grade .

As part of the apprenticeship programme and for the apprentices to go through Gateway and onto EPA, they are given opportunities to prepare themselves for their next steps, such as Mock Interviews/ Presentations. Apprentices/delegates will also be given the chance to develop their CV writing, job skills and application process, in order to support them with securing future employment. We are looking at involving the Job Shop Team in supporting these activities.

As a team, we recognise that there is still room for improvement in this area, especially around Enrichment and Wellbeing for the Apprenticeship Programme. However, one of the ComSol Teams has introduced a series of Online Well-Being Workshops, e.g., Bringing Physical Relief during anxious times, From Stress to Calm with Neuro-Linguistic Programming, for staff to attend. Although we have not embedded these into our apprenticeship programme, we have informed apprentices/delegates of

their existence, and encouraged them to attend - especially as they are being run by one of the Improvement Practitioner delegates.

Similar to opportunities for apprentices to develop themselves, Learning and Development Coaches are also given opportunities for CPD such as attendance at the Annual Apprenticeship Conference, Awarding Organisation events, in-house training, and I am seeing an increase in awareness after attending such events.

Staff and Learner Safeguarding and Prevent

All staff of London Borough of Barking and Dagenham/The Adult College are required to undertake mandatory training in areas such as Safeguarding Adults in FE, Safeguarding Awareness and Introduction to Equalities and Diversity. Learning and Development Coaches, as well as apprentices, are encouraged and required to go through Safeguarding Training through the Education and Training Foundation online course.

The college have named Safeguarding Officers and are made aware of Safeguarding as part of their Apprenticeship Induction, as well as undertaking online training for Prevent, Equalities, Diversity and Inclusion, and British Values, which are taught sessions. Posters/information containing the names and photographs of these officers are included as part of the Apprenticeship Course Handbook. However, there have not been any Safeguarding concerns raised during the year.

Safeguarding has been embedded into the SoW with a focus on areas such as Mental Health/Capacity, Safeguarding Protocols (in education as well as the work environment), Counter terrorism, Radicalisation, County Lines, and FGM. Whilst we are aware that these areas may not be natural discussion points as part of all the apprenticeship programme, we ensure that they are planned and tailored to specific topics which will generate discussion and conversation amongst the apprentices/delegates.

There are regular Safeguarding updates to ensure that the Apprenticeship Team are familiar with current and updated legislation.

Leadership and Management

The department underwent an Internal Review of it's provision in April to which a number of actions were drawn up. This included the effective use of OneFile by all staff and learners, the development of Professional Skills through English and maths, i.e. occupational vocabulary and relevant maths (eg budgets, statistics, data analysis), review of our process for how well intial and dignostic assessment is being used, Ofsted Readiness for the Apprenticeship Team and learners, evidence of Safeguarding, British Values and Prevent, plus low retention and high number of withdrawals.

Alongside the Internal Review we had been asked by the Department of Education to put together a Improvement Plan which takes into account the Quality Indicators of the Apprenticeship Accountability Framework, so it made sense to intertwine both plans into one.

We have been able to implement a number of process and quick wins as a result of the Improvement / Action Plan i.e. made chnages to the Apprenticeship Enrolment Forms so it now includes: Planned OTJ, Name of EPAO and EPAO ID. We also implemented a new Process Map which addressed some significant changes which needed to be made to help prevent the high number of withdrawals which we had previously encountered, i.e. a change in process so that both initial and diagnostic assessments are carried out prior to IAG, and the Functional Skills Tutor to have sight of results to make any recommendations. Although the process still requires some additional refinement, I can see the improvement made – the latest Leadership & Management Group (Cohort 4), retention is 100% and this is at month 5 of the programme, where at this point for Cohorts 1, 2 & 3 retention was 77.3%.

Whilst other processes have been introduced, these are yet to be implemented and the impact measured due to no new starts since March 2022.
There continues to be a need to increase resources in line with the level of programme delivery.

Support being given to Learning and Development Coaches is good through both formal and informal meetings/conversation. This seems to work very well as the team is very small and we have the flexibility to schedule in meetings quite quickly and easily which has so far enabled change i.e. continual updating of programme timetable, change of qualification, introduction of e-portfoilo system. Welfare checks continue to happen with the team (Post COVID-19).

Effective management of Learning and Development Coaches and the management of their caseload (up to 25 apprentices) ensures the team member is supported without putting them under any due care and pressure. Support structures are in place with other members of the team who are able to step in and support if needed.

Portfolio Holders Meeting are held monthly with councillors; one of the agenda items disscussed is the effectiveness of the apprenticeship programmes offered.

Employer response and contribution to the Programme

With the new Process Map being rolled out, Employers (Line Managers/Supervisors) are involved in the Apprenticeship Programme at a much earlier stage of the process now. As part of the *"Candidate / Manager Information Session"* Line Managers/Supervisors commitments and expectations are outlined (Apprenticeship Agreement and Commitment Startment). Employers (Line Managers/Supervisors) are also involved and asked to contribute to the Progress Review Meeting process, which are planned and conducted on an 8-week cycle. They are encouraged to provide feedback and comments on the apprentice/delegate's progress towards the Knowledge, Skills and Behaviours attached to the Apprenticeship Programme. The Progress Review Meetings are also an opportunity for the Learning and Development Coaches to discuss with the manager how the apprentice/delegate is progressing with their studies, and whether they require any additional support from that manager. Line Managers are also required to set and review work related targets which they have set for their apprentice/ delegate.

Line Managers/Supervisors have been very accommodating to the necessary changes that have been made to the Apprenticeship Programmes. In response to some managers concerns around the apprentices/delegates studies spilling over into the working week, Manager's Briefing Sessions were introduced as part of the apprenticeship process, prior to any delegate coming onto an apprenticeship programme. Although not as problematic at present, we continue to mionitor this situation and will address with individual managers where necessary.

