

**Buckinghamshire Council**  
**Buckinghamshire Adult Learning**

## **Executive Summary**

Buckinghamshire Council's Adult Learning service provides learning opportunities that improve people's lives and outcomes, enabling people to participate in their communities and support growth and prosperity in Buckinghamshire. We anticipate and respond to the needs of individuals, communities, employers, and Buckinghamshire's economy through the delivery of inspirational and highly flexible learning opportunities. We offer residents a broad curriculum which includes Supported Internships, Apprenticeships, Family Learning, Learning for All (adults with learning disabilities or autism), community engagement programmes, and a full range of essential skills: employability, English, ESOL, Maths and Digital.

### **Mission**

To build a better future for all Buckinghamshire residents, to realise their potential whatever their starting point.

### **Strategic aims:**

1. Support residents to overcome challenges.
2. Keep residents safe.
3. Provide opportunities for residents to meet their potential.
4. Improve residents' health and wellbeing.

## Overview of learners: 2023-2024

<b>Total learners</b>	<b>3668</b>
<b>Of which:</b>	
16-18	5 (Excluding high needs)
16-18 Supported Internship Programme	7 (+14 19-24 with EHCP)
16-18 Apprentices	42
19+	3600
<b>By funding stream</b>	
Classroom	1460
Community	2256
Apprenticeship	164
Supported internships	21
Non-funded	145

## Summary of grades:

	<b>2023/2024</b>	<b>2022/2023</b>
<b>Overall effectiveness of provision</b>	<b>Good</b>	Good
<b>Quality of education</b>	<b>Good</b>	Good
<b>Behaviours and attitudes</b>	<b>Good</b>	Good
<b>Personal development</b>	<b>Good</b>	Good
<b>Leadership and management</b>	<b>Good</b>	Good
<b>Adults</b>	<b>Outstanding</b>	Good
<b>Apprentices</b>	<b>Good</b>	Good
<b>16 - 18s</b>	<b>Good</b>	Good

Quality of Education - Intent	
Strengths	Evidence
<p><b>Leaders and managers have a clear vision for the role and future of the organisation.</b></p>	<p>This vision is informed by, and aligns to, the local Skills and Improvement Plan and the Council’s Strategic Plan. This vision is communicated well to learners, staff and stakeholders.</p> <p>The service historically had learners accessing community learning courses where disadvantage was not substantial, therefore a continuing area of focus for 2023-2024 was:  <i>To increase enrolments from disadvantaged learners (2 or more self-declared indicators), ensuring that an increased proportion of the community learning funding is used to support disadvantaged residents. (Intent)</i></p> <p>Significant progress has now been made which has realigned funding use to those with disadvantage. Focussed targeting in 23/24 has increased numbers of those with disadvantaged accessing learning within the service:</p> <ul style="list-style-type: none"> <li>• Average disadvantage score of individuals accessing CL courses has increased by 10% (23/24 (21/22-1.45, 22/23-1.62, 23/24 - 1.78)</li> <li>• 2 or more markers of disadvantage increased by 6.4% increase (53.1% in 23/24 compared to 46.7% in 22/23)</li> </ul> <p>Average disadvantage score of individuals accessing CL courses has provision aligned with the Council’s ‘Levelling Up’ programme Opportunity Bucks, resulted in an ambitious programme designed to meet the needs of the most disadvantaged learners and supports Buckinghamshire Council’s local priorities of creating opportunities for residents and building self-reliance.</p> <ul style="list-style-type: none"> <li>• % of our learners residing in our most disadvantaged postcode areas has increased by 7% in 23/24 (22/23-32.3%, 23/24-39.3%)</li> </ul> <p>The service continues to work successfully in partnership within the Council to continue to deliver a responsive curriculum that meets the needs of Buckinghamshire residents. Partnerships are broad, include the elected Home Educated, Family Information Service, Communities and Public Health teams, DWP, National Careers Service, schools, Refugee resettlement hubs, Mosques and faith groups, a range of employers and health, voluntary, and community organisations.</p> <p><i>“Since the previous inspection, leaders have repurposed their adult funding to develop courses that are targeted towards the most disadvantaged adults in the county. As part of ‘Opportunity Bucks’ the council has identified wards where people experience the most</i></p>

