



Hertfordshire Adult and Family Learning Service

Self- Assessment Report and Action plan for academic year: *insert year*

Subcontractor:

Please include the top 3 areas here:

What went well in the past 12 months? What are the areas of focus for the next 12 months?

1. Consistently improving outcome rates across the curriculum area	1. Improve achievements of different groups including females and learners with disability.
2. Effective performance management is underpinned by highly effective CPD which enables staff to develop their practice and potential leading to the provision of a very good service to students.	2. Further improve outcome achievement of Functional Skills in English qualifications
3. Increase in employment rate by 4% compared to 17/18.	3. Further improve tutor feedback to learners following S/L assessments.

Explain the reasons for each of these judgement areas including why the above points are the top 3 areas of success or areas for development (guide 300 words per section). Include relevant data and evidence.

Leadership & Management – managing safeguarding, staff CPD, curriculum planning

Leadership and management are good. Senior Management Team have established a clear vision reflected in the strategic plan, which sets out the direction and priorities of the organization and guides curriculum planning. Trustees hold senior leaders to account for all aspects of performance. ATN’s curriculum is designed to develop linguistic competence and the employability skills of all our learners and offer robust progression opportunities. Our aspiration is that learners will build their skills as a result of excellent and innovative teaching, learning and assessment. “*Adult Training Network Limited was found to have made ‘significant progress’ across the board after establishing a curriculum that closely meets the needs of learners and employers in the local area.*” (<https://feweek.co.uk/2019/07/05/ofsted-watch-busy-week-with-good-news-for-most-providers/>). Both ESOL & Functional Skills External verifiers have identified that learners’ development needs were matched against the requirements of the qualification(s) and an agreed individual assessment plan established. (Functional Skills EV report, 15/10/2018 & ESOL EV report 16/5/2019). According to the end course survey 89% of learners have agreed that the course supported them in moving towards their personal goals.



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Good integration of Equality and diversity in all aspects of ATN's service. The leadership team have facilitated training to enable staff to more actively promote an awareness of equality and diversity within learning sessions. In particular, ATN delivered further professional development throughout 2018/19 to build the knowledge, skills and confidence of staff in constructing and delivering learning activities designed to actively promote British Values.

All delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. A majority of tutorial staff have achieved Masters level qualifications such as MA in Applied Linguistics and English Language Teaching, but invariably have also achieved DET, PTTLS and CELTA. Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well-attended by staff. *"A quality file was presented to the EQA. This was well organised and had all necessary documents for verification. CPD records for staff members was excellent and is up to date. This includes; standardisation, embedding of E&D, Safeguarding, E-safety, British Values, Prevent and a review of all other policies of ATN as well as staff readiness on the Ofsted Inspection."* (Functional Skills in English and Maths EV report, Oct 2018). However, CPD records identify that the professional development sessions were mainly internal workshops, which are repetitive in nature rather than supporting staff to gain qualifications. This evidences the need for adding variety and range to the type of training sessions arranged for staff.

Leaders and managers support staff effectively to create a positive environment for learning and raise awareness of wider social issues. Leaders and managers ensure that staff has undertaken appropriate and sufficient training to ensure that statutory requirements in respect of safeguarding are met. Similarly 100% of staff have completed Prevent training. Safeguarding practice is effective. Leaders and managers deal with issues swiftly, appropriately engaging multiple agencies in addressing any issues. *"Both tutor and learners are aware of safeguarding practices. Learners responded to the observer's questions saying "Sarjeet Singh Gill is the lead.... Tutor had attended training session on SG. Learner induction pack also explains escalation process, which learners are aware of."*(OTLA report 20/2/2019).