The Apprenticeship Team implemented a system to fully capiture not only the Voice the Apprentice, but to capture the Employer Voice too. This is in the form of Surveys through Microsoft Forms. Learner Feedback is captured on a quaterly basis, whereas Employer feedback twice a year. As a team, we wanted to ensure that the feedback being received was impactful, hence the fequency which we decided upon. We found that when we were asking managers to complete the survey more often, they just were not doing it. By decreasing the freqency whilst still being able to obtain feedback from managers through Progress Reviews, it provided us with the qualative data/information that we were seeking, and aloowed the team to impletment change.

Overall Effectiveness

The Apprenticeship Department is providing effective Teaching, Learning, and Assessment through the experienced and knowledgeable team which is currently in place. We have a strong and varied team with valuable years of sector subject experience, which they are are to guide, support and bestow on the learners, apprentices and delegates. The team's impactful delivery is supporting apprentices/ delegates to get to Gateway and succesfully move onto EPA.

Whilst we continue to identifiy some really good practices which are happening in relation to delivery, there is still room for improvement, development, and growth in Apprenticeships.

Summary Strengths
• Excellent Retention of 86% which is above National Apprentceship Target of 62% • Outstanding EPA outcomes of 100% • 95% attendance and 98% punctuality across all programmes • Excellent Progression of apprentices on-programme and completed apprentices
Summary areas for Improvement
• Eastablish as process of early diagnosis of Learning Needs in apprentices • Increase timely completion of Apprentices • Ensure apprentice attendance in PLUS is accurate

Overall Data 2021/2022

System: Plus AEC
2021   Aims: All
Sex: Both
Type: *All*   *All ILR Types*

Self Assessment Report
For All Department/Subjects

Printed: 24/10/22
Time: 12:28

	Learners*	%	Starters**	%	Retention	Pass	Achvmt
						..... % Rates	
Total number of learners	1754		4607		96.68	95.75	92.47
Male	389	22.18	918	19.93	96.19	93.62	89.54
Female	1365	77.82	3689	80.07	96.80	96.28	93.20
31 White/English/Welsh/Scottish	418	23.83	1051	22.81	96.57	96.16	92.86
32 White/Irish	3	0.17	6	0.13	83.33	80.00	66.67
33 Gypsy or Irish Traveller	0	0.00	0	0.00	0.00	0.00	0.00
34 White/Other White background	209	11.92	480	10.42	97.92	95.74	93.75
35 Mixed/White & Black Caribbean	24	1.37	46	1.00	89.13	100.00	89.13
36 Mixed/White & Black African	67	3.82	170	3.69	90.59	99.35	90.00
37 Mixed/White Asian	10	0.57	24	0.52	100.00	91.67	91.67
38 Mixed/Other mixed background	21	1.20	39	0.85	89.74	94.29	84.62
39 Asian/Asian British Indian	76	4.33	155	3.36	96.13	97.32	93.55
40 Asian/Asian British Pakistani	127	7.24	395	8.57	97.97	95.61	93.67
41 Asian/Asian British Bangladesh	204	11.63	592	12.85	97.30	97.57	94.93
42 Asian/Asian British Chinese	12	0.68	50	1.09	100.00	96.00	96.00
43 Asian/Asian Brit other Asian	40	2.28	119	2.58	99.16	91.15	86.55
44 Black/Black British African	273	15.56	838	18.19	96.90	93.84	90.93
45 Black/Black British Caribbean	52	2.96	151	3.28	98.01	95.95	94.04
46 Black/Any other Black	24	1.37	54	1.17	100.00	92.59	92.59
47 Arab	40	2.28	114	2.47	96.49	98.18	94.74
98 Any other ethnic group	123	7.01	271	5.88	95.57	97.30	92.99
99 Not known/not provided	31	1.77	52	1.13	90.38	82.98	75.00
Disabled	159	9.06	789	17.13	97.72	96.11	93.92
No DOB	0	0.00	0	0.00	0.00	0.00	0.00
Aged under 19	4	0.23	5	0.11	60.00	100.00	60.00
Aged 19-24	102	5.82	199	4.32	84.92	96.45	81.91
Aged 25-34	480	27.37	1342	29.13	96.87	96.37	93.00
Aged 35-44	649	37.00	1727	37.49	97.05	96.24	93.40
Aged 45-54	332	18.93	901	19.56	97.78	93.42	91.34
Aged 55-64	146	8.32	340	7.38	98.53	97.01	95.59
Aged 65+	41	2.34	93	2.02	96.77	94.44	91.40
Claiming fee remission	1686	96.12	4205	91.27	96.53	95.58	92.15
Full fee payers	68	3.88	402	8.73	98.26	97.47	95.77
New learners (not in previous 3 years)	1083	61.74	2201	47.78	96.73	97.65	94.23
Learners without Qualifications	1322	75.37					

FTE's   350.26   (GLH/450)

DOB comparison as of 01/08/2021

*   Learners: Unique number of Learners within Starters (nb independent of Type FE Census Date applied).
** Starters: Enrolment with a Learner Aim record (includes Withdrawn but excludes Transferred, Deleted & Closed Courses unless required).