	<p><i>hardship, are economically inactive and are ambitious to enter the workforce. Leaders have established an educational offer within these areas to make sure those with the greatest need can access essential training.” (Ofsted, May 2024)</i></p>
<p><b>Curriculum development meets local, regional and national needs and is ambitious for all.</b></p>	<p>Workshops and courses offered support learners in relevant skills and ensure that successful and independent lives can be led, with residents making career progression, taking responsibility for their own health and wellbeing, and supporting each other in their communities:</p> <ul style="list-style-type: none"> <li>• Teaching parents to develop their toddler’s language and social skills, which is a legacy impact of Covid lockdowns</li> <li>• In collaboration with Public Health, English for Health and Wellbeing courses were offered in communities which historically do not interact well with health professionals.</li> <li>• The introduction of ESOL for Work courses in collaboration with DWP to support those furthest from employment.</li> <li>• Intensive vocational courses (Facilities and Lean Management Level 1) are offered via subcontractors to support learners into work by providing entry points for low level learners in line with local needs.</li> <li>• Buckinghamshire’s LSIP identified the need for low digital skills courses for residents; Foundation Digital Skills, Basic/Beginners/Intro, Get Connected and Computer Confidence course have been introduced. Portfolio-based qualifications, rather than exam tested qualifications, have been piloted and these provide learners with low confidence access to formal qualifications.</li> </ul> <p>Learners benefit from well-defined progression pathways which allow them to continue learning and develop skills further, or progress into paid or unpaid employment.</p> <ul style="list-style-type: none"> <li>• In Community Learning, progress is lateral to further develop a wider range of skills, such as in Family Learning, Community Engagement or Learning for All; learners average 1.84 enrolments per year (22/23 1.82, 21/22 1.78).</li> <li>• Essential Skills learners access structured levels from Pre-entry to Level 2 in English, Maths, ESOL and Digital to progress.</li> <li>• Apprentices and Supported Interns progress into sustained employment, gain promotion, or progress to a higher-level apprenticeship programme.</li> </ul> <p>Learners on Community Learning courses engage and progress via pathways; these are a sequence of tasters, workshops and short courses as well as highly individualised one-to-one advice to all learners to enable learners to build on their confidence, skills and knowledge in a timely way and progress to further learning appropriate to their individual situation.</p>

	<p>Curriculum design enables apprentices to develop required operational skills for their jobs alongside analytical skills to understand alternative methods of working. This enables them to progress in employment after completing courses. 96% either progressed or were retained in full-time employment.</p> <p><i>Leaders and teachers make sure adult learners overcome any barriers to learning and develop the knowledge and skills they need to improve their life chances. They feel more confident and become more involved in their communities. Leaders have increased opportunities for those most in need, such as expanding the ESOL curriculum to accommodate learners from Ukraine who have recently moved into Buckinghamshire. Teachers effectively support learners who are unfamiliar with the English education system to prepare their children for school. Many learners express how they came to the United Kingdom with little understanding of English, but they can now access community services without the need for an interpreter. Several have secured employment. (Ofsted, May 2024)</i></p>
<p><b>The service is ambitious for disadvantaged learners, especially those with SEND.</b></p>	<p>Through our highly successful Supported Internship Programme and Learning for All programme (366 enrolments with LD), an individualised curriculum is offered to ensure SEND learners needs are met.</p> <ul style="list-style-type: none"> <li>• An increase in young SEND learners via or Supported Internship Programme, 21 SI enrolments 23/24 compared with 12 in 22/23.</li> <li>• Most courses delivered through our LFA provision develop and maintains essential everyday digital, English and maths skills</li> <li>• Courses are meticulously designed for learners to make small but significant progressions steps both horizontally and vertically enabling learners to develop and maintain learnt skills.</li> </ul> <p>Supported Interns in technical or vocational courses have ambitious targets set. Increased and sector varied placement options ensures learners have a bespoke, learner centred programme. Committed to supporting each SI to achieve their own career aspirations, skill sets are matched with the right supportive employer. Additional vocational short awards are also built into study programmes for learners to attain relevant qualifications, aiding future progression.</p>
<p><b>Areas for Improvement</b></p>	<p><b>Evidence</b></p>
<p><b>To increase enrolments on Basic Skills English and Maths programmes</b></p>	<p>To align with Buckinghamshire Councils Employment and Skills strategy and meet locally identified needs - 26,930 (11%) of Buckinghamshire residents over the age of 18 have no qualifications.</p>