Outcomes for Learners – achievement rates, soft outcomes, IAG provision



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	2016/17	2017/18	2018/19
Starts	84	216	207
Retention rate	92%	93%	93%
Pass rate	87%	88%	88%
Achievement rate	80%	81%	82%

Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers leading to good outcome achievements. *Overall Pass rate for the curriculum areas remains almost similar to the previous 2 years with 88% achieving the outcomes, with Certificate in ESOL skills for life qualifications performing the strongest at 91% pass rate and 85% of achievement rate. In 16/17 pass rate was 87%. In 2018/19 achievement rate increased by 1% and achieved 82%. In 16/17 achievement rate was 80%. Overall retention rate also remains the same as previous year's 93%. However, in 16/17 this was 1% lower at 92%. Compared to the previous years, Functional Skills qualifications gained a remarkable 47% increase in the pass rate and 31% increase in the achievement rate although retention rate (80%) is 20% lower than previous year's 100%.*

Subject	No of learners	Retained	Pass Rate	Achievement Rate
Entry ESOL Skills for Life (S&L) E1,E2 & E3	65	100.00%	84.62%	84.62%
Entry Level Certificate in ESOL Full Award E1 & E2	62	93.55%	91.38%	85.48%
Functional Skills Qualification in English at Entry 3 and Level 1 & 2	25	80.00%	80.00%	64.00%
Non regulated Community Learning provision, Foundations for Learning and Life (Non Accredited)	55	89.09%	91.84%	81.82%
Cumulative totals for all subject areas	207	92.75%	88.02%	81.64%



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Good enjoyment of learning and learners make progress relative to their prior attainment and potential. Learning opportunities are carefully and effectively planned to suit the needs of adult learners so that they can progress at an appropriate pace from entry level courses to more substantial study at level 1 and 2 which lead to relevant qualifications and progression or into the workplace. *“We are very happy about the opportunities. We are confident to get jobs after the course but this will help to go and get more qualifications.”* (OTLA report 20/11/2018). According to the end course survey 93% of learners have stated that information received before the course was either extremely useful or fairly useful.

In negotiation with tutors and learners’ aspiration realistic levels of achievement is set for each learner. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. Similar to the previous year 75% of learners had positive progression with 10% obtaining employment. In 2017/18 employment rate was 6% that was 4% lower than 18/19. Employment rate was 2% lower in 16/17 at 8%.

	2016/17	2017/18	2018/19
Employment rate	8%	6%	10%
Positive progression	80%	75%	75%

Effective performance monitoring of learner progress and achievement. In 18/19 RAG rating tool was effectively used to identify learner progress and achievement. This has helped the tutors to recognize the learners at risk and support them effectively. Learners from Arab background have outstanding pass rate of 100%. Similarly learners from any other ethnic background have outstanding pass rate of 100% and a good achievement rate of 85%. However, Achievement of learners from Chinese and Pakistani background requires improvement. Chinese learners have 67% of pass and Pakistani learners have 77% of pass rate. Disabled learners’ outcome achievement requires improvement too. Pass rate for learners with disability is 67% and achievement rate is 56%. There is no significant gap in the pass rate of male (86%) and female learners (88%). However, the achievement rate of male learners is (74%) -10% below female learners’ (84%).

Teaching Learning and Assessment – OTLs, RARPA

Teaching, learning and assessment is overall effective, with many examples of outstanding practice. Tutors use well-planned and often topical activities that promote learning and are relevant to students’ needs. Most sessions observed as part of OTLA and learning walks are well structured and interactive. Tutors skilfully motivate and



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inspire learners using a variety of learning activities and a wide range of high quality resources. Tutors ensure that learners are fully engaged in activities by giving clear instructions and accurate demonstrations. Most OTLAs and learning walks identified effective differentiation strategies, good questioning techniques, good amount of peerworking, embedding of various skills, very good learner engagement and good learner progress within sessions. **“Good variety of questions used – open/directed/closed. Good amount of peer working” (Learning walk report, 4/3/2019). According to end course survey 87% of learners have agreed that the teaching on the course was either excellent or very good.**

Observations were carried out by ATN’s QA team as well as co observations with the staff from HAFL quality team. These have validated ATN’s processes and confirmed the rigour of our internal quality assurance. In 2018-2019 overall there were 3 tutors in scope of OTLA. 100% of staff took part in an observation of teaching learning and assessment and 100% were awarded good.