Fig.37

Funding by academic year 2017-23

	17 / 18	18 / 19	19 / 20 ESFA	19 / 20 GLA	20 / 21 ESFA	20 / 21 GLA	21 / 22 ESFA	21 / 22 GLA	22 / 23 ESFA	22 / 23 GLA
Year	17 / 18	18 / 19	19 / 20		20 / 21		21 / 22		22 / 23	
EFA	-	-	-	-	-	-	-	-	-	-
16-18 apps	£10,451	-	-	-	-	-	-	-	-	-
Adult Skills Budget	£1,606,905	£787,219	£787,219	£839,733	£6,720	£961,642	£7,879	£959,659	£7,879	£1,021,862
19+ Apps	£13,832	-	£4,000	-	-	-	-	-	-	-
Advanced Loans	£72,138	£72,138	£60,373	-	£60,373	-	£38,391	-	£38,391	-
Advanced Loans Bursary	£7,301	£5,000	£5,340	-	£7,486	-	£5,221	-	£4,991	-
ALS Adult Learner Support.	-	-	-	-	-	-	-	-	-	-
Discretionary Learner Support	-	-	-	-	-	-	-	-	-	-
Communiy Learning	£819,686	£839,733	£839,733	£791,219	£2,121	£817,565	£2,121	£817,565	£2,121	£846,179
Traineeships	-	-	-	-	£24,000		£24,000		£10,000	
Sub Total	£2,530,313	£1,704,090	£1,696,665	£1,630,952	£100,700	£1,779,207	£77,612	£1,777,224	£63,382	£1,868,041
Total	£2,530,313	£1,704,090	£1,696,665	£1,630,952	£1,879,907		£1,854,836		£1,931,423	

Fig. 38

Departmental Data 2020-2022

Area	Learners		Starts		Retention %		Pass %		Achievement %		Attendance %	
Year	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Comm Learning Partnership	-	98	-	98	-	100	-	100	-	100	-	89.03
Digital Skills	258	306	409	530	98.29	98.11	95.27	96.54	93.64	94.72	86.29	90.0
EFE Project	49	-	49	-	100	-	100	-	100	-	89.42	80.23
Employability	282	313	484	498	98.76	97.59	96.83	99.59	94.63	97.19	35.09*	91.6
Employment & Skills	-	-	-	-	-	-	-	-	-	-	-	67.8
English	261	302	619	648	98.87	97.69	93.29	94.79	92.08	92.59	91.53	87.58
ESOL	326	427	646	1008	94.74	94.84	90.85	96.53	86.07	91.07	87.61	89.69
FL English	28	42	43	100	100	100	100	100	100	100	93.65	89.5
FL ESOL	25	73	84	176	100	100	97.62	100	97.62	100	92.59	75.33
FL Maths	18	30	79	47	98.73	100	100	100	98.73	100	91.21	74.75
HCP Care	92	112	141	180	93.62	96.11	99.24	97.11	92.91	93.33	93.28	88.32
IBE Bus Admin	85	112	129	180	95.35	95	91.06	94.15	86.82	89.44	88.15	84.1
Maths	238	229	553	474	97.47	97.05	89.05	93.48	86.60	90.72	86.74	83.29
Student Services	6	4	10	5	100	100	100	100	100	100	100	95.0
Wider FL	11	85	11	143	100	100	100	99.3	100	99.3	88.89	89.27
WRT Wellbeing	155	156	257	375	100	100	100	98.93	100	98.93	87.67	86.3
Apprenticeships	14	65	24	145	20.83	76.55	100	52.25	20.83	40	28.37	92% (not AEC PLUS)

*Fig. 39   *course set-up error: learners were offered a choice of up to 3 courses; non-attendance was recorded for those sessions not selected by learners.*
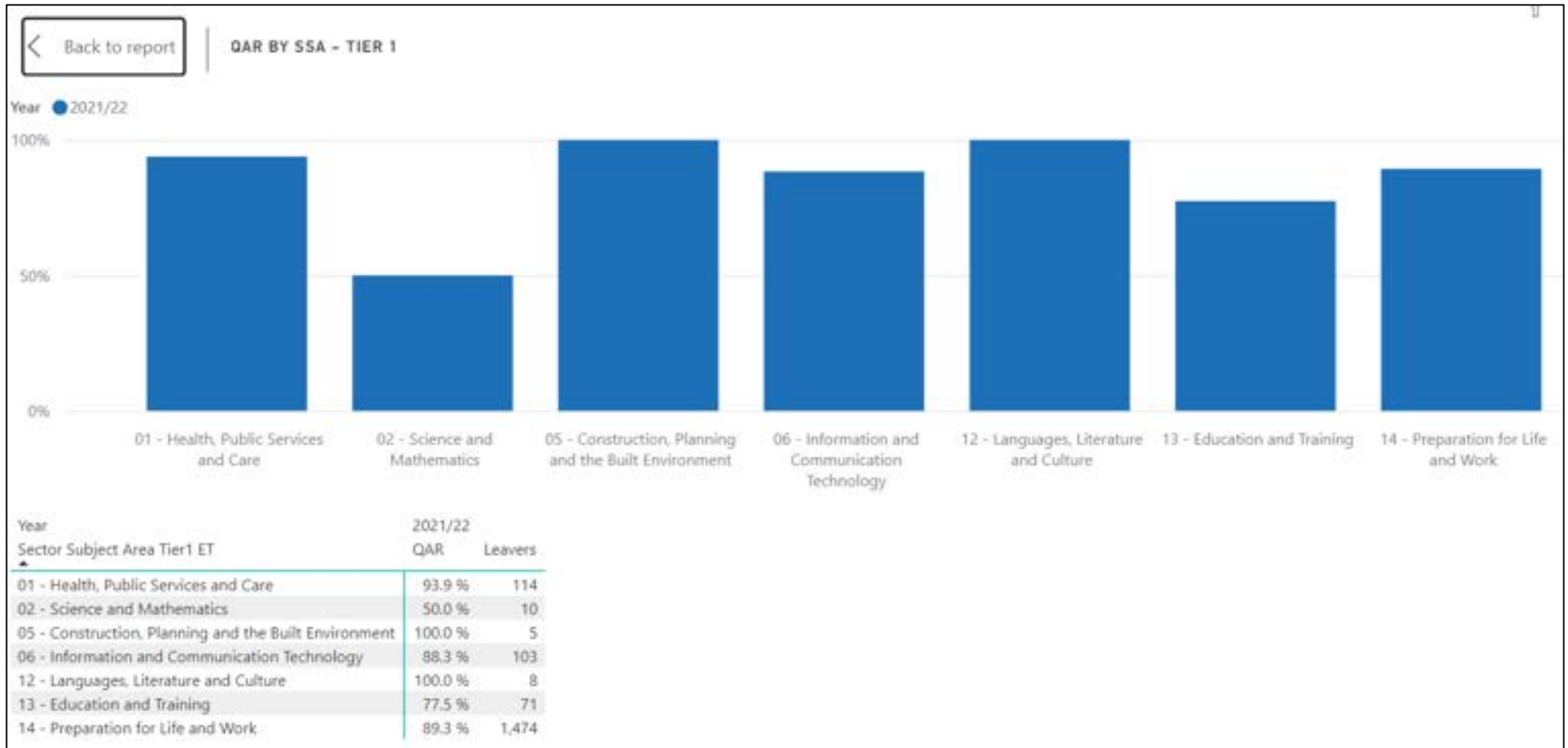
Fig.40