<b>Standardisation and personalisation of career information, advice, and guidance across the service.</b>	The Next Steps pages on the BAL Intranet offer learners the opportunity to access comprehensive information on Next Steps and progression pathways 24/7. Further personalisation by subject area and introduction of learner journeys/ example progression pathways/ images/ learner-friendly format will increase clarity, accessibility, engagement, and learner aspiration.
<b>“Make sure that a higher proportion of young learners access opportunities to develop their wider interests and talents.” (Ofsted, May 2024)</b>	<p><i>“A small number of young learners studying English, mathematics and ESOL courses do not benefit from a curriculum that is designed to meet their wider ambitions, needs and interests. While additional vocational courses and personal development opportunities are available, leaders and managers do not make sure learners access this offer.” (Ofsted May 2024).</i></p> <p>From 2024-2025, the only 16–19-year-olds accessing our service will be part of the Supported Internship Programme or the Apprenticeship programme, where BAL is able to fully meet the personal development needs of young people.</p>

<b>Quality of Education - Implementation</b>	
<b>Strengths</b>	<b>Evidence</b>
<b>Tutors present information clearly using learner-centered methods and resources, ensuring that learners’ knowledge and skills are built up over time.</b>	<p>Highly responsive tutors use their subject knowledge and teaching skills well to research and provide materials that are inclusive, topical, and relevant and meet the needs of learners. Tutors use these personalized and learner-centered resources highly effectively to present information clearly and promote discussion, ensuring that learners understand key concepts and can apply them fluently and consistently.</p> <p>Experienced, knowledgeable, and creative tutors, using inspiring teaching and assessment methods and resources, challenge learners and meet their different needs.</p>
<b>Tutors use assessment and feedback well to inform teaching and learning.</b>	Tutors use a wide range of assessment for learning models, including the embedding of peer and self-assessment to support learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills, and not simply memorise disconnected facts.

	<p><i>“Most teachers are highly accomplished at teaching lessons face-to-face and online. Teachers use online tools effectively to share ideas, encourage collaboration and check learners’ understanding.” (Ofsted, May 2024)</i></p> <p>Tutors and assessors use assessment to check learners’ understanding regularly and effectively, adapting teaching, as necessary. Tutors check learners’ understanding effectively in class through a range of methods including elicitation, concept-checking, peer, and self-assessment, and provide regular and effective verbal and, where appropriate, written developmental feedback. This ensures that learner misunderstandings are identified and corrected and that learners know what to do to improve their skills, knowledge and understanding to achieve their full potential.</p> <p>Tutors use formative and summative assessment well to check that key concepts have been embedded, supporting learners to use knowledge fluently, develop their understanding, and improve their skills.</p> <p>Good assessment is also evidenced in consistent whole service achievement rates.</p>
<p><b>High quality of teaching and subject expertise.</b></p>	<p>Teaching staff are well-qualified and use the expert knowledge of the subjects they teach to engage and inspire their learners.</p> <p><i>“Staff are highly experienced in the subjects that they teach. Teachers share useful examples from industry that help apprentices relate their theoretical learning to activities they complete in the workplace.” (Ofsted, May 2024)</i></p> <p>Conscientious tutors and assessors engage in CPD to extend their skills and confidence and ensure that their knowledge is up to date for the benefit of learners.</p>
<p><b>Effective curriculum design and sequencing of learning.</b></p>	<p>Curriculum planning is effective at a strategic, programme and course level. Managers, tutors, and assessors clearly know what courses are trying to achieve for learners.</p> <p>Tutors effectively sequence learning outcomes as part of a coherent curriculum, so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points. This allows for consolidation and practice and enables learners to build on existing knowledge and skills and develop the new knowledge and skills they need.</p> <p><i>“Teachers sequence the content of the curriculum, so that learners can build on what they know to undertake more complex activities. Teachers of ESOL programmes start by teaching the essential English that learners need to use when accessing vital services, such as making a doctor’s appointment. They then move on to further their knowledge of more advanced vocabulary and workplace language. Learners become more skillful in their use of English over time, and this prepares them effectively for work.” (Ofsted, May 2024)</i></p>