OTLA Profile				
Staff Observed	Outstanding	Good	Requires Improvement	Inadequate
3	0%	100%	0%	0%

“All learners present actively participated in various classroom activities such as reading a text, discussion, writing a recipe, etc. Less competent learners were adequately supported through constant praise to speak out in the group.” (OTLA report, 20/2/2019).

Scrutiny of written feedback has shown an improvement in the quality of feedback given. Verbal and written feedback is generally good. *“Good verbal feedback. Constant encouragement from the tutor to ensure learners participated in classroom activities well and learning is maximised. Tutor used expressions such as “well done”, “that’s great”, “please try again”. Effective written feedback seen on learner worksheets although this is a very basic level ESOL class. They are easily understandable considering the level of the learners.” (OTLA report 20/2/2019).*

The quality lead arranged a professional development session on providing constructive feedback & gaining outstanding quality in teaching and learning in Sep 2019. A further refresher was conducted in Feb 2019 which has impacted in delivering better teaching and learning as identified by tutor comments in meetings. *“Workshop on feedback was good. This has aided me in delivering higher quality sessions and support my learners adequately.” (Tutor comments on reflection of CPD, July 2019). However, ESOL EV feedback identifies that summative assessment feedback following S/L assessment requires improvement. (ESOL EV report , 16/5/2019)*

There are effective systems in place to ensure high quality tracking and progress reviews



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of learning through the administration of RAG rating spreadsheet, ILPs and reviews of learning targets. Learners' portfolios are frequently well organised on inspection, during lesson observation and learning walks. Good use is made of tracking and review documentation to inform progress. Tutors have provided additional support and revision sessions which have benefited students. For example, learners were provided with an additional 30 GLH to prepare them for resits of Functional Skills level 1 assessments. 88% of learners have agreed that support received during the course helped their learning to improve further.

Progress and achievement on non-accredited learning programmes were effectively managed through RARPA process. RARPA moderation report 22/1/2019 identifies numerous good practices. "Collection of worksheets in folders, neatly presented". ILPs are well completed. Learning outcomes on the ILPs are clearly differentiated. There is constructive feedback on the ILPs"

Formative assessment on these programmes is effective in checking understanding and informing learners of their progress. This includes effective stretching and challenging of learning. "There is good use of differentiation strategies for stretching and challenging. This is also evidenced in the lesson plan (more capable learners will be challenged by asking them about grammatical structures). This helped the advanced learners to maximise their learning." OTLA report 9/10/2018)

Learners value the support they get from their teachers to help them achieve their learning goals. Tutors know their learners very well and as a result of this, they are sensitive to learners' individual needs, interests and abilities. However, quality audits identify that in a small number of courses effectiveness of reviews requires improvement.

Personal Development and Welfare – Behaviour, safeguarding, support

Embedding of equality and diversity in all aspects of ATN is good. The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses. ATN offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps students to develop an awareness of British values, aspects of citizenship and equality and diversity within society. Teaching, learning and assessment and the wider college environment promote and exemplify the organization's commitment to equality and diversity. Publicity images, learning materials and displays across ATN are representative of the centre's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. OTLA reports highlight good integration of equality and diversity in lessons. "Good promotion of E&D. all learners from various cultures work together and are very happy about the tutor and their peers. Learner feedback reflects mutual respect and enjoyment of learning experience." Observation report, 9/10/2018.

ATN provides excellent opportunities for learners to improve their economic and social well-



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being. Good development of independent learning skills identified in OTLAs. *“Learners were encouraged to go to libraries and borrow cookery books. Tutor had brought some cookery books containing recipes and asked learners to look through for sample recipes.”* (OTLA report 20/2/2019). 92% of learners have agreed that they had improved their confidence at the end of the course compared to the start. (End course survey, Jul 2019)

ATN celebrates student success through sending nominations to HAFLS Adult Achievement Awards and more informally through frequent praise in teaching sessions. Students are encouraged to take pride in their individual achievements within learning sessions. However, SMT meetings strongly recommend that events such as celebration of achievements for HAFL funded programmes to be conducted within ATN Stevenage similar to Southall branch.