Community Learning Benchmark Data

The following data table is taken from a nationwide Community Learning comparison across 42 other community learning providers.

Group	Metric	Ranking basis	Barking with
General Data	Amount of total grant allocated to provision	1=highest	25
General Data	% of total grant Retained to Cover Management	1 = best (lowest)	2
General Data	Area Population (19+ Years)	1=highest	33
General Data	Amount of grant allocation under Funding model	1=highest	8
General Data	Number of Learners	1=highest	25
General Data	Number of Enrolments	1=highest	22
General Data	% Re-enrolment Rate	1 = best (lowest)	35
General Data	No of Enrolments per 1000 Adult Pop	1 = best	7
General Data	Number of enrolments delivered by sub-	1=highest	31
General Data	% of enrolments delivered by sub-contracted	1=highest	31
General Data	Number of enrolments that are directly delivered	1=highest	15
General Data	% of enrolments that are directly delivered (in-	1=highest	1
General Data	Number of enrolments taught through distance	1=highest	21
General Data	% of enrolments taught through distance	1=highest	25
Costs	Cost Per Learner	1 = best (lowest)	15
Costs	Cost Per Enrolment	1 = best (lowest)	11
Retention, Success, Attendance	Retention Rate	1 = best	4
Retention, Success, Attendance	Success Rate	1 = best	8
Retention, Success, Attendance	Attendance Rate	1 = best	28
Retention, Success, Attendance	Satisfaction Rate	1 = best	35
Retention, Success, Attendance MALE ONLY	Retention Rate	1 = best	1
Retention, Success, Attendance MALE ONLY	Success Rate	1 = best	10
Retention, Success, Attendance MALE ONLY	Attendance Rate	1 = best	38
Retention, Success, Attendance FEMALE ONLY	Retention Rate	1 = best	5
Retention, Success, Attendance FEMALE ONLY	Success Rate	1 = best	6
Retention, Success, Attendance FEMALE ONLY	Attendance Rate	1 = best	38
Males	Number of Male Learners	1=highest	27
Males	% of Male Learners	1 = best	34
Males	Number of Male Enrolments	1=highest	25
Males	% of Male Enrolments	1 = best	31
Unemployed	Number of Unemployed Learners	1=highest	17
Unemployed	% of Unemployed Learners	1 = best	14
Unemployed	Number of Unemployed Enrolments	1=highest	13
Unemployed	% of Unemployed Enrolments	1 = best	10
LLDD	Number of LLDD Learners	1=highest	327
LLDD	% of LLDD Learners	1 = best	40
LLDD	Number of LLDD Enrolments	1=highest	26
LLDD	% of LLDD Enrolments	1 = best	34
Ethnic Minority (including white other)	Number of Ethnic Minority Learners	1=highest	7
Ethnic Minority (including white other)	% of Ethnic Minority Learners	1 = best	4
Ethnic Minority (including white other)	Number of Ethnic Minority* Enrolments	1=highest	5
Ethnic Minority (including white other)	% of Ethnic Minority Enrolments	1 = best	4
Ethnic Minority (white other category only)	Number of Ethnic Minority (white other) Learners	1=highest	29
Ethnic Minority (white other category only)	% of Ethnic Minority (white other) Learners	1 = best	34
Ethnic Minority (white other category only)	Number of Ethnic Minority (white other)	1=highest	29
Ethnic Minority (white other category only)	% of Ethnic Minority (white other) Enrolments	1 = best	33
Aged 65 and over	Number of Retired Learners	1=highest	37
Aged 65 and over	% of Retired Learners	1 = best	41
Aged 65 and over	Number of Retired Enrolments	1=highest	33
Aged 65 and over	% of Retired Enrolments	1 = best	41
Low or no Quals	Number of Learners with low or no quals	1=highest	5
Low or no Quals	% of Learners with low or no quals	1 = best	1
Low or no Quals	Number of Enrolments with low or no quals	1=highest	5
Low or no Quals	% of Enrolments with low or no quals	1 = best	1

Fig. 41

The Job Shops are based in Barking and Dagenham and provide employment & skills IAG support to residents of the Borough within key locations such as Dagenham Library, BLC, Riverside & Adult College (Ripple Road and Parsloes). The Team is comprised of Dagenham Job Shop, Barking Job Shop, the Construction Job Shop, the Employer Engagement Team, CITB, and Quality.