	<p>Tutors' and assessors' planning of learning programmes is good, ensuring that most learners enjoy learning and develop their knowledge, skills and understanding at a pace and level that suits them.</p> <p>In addition, the subject curriculum is delivered in a way that allows learners to transfer key knowledge to long-term memory. For example, Digital learners follow a spiral curriculum based on skills, with e-safety introduced and then re-visited in each topic to allow learners to build on previous learning while deepening their understanding of online issues and ensuring the skills are embedded in long-term memory. This ensures that new knowledge and skills build on what learners know and can do and learners can work towards defined end points.</p>
<p><b>Effective tutor use of Electronic Learner Profiles (ELPs) to engage learners in their learner journey.</b></p>	<p>Tutors' use of Google ELPs with learners to establish starting points (informed by the results of rigorous initial and diagnostic assessment) and track learner progress against challenging individual learning outcomes was further developed in 2023-2024.</p> <p>An area for development from 2022-2023 was:  <i>Further development of some tutors' digital knowledge and skills to facilitate optimum use of ELPs across all subject areas, including the capture of RARPA evidence and learner progress. (Implementation)</i></p> <p>The Digital Champion continued to support subject teams across the service to ensure all learners could access and engage safely with a digital ELP. This was achieved by delivering online drop-in sessions, targeted online training and one-to-one face assistance as required.</p> <p>Training was delivered to assist with reformatting ELPs for Family Learning (RARPA) and to ensure tutors could make effective use of Google Slides' features during 1-1 feedback sessions for ELPs.</p> <p>Relevant resources were uploaded to the Digital Technology for Teaching and Learning Google Classroom, which 120 members of staff accessed. Online safety and other useful information, such as drop-ins for learners, dates for tutor training and tips for efficiency were featured in the service-wide Digital Bulletin to keep tutors informed and up to date. A face-to-face training event for tutors was held in January 2024 where digital queries were addressed. The Digital Champion has built a relationship with providers C-learning and Google community so that she can update her own and others' knowledge of best practice on a regular basis.</p>
<p><b>Areas for Improvement</b></p>	<p><b>Evidence</b></p>

<b>Effective and consistent use of written developmental feedback across all provisions.</b>	Further develop consistent use of written developmental feedback across the service to address small pockets of learners who are not receiving thoughtful, specific, and regular written feedback ensuring that they know what they need to do to improve and make progress.
<b>Clear and concise presentation of key concepts in Apprenticeships.</b>	A tutor was identified who was not using learner-centred methods of teaching to present and embed key concepts with learners but was overly reliant on PowerPoint slides. Development of the use of a learner-centred approach, facilitated by elicitation, questioning, group work etc. will ensure that learners are engaged and active in the classroom and embed key concepts in long term memory.
<b>Continue to develop tutors' and LSAs' digital skills so that BAL remains current and effective as technology develops e.g., AI</b>	Explore AI and it's use as a teaching aid, as well as further developing tutors' digital skills as necessary so that they can continue to support learners and the development of their digital skills including the use of Google Classroom.