The college ensures that students at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. Learners use the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers. This has facilitated ATN to achieve a higher employment rate (10%) in 2018/19.

ATN’s management and *staff at all levels are strongly committed to improving attendance.* Staff works hard to promote a culture of high attendance. In 2018/19 the attendance rate (76%) slightly improved by 1% from previous year’s 75%. *“Tutor rigorously scrutinizes learner attendance and effectively deals with absenteeism. Tutor had known reasons for learner absence when questions raised about absenteeism.”* (OTLA report, 20/2/2019). However, some learning walk reports identify that minority of tutors need to improve their punctuality and classroom management. **“The tutor said their break is from 11am-12pm, which seems a long time for a 3h session.”** (Learning walk report, 4/3/2019). Although the attendance rate had increased by 1%, the current attendance rate is 4% below the target (80%).

Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. The safeguarding team are well qualified and experienced. In 18/19 ATN appointed a new safeguarding team, consisting of a designated safeguarding lead (DSL) and 3 deputy DSLs for West London and a safeguarding deputy for Stevenage. Management have put in place an effective induction programme at the start of employment and all staff are provided with frequent update training. 100% of members of staff attended safeguarding training. Refresher training is regularly provided. This helps staff to recognise early signs of potential risk or harm. 100% of staff completed the Workshop to Raise Awareness of Prevent (WRAP) training. The learning walks and observation reports identify that learners are aware of safeguarding and know who they need to contact in relation to safeguarding issues. More robust induction procedures have ensured that all learners know how to raise concerns and feedback from learner surveys consistently reflects that they feel safe and supported.



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100% of learners have identified ATN as a safe place to learn. (End course Survey July 2019)

Robust observation procedures monitors how effectively tutors are embedding safeguarding, prevent and British Values, equality and diversity, and e-safety into their course sessions. Observations and Learning walks routinely include questions around these. *“All learners agreed that they felt the classroom, teacher and course as safe. Observer asked about the safeguarding lead and deputy and learners had known the contact details of the safeguarding lead and deputy. Tutor had attended training sessions regarding safeguarding. The class room was well laid out. Learners are aware of preventing abuse or bullying.” (OTLA report, 20/2/2019).* However, the embedding of British Values within learning sessions needs further development. During professional development activities it emerged that some staff despite having completed Prevent training previously, did not feel confident in tackling some of the issues involved. 90% of learners identified their **overall satisfaction** with their learning as excellent or very good (End course Satisfaction survey Jul2019)

Comment (written narrative and graphics) on the three-year trends of your retention, pass, achievement and attendance and Equality and Diversity measures. Explain the trends and reasons for them.

	2018-19	2017-2018	2016-2017
	2018/19	2017/18	2016/17
Starts	207	216	84
Retention rate	93%	93%	92%
Pass rate	88%	88%	87%
Achievement rate	82%	81%	80%

In 2018/19 retention rate remained the same as in 2017/18. This is mainly because tutors followed the robust processes rigorously regarding dealing with absenteeism. Tutors and administrators tracked attendance issues on a regular basis and contacted absentees. Relevant JCP advisors were contacted regularly to ensure active participation of the learners referred by them.



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Overall pass rate (88%) remained the same as in 17/18. Non regulated ESOL programmes had the highest pass rate of 92% and Functional Skills in English had the lowest at 80%. This trend has been identical in the previous year in which Functional skills qualifications had the lowest pass rate (78%) compared to accredited ESOL programmes (84%) and non-accredited provisions (100%). There is a 2% increase in the pass rate of Functional skills qualifications compared to 17/18 and this rise is +47% in comparison with 16/17. One of the main factors contributing to the higher pass rate is the additional learning time, approximately 2 weeks (30GLH), provided to the learners at Level 1 & 2 following their live assessment results to prepare for resits.

However, there is a decline of 8% in the pass rate of non-accredited learning programmes in 18/19. Other reasons for lower pass rate need to be further investigated. In 16/17 ATN did not deliver any non-accredited learning programmes.