Barking Riverside is a collaborative project between major stakeholders including L&Q, the Mayor of London, Homes England, Barking and Dagenham Council, Transport for London, and local resident committees. L&Q and Bellway Homes are involved in the construction of residential and commercial builds on site.

The 440-acre brownfield site next to the river Thames has planning permission for 10,800 homes, a new Overground line station to Gospel Oak, Riverboat service, 7 schools, sports, leisure and health and social care facilities, plus a vibrant hospitality district along the river walkway. The development is due to complete in 2034 offering a modern community focused location to live, work, learn and play.

The New **Barking Riverside Innovation in Construction (BRIC)** training centre, in partnership with the Adult College of Barking & Dagenham and LBBD Job shops, opened in June 2021 and offers a range of construction, employability, and entry level programmes to support the community to develop skills, and access employment and career progression opportunities.

Outturn data for Employment and Skills April 2021- March 2022

	2019/20	2020/21	2021/22
Registrations	1635	802	844
Job Starts	1251	765	856
Sustained	483	282	332
Apprenticeships	39	24	27
Volunteering	38	16	32
Traineeships	N.A *(target not in place)*	N.A *(target not in place)*	20

Location of Employment	20/21	21/22
LBBD	38%	41%

As shown in the table above the percentage of clients who found work within Barking and Dagenham has increased by 3% as our Employer Engagement Team have been working with local employers. Also, 43% of the Job Starts that are based with Barking and Dagenham are clients placed through our Kickstart Project – which is for local employers, this project has allowed the service to have more local opportunities for residents.

Fig. 42

Covid has changed the type of sectors our clients are being recruited into, with Health and Social Care and Transport jobs decreasing compared to this time last year. This could be due to organisations being closed during the 3rd lockdown and having recruited less staff as they can only work at half capacity or opening times have decreased. Also, many employers have found new ways of working, for example using self-service check outs which means they are hiring less new staff members. Also with new Brexit rules, this has seen an impact on qualified drivers.

21/22 figures show that there is now a more diverse range of sectors such as manufacturing, marketing, production, and public health. Our Employer Engagement team are currently sourcing more opportunities by contacting multiple employers now that restrictions have gone. They are looking into different roles outside of the 'normal' sectors to give our clients different options and consider different career paths.

| Sector of Employment Outcome	Apr 20 – Mar 21	% of total jobs starts	Apr 21 – Mar 22	% of total jobs starts
Construction	55	14%	102	17%
Health & Social Care	83	21%	72	12%
Catering	14	4%	20	3%
Office Work	38	10%	117	20%
Other	6	1%	22	4%
Professional	5	1%	16	3%
Retail	23	6%	32	5%
Security	15	4%	10	2%
Services	8	2%	15	3%
Transport & Logistics / Warehouse	61	15%	39	7%
Childcare	19	5%	10	2%
Hospitality	16	4%	21	3%
Cleaning	20	5%	24	4%
Maintenance / Horticulture	4	1%	8	1%
Marketing / IT	4	1%	13	2%
Manufacturing /Engineer	3	1%	15	3%
Customer Service	8	2%	20	3%
Education	10	2%	24	4%
Public Health	4	1%	9	2%

Fig 43
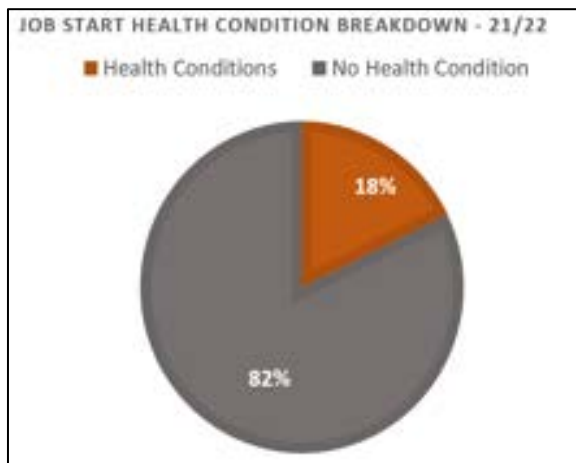
Fig.44
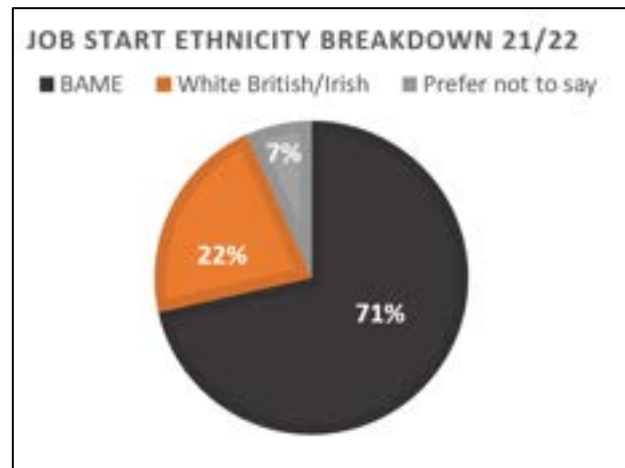
Fig. 45

Work and Skills: Mental Health Vocational Support Service

The Mental Health Vocational Support Service (MHVSS) was the latest service to join Work & Skills (October 2019) and enables individuals with a diagnosed severe and enduring mental health condition to access employment, training, education, and volunteering activities through various forms of support. The service has peer led activities which can assist in reducing social isolation and building confidence and self-esteem. The MHVSS has been operational since 2008 following the modernisation of mental health day services in the Borough. The Service has previously been managed and funded by various organisations, and in November 2017, the MHVSS was brought back into the Local Authority and became part of the Work & Skills Lifecycle of Community Solutions. In June 2022, Work and Skills was lifted from Community Solutions and placed into the Inclusive Growth life cycle. It was deemed that MHVSS would be a better fit to be relocated to Triage and in July 2022, ceased to be part of Work and Skills.