Quality of Education - Impact	
Strengths	Evidence
A well-constructed, broad, and well-taught curriculum leads to good achievement and pass rates for the majority of learners.	<p>Despite the increase in number of disadvantaged learners accessing courses, good levels of retention and achievement can still be evidenced across the service:</p> <p>Community Learning achievements 23/24 86.2% (22/23 89.5%, 21/22 90.1%)</p> <p>Skills achievements 23/24 80% (22/23 77.8%, 21/22 75%)</p> <p>Family Learning achievement rate 23/24 95.2% (22/23 94.6%, 21/22 96.9%)</p> <p>Maths FS achievement rate Level 1 23/24 75% (57.7% NART) and Level 2 64% (50.5% NART) with both significantly above the NART.</p> <p>Digital achievement rate 82% 23/24 (22/23 68.8% and 21/22 72.3%)</p>
<b>Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life.</b>	<p>Vocational profiling is used effectively with Supported Interns. EHCP needs are supported across the provision so that learners are successful in their learning environment. Using specialist strategies learners are successful in exams, coursework and most importantly in the workplace. Carefully chosen learner placements and supportive employers who are trained to use specialist strategies in the workplace, enable learners' success. The vast majority of supported interns progressed to a meaningful outcome.</p> <ul style="list-style-type: none"> <li>• 100% had a positive outcome: 65% of interns secured meaningful employment at the end of their course, against a national backdrop of 5.6%, with others moving onto further education or volunteering.</li> </ul> <p>In Community Engagement, pre-course initial assessments and detailed group profiles for each course ensured the timely provision of learning support to learners who needed it and led to achievement rates of 79.7%.</p> <p>Learners with additional learning needs are effectively supported to build skills and develop independent working to ensure exam success for their learning programmes. Rigorous CPD for LSAs in the form of bespoke training, as well as more rigorous inductions and annual training, ensures that for LSAs have the specific skills to support learners in a variety of provisions e.g. ESOL, English and Maths.</p> <p>For LFA learners, carefully sequenced course planning and high-quality delivery results in learners making good progress in the development of independence and employability skills, which supports learners to lead more fulfilling and valued lives.</p>

<b>Apprenticeship learning is good and prepares learners for end point assessment.</b>	30 learners prepared and completed end point assessment: 9 Distinctions and 21 Passes.
<b>Areas for Improvement</b>	<b>Evidence</b>
<b>Achievement rates for ESOL</b>	Continue to improve ESOL achievement rates in line with the NART: <ul style="list-style-type: none"> <li>ESOL achievement 2023-24: 77.1%, 2022-23: 78.6%, 2021-22: 75.1%</li> </ul>
<b>Increase rigour of action planning including implementation and monitoring within Apprenticeship Programmes to support learners to complete their programme.</b>	Although above national averages, Apprenticeships retention has decreased in 2023-2024 from 75.4% to 69.85%. To increase employer and learner buy-in and accountability for programmes to increase retention and consequently overall achievement rates.

<b>Behaviour and Attitudes</b>	
<b>Strengths</b>	<b>Evidence</b>
<b>Clear expectations are set for learner behaviour and engagement in classes and other settings.</b>	Learners clearly understand the agreed expectations of acceptable behaviours which are tolerated in class, and where appropriate, at work.  During OTL visits and ALMT Learning Walks 100% of tutors were observed to have agreed ground rules with their classes.