Overall improved achievement rate in 2018/19. There is consistent improvement of 1% from 16/17. This is mainly because of the improved quality of teaching learning and assessment and result of following robust processes of tracking learner progress in the form of reviews, RAG rating, constant formative feedback, etc.

Ethnicity - Outcome achievement - 2018/19

Ethnic Origin	Passed	Achieved	Not Achieved	Withdrawn
AFRICAN	88%	78%	0%	11%
ANY OTHER ASIAN BACKGROUND	90%	90%	10%	0%
ANY OTHER ETHNIC GROUP	100%	85%	0%	15%
ANY OTHER WHITE BACKGROUND	92%	80%	5%	13%
ARAB	100%	100%	0%	0%
BANGLADESHI	89%	83%	10%	8%
CHINESE	67%	67%	33%	0%
ENGLISH/ WELSH/ SCOTTISH /NORTHERN IRISH/ BRITISH	0%	0%	100%	0%
INDIAN	100%	50%	0%	50%
PAKISTANI	77%	76%	22%	2%

Ethnic Origin	Retained	Achieved	Not Achieved	Withdrawn	Number of Learners
AFRICAN	8	7	0	1	9
ANY OTHER ASIAN BACKGROUND	10	9	1	0	10
ANY OTHER ETHNIC GROUP	11	11	0	2	13
ANY OTHER WHITE BACKGROUND	48	44	3	7	55
ARAB	26	26	0	0	26



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BANGLADESHI	37	33	4	3	40
CHINESE	6	4	2	0	6
ENGLISH/ WELSH/ SCOTTISH /NORTHERN IRISH/ BRITISH	1	0	1	0	1
INDIAN	1	1	0	1	2
PAKISTANI	44	34	10	1	45
Grand Total	192	169	21	15	207

Equality and diversity is integral to the work of Adult Training Network and is embedded into the mission and values of ATN. Consequently, E&D monitoring is an important matter for the centre. ATN collects equality monitoring information relating to race and ethnicity, age, sex and disability. This enables us to develop a more comprehensive picture of the ATN community, better understand the needs of our learners, and offer appropriate support or adjustments in a timely manner. Arab learners had outstanding pass rate of 100%. Similarly learners from 'any other ethnic background' have outstanding pass rate of 100% and a good achievement rate of 85%. However, Achievement of learners from Chinese and Pakistani background requires improvement. Chinese learners have 67% of pass and Pakistani learners have 77% of pass rate.

Status	Female	Male
Passed	88%	86%
Achieved	84%	74%
partially	1%	2%
Not Achieved	10%	8%
Withdrawn	5%	4%

In 17/18 ATN achieved 84% of pass rate for male learners in contrast to previous year's (16/17) 67%. In 18/19 pass rate improved further to gain a good rate of 86%. In 17/18 female learner's pass rate dropped by 2% to reach 85% compared to 87% in 2016/17. In 18/19 this improved by 3% and reached 88% which shows no significant gap in the pass rate of male and female learners. However, the achievement rate of male learners is (74%) -10% below female learners (84%).

Outcome achievement – Learners with disability

Achievement	Has Disability	Outcome achievement rate %
Retained	21	88%
Achieved	14	58%
Pass	14	67%
Partially	1	4%
Not Achieved	6	25%



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Withdrawn	3	13%
	24	

Disabled learners' outcome achievement requires improvement too. Pass rate for learners with disability is 67% and achievement rate is 58%.



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Action plan for 19/20

Area for improvement	Leadership & Management – <i>managing safeguarding, staff CPD, curriculum planning</i>			
Targets/intended impact(s)	Add variety and range to the CPD activities offered to support learners to improve achievement rates and staff to gain further qualifications.			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Support staff to enrol on various qualification based CPD activities such as Level 2 qualifications in E&D, Counselling Skills, Understanding challenging behaviours, assessor & IV qualifications, etc.	Director/ lead IQA	20/07/2019		