Outturn data for MHVSS 2021-2022

2019-20	2020-21	2021-22	Target
266 Individuals supported	292 individuals supported	333 individuals supported & 35 via group activity. Team caseload as at 31 March 162 on caseload (plus 31 attending groups. Total receiving continued support – 193.	165 – 180 (Maximum)
86% into Employment Supported 37 individuals – 32 secured employment. Supported 20 to stay in work after starting their secured jobs. 0 Job Retention cases	55% into Employment Supported 67 individuals – 37 secured employment (continue to support 30) Supported 36 to stay in work after starting their secured jobs (97%) 5 Job Retention cases 1 work placement	78% into Employment Supported 91 individuals – 71 secured employment, continue to support 20 **Numbers retaining paid employment (82%)** Supported 30 to stay in work after starting their secured jobs . 28 Job Retention cases – support to return to existing jobs following illness. 8 individuals supported into work placement	Numbers gaining paid employment full time or part time per year (35% of those engaged) Numbers retaining paid employment (70% of those already in paid employment)
91% into Education & Training Supported 35 individuals – 32 started courses 20 supported to stay in Education after course start	73% into Education & Training Supported 70 individuals – 51 started courses 22 supported to stay in Education after course start	92% into Education & Training Supported 60 individuals – 55 started courses. Continue to support 5 individuals. 16 individuals supported to stay in Education after course start	Numbers working towards paid employment via volunteering, training or education. (50%)
86% into Voluntary work Supported 22 individuals – 14 secured and started	12% into Voluntary work Supported 17 individuals – 2 secured and started	65% into Voluntary work Supported 37 individuals – 24 secured and started. 7 disengaged early. Continue to support 6 individuals. Supported 16 to stay in voluntary work	15% of caseload accessing volunteering
239% supported into Social Activity Supported 31 individuals – achieved 74 positive outcomes/starts	172% supported into Social Activity Supported 25 individuals – achieved 43 positive outcomes/starts	134% supported into Social Activity Supported 41 individuals – achieved 55 positive outcomes/starts	Number accessing mainstream creative and leisure activities. (60%)
Clients supported via group activity 35 (inc in number above)	Clients supported via group activities/welfare calls 35 (inc in number above) Hearing Voices Group. Womens Coffee & Chat on hold due to pandemic; welfare calls replaced face to face group.	Additional 35 clients supported via weekly & 2 weekly group activities (NOT inc in number above) Hearing Voices Group, Allotment Project, Walking Group & Online Peer Support)	Type & number of therapeutic interventions per month (4 per month)

Fig.46

Appendix C: Sample Case Studies

JC

I joined our Civil Service work-based academy course in November 2021 after being unemployed for some considerable time.

I contacted her tutors after completing her course with the following feedback:

Just to let you know of my success in getting my new post as EO to the Director of Capital and Private Finance DHSC (Department of Health and Social Care). I start on Monday!

Thank you both so much for helping me to become successful after such a long time of being unemployed. I had been getting to the point where I thought it was no longer possible but here we are. It's truly awesome.

My job of being a PA to two Deputy Directors is going well thanks. They are both pleased with my progress. The people at DHSC are friendly and highly professional. I'm fitting in well.

Thank you so much

STL Level 3 Learner

Background

This learner had studied with us from Introduction to Teaching Assistant Level 2 and was eager to continue with her studies and gain a Teaching Assistant Level 3 qualification. She hoped to gain employment and be able to support her children and was determined to work towards a better life for her and her children following her experience of domestic abuse.

Having fled her home due to domestic violence, the learner was unable to produce the documentation needed to take up a student loan to pay for her Level 3 qualification. Paying for it herself was not an option due to her circumstances. We began to look at other sources of funding for this learner and encouraged and supported her to continue her studies with us, so there would be no break in her learning. Happily, eventually we were able to secure an alternative source of funding through the borough and, despite the impact of the pandemic, the lockdowns, home-schooling, and contracting Covid, the learner was able to continue with their studies and has now successfully achieved her qualification.

The learner's journey in her own words

I decided to study with the Adult College in April 2018 for a Teaching Assistant Level 1 course. All my confidence had gone over the years, but studying is something I have always wanted to do to enable me to be more independent. I am a single parent with two children. I knew this was not going to be easy, but I was determined. After the first course I realised my self esteem and confidence had grown a bit, so I decided to challenge myself to go for my Level 2 and then afterwards to keep going and gain my Level 3 Diploma in Supporting Teaching and Learning. The challenge was tough, but with resilience and determination I was able to pull through. I always encourage myself with these two quotations on the wall at the college before I go into my classroom:

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young". Henry Ford.

"Education is a movement from darkness to light." Allan Bloom.

I am so grateful for all the wonderful tutors who supported me with their words of encouragement and to the staff who were always there when I needed to talk to someone. I'm so grateful for my journey and have never been prouder of myself like I am now. I would like to work for a while and then pursue a university degree in teaching. That is my goal.

This learner has been a victim of domestic abuse and this case study has been anonymized to protect her identity.

Mr U
Family Learning ESOL for Parents

Mr U relocated from Bangladesh to the UK in 2020 with his wife and two children. He decided to move for better educational opportunities for his family. Mr U values lifelong learning and believes education is vital for progression, particularly in a new place. When he was informed about family learning ESOL for parents at his child's school, he enrolled straight away.

Mr U's desire to attend ESOL classes stemmed from an eagerness to learn the British way of life. Mr U is educated to degree level and has strong English language skills but lacked confidence in communication and found it difficult to integrate in a place so different to his home country.