	<p>Highly effective and proactive support is provided in LFA classes enabling unstructured transition time between classes for learners who display anxiety and challenging behaviour patterns; this enables learners to be able to participate in class to agreed expectations.</p> <p>Bullying and harassment are never tolerated by the service. Managers know their provisions and proactively set clear expectations with learners and staff, who are well informed on how to report concerns.</p> <p>There have been no recorded behavioural incidents throughout 23-34, which is in line with prior years.</p> <p><i>“Learners and apprentices are very respectful of one another. They benefit from studying in an inclusive environment. Most learners and apprentices are highly motivated. They have positive attitudes to learning and attend well.”</i> (Ofsted, May 2024)</p>
<p><b>Most learners are highly motivated to pursue their studies, resulting in good attendance, attainment and retention.</b></p>	<p>Learner motivation and positive attitudes to learning contribute to excellent learner retention:</p> <ul style="list-style-type: none"> <li>• Community Learning 95.4%</li> <li>• Skills &amp; Supported Interns 90.4%</li> </ul> <p>Proactive interventions are in place for those where 100% attendance of class is not possible through external factors. In this case, learners benefit from accessing alternate learning such as hybrid delivery, learner packs, use of Google Classroom and individual tutor support. For example: 53% of FL learners (24/45) who missed 2 sessions due to personal circumstances, were given extra work to complete outside of the course, enabling them to successfully achieve.</p> <p>A strong strategic move to implement an aspirational attendance target of 90%, supported by attendance posters in centres, clear expectations set at induction and throughout the course, effective use of intervention tracker has resulted in attendance increased from 86.6% 22-23 to 88.2% by the end of 23-24.</p> <p>80% of Apprentices studying Functional Skills actively participate in learning outside classes using BKSB, which is an improvement on 54% in 2022-23 and 35% in 2021-22.</p>
<p><b>Tutors and learners develop positive and respectful relationships in classes.</b></p>	<p>BAL has a positive and respectful culture where managers and tutors know and care about individual learners.</p> <p>Learners have consistently high levels of respect for others’ different backgrounds, ethnicities, and abilities. Learners play a highly positive role in creating an environment that values and nurtures difference. The development of support networks within the group promotes a sense of community in class.</p> <p>99.7% of learners surveyed felt that staff and learners respect each other (an increase on 2022-23).</p>

<b>All learners enjoy calm and inspiring learning environments which are conducive to high levels of motivation and learning.</b>	<p>Observations of teaching and learning have evidenced calm and orderly learning environments which are conducive to learner focus and progress.</p> <p>Implementation of highly effective behavior support plans have enabled LFA learners to access our services who would otherwise be at risk of possible exclusion. Support plans are reviewed and updated regularly, and levels of support reduced or increased as appropriate.</p>
<b>Learners benefit from a learning and working (where relevant) environment where they feel safe.</b>	<p>The service 'Stay Safe' campaign is effective in ensuring that learners are safe and feel safe. Rigorous processes are in place so that staff deal quickly, consistently, and effectively with any issues regarding safeguarding or health and safety which may arise.</p> <p>Whole service (1816 responses):</p> <p>90% know how to stay safe online.</p> <p>98% know where to access help if they were not safe.</p> <p>100% of supported interns feel safe in their workplace and in class.</p>
<b>Areas for Improvement</b>	<b>Evidence</b>
<b>For 24/25 aspirational service attendance target of 90%.</b>	<p>The following subject areas are currently below 90% target for 2024-25: LFA 88%, ESOL 85.9%, English 88.5%, LPD languages 84.1%, Maths 85.6% and Digital 88.8%.</p> <p>Although progress has been made attendance rates need further improvement to meet the service's aspirational target of 90%.</p>