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Area for improvement	Leadership & Management – <i>managing safeguarding, staff CPD, curriculum planning</i>			
Targets/intended impact(s)	Further improve relationship with stakeholders leading to increasing employment rates and higher education.			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Revisit the employer database and identify at least 25 more local employers who can offer employment to ATN learners.	Administrator/outreach workers	20/07/2020		
Employability skills development team/outreach officers to arrange volunteering positions for potential clients who complete level 1/ 2 qualifications.	Employability skills development team/ NCS/	20/7/2020		
Contact local NCS team to arrange sessions with learners to improve their employability skills.	NCS / outreach officers/ tutors	Ongoing by 20/7/2020		



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Area for improvement	Outcomes for Learners – achievement rates, soft outcomes, IAG provision			
Targets/intended impact(s)	Further improve outcome achievement of Functional Skills in English qualifications by 10 % to obtain at least 74% of achievement rate. Pass rate to increase by 5% to obtain 85%.			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Rigorous and regular monitoring of improvement using RAG rating tool	Tutors and Lead IQA	On going - until 17 th July 2020.		
Close monitoring of learner attendance by contacting learners or JCP (if referred) on a daily basis	Tutors and Admin	On going - until 17 th July 2020.		
Carry out at least 2 mock assessments in 3 rd and 4 th week and provide feedback	Tutors/ lead IQA	On going - until 17 th July 2020.		



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Area for improvement	Outcomes for Learners – <i>achievement rates, soft outcomes, IAG provision</i>			
Targets/intended impact(s)	<p>Improve pass rate of Chinese learners by 10% to achieve at least 77% of pass rate</p> <p>Improve pass & achievement rate of disabled learners by 15% to achieve 82% of pass and 71% of achievement rates.</p> <p>Improve achievement rate of male learners by 5% to achieve 75%</p>			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Rigorous and regular monitoring of improvement using RAG rating tool. Learners identified as yellow and red to have additional learning support plan.	Tutors/ lead IQA	Ongoing – reviewed every 2 months		
Close monitoring of learner attendance by contacting learners or JCP (if referred) on a daily basis.	Tutors/ lead IQA	Ongoing – reviewed every 2 months		
Area for improvement	Teaching Learning and Assessment – <i>OTLs, RARPA</i>			



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Targets/intended impact(s)	<p>Further improve tutor feedback to learners following S/L summative assessments.</p> <p>Further improve tutor skills to carry out an effective review of learning. 85% of learner reviews are effective.</p> <p>Target setting – Tutors to set learning goals and objectives that are easy for learners to understand</p>			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Arrange CPD session on providing effective and constructive summative feedback on S/L	Lead IQA	30/10/2019		
Arrange CPD session on carrying out an effective learner review	Lead IQA	30/10/2019		
Arrange a CPD session on Target setting	Lead IQA	30/10/2019		
Carry out 50% sampling ILP targets set by all tutors	Lead IQA	30/10/2019		
Carry out 100% of OTLAs and assessment observations before Dec 2019 to identify improvements on reviews, target and SL assessment feedback	Lead IQA	20/12/2019		



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Area for improvement	<u>Personal Development and Welfare – Behaviour, safeguarding, support</u>			
Targets/intended impact(s)	Improve integration of British values and Prevent			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Arrange sessions on embedding British values and improving awareness of Prevent	Lead IQA	30/10/2019		
Carry out 100% of OTLAs and learning walks by 20/12/2019 to identify effectiveness of embedding of British values and learner awareness of Prevent	Lead IQA	20/12/2019		

Area for improvement	<u>Personal Development and Welfare – Behaviour, safeguarding, support</u>			
Targets/intended impact(s)	Increase the number of enrichment activities to improve wellbeing of learners Improve recording of non-academic achievement of learners			
Actions required to secure improvement?	Who will take responsibility?	When will it get done by?	Impact to date	Category A, B C
Tutors to celebrate special events such as women's day,	Tutors	Ongoing by 20/07/2010		



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employability day, learner achievements, etc. with the whole class.				
Tutors to take learners on at least one trip per term to places of interests to enhance their learning and wellbeing	Tutors	Ongoing by 20/07/2010		
Tutors to submit at least one case study/good news story at the end of each course	Tutors	Ongoing – reviewed every term		