Throughout the course, Mr U thoroughly enjoyed the lesson topics, worksheets, and activities. He commented on how the topics and language used in resources helped develop his knowledge and understanding of British culture. Mr U felt the course developed his communication skills and grammar, enabling him to communicate with the head teacher and support his children with their homework. Mr U has shown enthusiasm and kindness during lessons by helping his peers. He has a very positive attitude, is respectful and his excellent attendance demonstrates his commitment to learning.

Mr U believes that the impact of the ESOL for Parents course has provided clarification and confidence in areas he felt hesitant. The interactions with his teacher and peers were positive experiences and important for his next steps. He is eager to continue learning ESOL and has been in contact with the college Job shop to receive support in finding suitable employment.

Learner Journey - S

I am S, a mom of two children. I came in London in 2018. During that time, I felt like I had lots of extra time after my children went to school. I decided I should learn English at The Adult College to improve my speaking. I did enroll ESOL courses and after few moths I did enroll for childcare introduction. First few classes I did struggle not because only my language barrier, I struggled also for IT. I had not enough knowledge about IT. I didn't know where I write my emails and how to send them. course and this year I have completed ESOL level 1 , IT level 2, now I am more confident to use a computer and complete my work.

After completing my level 1 childcare course I completed level 2. I also completed ESOL level 1, Math level 2.

I am so grateful that I completed my education with The Adult College of Barking and Dagenham. The college provides me all the supports that I needed. All the teachers are very helpful, and staffs are extremely friendly. They are always happy to help.

I am so thankful to The Adult College of Barking and Dagenham and my teacher for educating me.
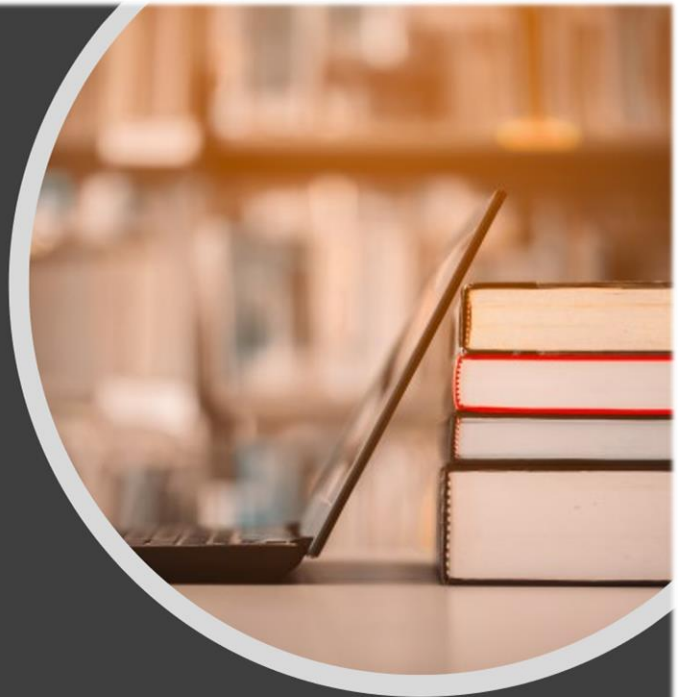
ESOL Case Study – Mr M.

I'm Mr M. I'm doing ESOL Entry 1 Speaking and Listening, Reading, Writing and Digital Skills.

I'm from Guinea-Bissau. I'm married. I have four children. I live in Barking. I'm a cleaner.

My starting point was English For Everyday (EFE) and Pre -Entry. I also attended Conversation Club and Grammar workshop and spelling workshops. Last year, I received Student of the Year in EFE.

Now I can help my kids with homework and I am independent because I can go to the hospital alone. In the future, I want to go to university and find a better job.

Miss P

I have been at the Adult College since 2017 and started of with BTEC Level ICT and worked myself into Childcare. I started from a level 2 with Shomi and worked myself and done a level 3 and 4 in Childcare with Shomi. I progress onto play work level 3 and finish in July. Through my journey through the Adult College the steps I taken has given me the confidence to go further, I started volunteering with digital skills (SEND) supporting learners with their ICT. I was given the opportunity to be a student governor that I never thought I would be which is still ongoing. My next steps to progress I am hoping to get a job at the adult college as a teacher assistant. This college has given me the confidence to go further as a learner and volunteer and a student governor.

Appendix D :   List of Current Partners

o Ab Phab youth Club – Evolve project to develop employment skills in 19-24 yr SEND learners
o Barking and Dagenham Community Volunteering Service
o Barking & Dagenham Collective – facilitates organisations joining forces to address local challenges, develop initiatives, share good practice, and showcase success. This organisation connects people to develop joint funding bids, collaborate on projects, mentor & share learning
o Barking Enterprise Centre (BEC)
o Barking and Dagenham People and Resilience Education Team
o Barking and Dagenham Sheltered Housing
o Barking Learning Centre
o Becontree Primary School, Dagenham
o BDACES partners (BDC, CU London, UEL, BDCVS, BEC, JCP, BD Collective)
o BeFirst
o Capella Associates Limited
o Community Learning Network *(comprising Redbridge Institute of Adult education, Havering Adult College, Bromley Adult Education College, Waltham Forest Adult Learning Service, and Newham Adult Learning Service)*
o Coventry University London (CU London)
o Dorothy Barley School, Dagenham
o Eastbury Primary School, Barking
o EveryOne EveryDay
o Future M.O.L.D.S Communities (FMC), Barking
o GLA Quality Group – East London
o Haringey Adult Learning Service
o Havering Adult Learning Service
o Job Centre Plus
o Leys Primary School, Dagenham
o London Peer Review Development Group of providers
o Manor Longbridge School, Barking
o Monteagle Primary School, Dagenham
o Northbury Primary School, Barking
o North East London NHS Foundation Trust (NELFT)
o North Star New School
o Peer Review & Development Group (London ACL providers).
o Redbridge Institute of Adult Education
o Rush Green Primary School, Dagenham
o Rwandese Abagimigambi – Rwandese carers into work
o Salma Siddique – WFL Community archery Project
o Shpresa Programme – Walk, Talk, Watch; adult learning history programme
o Thames View Junior School, Barking
o Thames Ward Community Project – ESOL for Parents
o The Source (part of Barking Churches Unite)
o UKON Careers
o University of East London (UEL)
o Waltham Forest Adult Learning Service

Appendix E: Glossary

AAT	Association of Accounting Technicians
AC / ACBD	Adult College / Adult College of Barking and Dagenham
ACL	Adult and Community Learning
AFM	Admin and Facilities Manager
AS(B)	Adult Skills (Budget)
ATS	Advanced Teacher Status
BA	Business Administration
BAME	Black and Minority Ethnic
B and A	Behaviours and Attitudes
BKSB	Basic and Key Skill Builder
BLC	Barking Learning Centre
BLM	Black Lives Matter
BRIC	Barking Riverside Innovation in Construction
BSO	Business Support Officer
BTEC	Business and Technology Education Council
CCG	Care Commission Group
CELTA	Certificate In English Language Teaching to Adults
CFC	Cause for Concern
CITB	Construction Industry Training Board
CL	Community Learning
CM	Curriculum Manager
ComSol	Community Solutions Directorate
CPD	Continuous Professional Development
CRA	Class Record of Achievement
CSCS	Construction Skills Certification Scheme
CSF	Construction Skills Fund
CV	Curriculum Vitae
DBS	Disclosure and Barring Service
DOB	Date of Birth
DSAT	Data Self-Assessment Toolkit
DVD	Digital Video Disc
DWP	Department of Work and Pensions
E&D	Equality and Diversity
E&S	Employment and Skills
EE	Employer Engagement
EFE	English for Everyday programme
EIF	Education Inspection Framework (Ofsted)
EQA	External Quality Assurer / Assurance
ESF	European Social Fund
ESFA	Education and Skills Funding Agency
ESOL	English for Speakers of Other Languages
ETF	Education and Training Foundation
BV	British Values
FE	Further Education
FEML	Family English and Maths Learning
FGM	Female Genital Mutilation
FSF	Flexible Support Fund
GCSE	General Certificate of School Education
GDPR	General Data Protection Regulation
GLA	Greater London Authority

GLH	Guided Learning Hours
GOT Programme	Grow Our Talent Programme
HCP	Healthcare Professional
HE	Higher Education
HLH	Healthy Lifestyle Hub
HR	Human Resources
HRA	Housing Revenue Account
HSC	Health and Social Care
IAG	Information, Advice and Guidance
IAP	Inter Academy Partnership
IBE	Formerly IT, Business and Education department. It now covers Business Admin, Customer Service, Teaching Assistants, Grow Our Talent, and the Volunteering programme.
ICT	Information and Communication Technology
ILM	Institute of Leadership and Management
ILP	Individual Learning Plan
ILR	Individualised Learner Record
IPAF	International Powered Access Federation
IQA	Internal Quality Assurer / Assurance
ITQ	Information Technology Qualification
IWB	Interactive White Board
JCP	Job Centre Plus
KPIs	Key Performance Indicators
L1 / L2 / L3	Learning level 1 / 2 / 3
L&M	Leadership and Management
LBBD	London Borough of Barking and Dagenham
LCD	Liquid Crystal Display
LSA	Learning Support Assistant (for Adult Education)
LTM	Leadership Team Meeting
LWS	Learner Wellbeing Survey
MIS	Management Information Systems
NARTs	National Achievement Rate Tables
NCS	National Careers Service
NEET	Not in Education, Employment or Training
NELFT	North-East London Foundation Trust (NHS)
NOCN	National Open College Network
NS	Network Services
Ofsted	The Office for Standards in Education
ONS	Office of National Statistics
OTLA	Observation of Teaching, Learning, and Assessment
PASMA	Prefabricate Access Suppliers and Manufacturers' Association
PDP	Personal Development Plan
PE / E1 / E2/ E3	Learning level Pre-Entry / Entry 1 / Entry 2 / Entry 3
PGCE	Post Graduate Certificate in Education
PIAP	Post Inspection Action Plan
PLUS Hosting	Data Management Software programme
PRB	Performance Review Board
QA	Quality Assurance
Q&A	Question and Answer
Q&P	Quality and Performance
QAR	Qualification Achievement Rates
QI	Quality Improvement
QIP	Quality Improvement Plan

QM	Quality Manager
QTLS	Qualified Teacher Learning and Skills
RA	Risk Assessment
R&I Assistant	Reception and Information Assistant
RM Unify	Intelligent identity and access management IT programme for staff and learners
RR	Ripple Road Barking campus
SAR	Self-Assessment Report
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Co-Ordinator (schools)
SFA	Skills Funding Agency
SfL	Skills for Life
SLA	Service Level Agreement
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Realistic and Timebound
SoW	Scheme of Work
SSA	Subject Sector Area
SSO	Single Sign-on
STL	Supporting Teaching and Learning
SWAP	Civil Service Sector-Based Work Academy Programme
T1 / T2 / T3	Term 1 / Term 2 / Term 3
TA	Teaching Assistant (schools)
TE Programme	Talk English Programme
TLA	Teaching, Learning, and Assessment
UBF	User Based Filtering
VSS	Vocational Support Service
WFL	Wider Family Learning
WPL	Workplace Learning
WRT	Work Related Training

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