Personal Development	
Strengths	Evidence
<p><b>The personal and social development of learners is good.</b></p>	<p>Learners really enjoy their learning, know how to study effectively and are proud of what they achieve.</p> <p>97.7% of learners (1816 respondents) stated that they enjoyed their course and 100% would recommend BAL to a friend.</p> <p><i>“Learners and apprentices enjoy a varied and rich personal development curriculum. They learn about how to manage stress and their workload. They also learn about the importance of equality.”</i> (Ofsted, May 2024)</p> <p>The Ofsted Staff Survey (157 respondents, April 2024) showed that:</p> <ul style="list-style-type: none"> <li>• 97% agree that learners are supported to develop positive attitudes to learning</li> </ul>
<p><b>Learners benefit from good support to develop their confidence and independence and, where relevant, help them to know how to keep physically and mentally healthy.</b></p>	<p>74% of all learners surveyed stated they gained in self-confidence.</p> <p>The wider benefits of learning are recognised and highly valued by learners: 96.6% of learners surveyed stated they had benefitted by 2 or more wider benefits, 62% have met new people and made friends and 42% of learners have become more independent.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Learning for All learners develop essential life skills to assist independent living, express their feelings and contribute to their communities.</li> <li>• ESOL learners have the language to access health professionals and integrate in wider communities.</li> <li>• Learners gain confidence to be able to make next steps to learning or into work.</li> </ul> <p>Courses and workshops include Art for Wellbeing, Self Defence, First Aid, English for Health, Men’s fitness, Tai Chi, Healthy Active Child and Confident Me as well as courses aimed at addressing cost of living crisis e.g. Cooking on a budget.</p> <p>Further support for learners includes online information disseminated via tutors and Google Classrooms on a variety of topics e.g. Health (stopping smoking/ getting vaccines, mental health support), Community support e.g. Welcoming Spaces in libraries, how to save money (insulating your home and energy bills) and awareness of scams and local risks.</p>

	<p>The number of Wellbeing enrolments in Community Engagement has increased from 94 in 2021-22 to 290 in 2022-23, to 305 enrolments from 42 workshops/courses in 2023-24.</p>
<p><b>Active promotion of an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy so that learners understand that difference is a positive and that all learners are unique.</b></p>	<p>Learners' understanding of equality of opportunity and the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance is developed and deepened through a rigorous induction and setting of ground rules, tutor modelling and promotion, strong sense of class community, learning activities e.g. voting and group work, enrichment and carefully chosen and designed resources.</p> <p>Learners are taught how to protect themselves from radicalisation and extremist views; helping to equip learners to be responsible, respectful, active citizens who contribute positively to society; developing learners' understanding of fundamental British values; developing their understanding and appreciation of diversity and promoting respect for the different protected characteristics. This results in learners who demonstrate high levels of respect and tolerance and are well prepared for life in modern Britain.</p>
<p><b>A wide range of appropriate Enrichment opportunities for learners which support personal development.</b></p>	<p>These are examples of enrichment activities across the service which supported learners with personal development and/or their mental wellbeing. Often these enrichment activities have resulted from collaboration between BAL departments or with external partners:</p> <ul style="list-style-type: none"> <li>• Every Month Matters and online enrichment classes in WBL.</li> <li>• The introduction of 'Blissful', a digital magazine sharing positive and creative learner and staff stories and contributions.</li> <li>• Library visits linked to Early Years courses in Aylesbury and Chesham.</li> <li>• Trading Standards visiting Community Engagement and LFA classes to highlight online safety and scamming.</li> <li>• LFA learners participated in community events and fundraised for their chosen charities e.g. Food Bank, Macmillan.</li> <li>• LFA learners attended Wycombe Art Gallery, which inspired the learners with their own art.</li> <li>• 'Band in a Van' visited the LFA music class in Chesham and accompanied the learners singing and dancing, as well as teaching the learners about the instruments.</li> <li>• Guest speakers e.g. DWP and Benefit Support visiting the Supported Internship programme to inform learners of their rights and opportunities.</li> <li>• Bespoke Travel training for Supported Interns, increasing learner independence and confidence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Promotion of Adult National Reading week, including learner access to a BAL library of ‘Quick Reads’ and Book nights in local libraries.</li> </ul> <p>In 2023-24, the BAL Enrichment Google Classroom was further developed by the Enrichment Champions, with an increase in tutors sharing resources which then benefit the wider service e.g. a Spanish tutor shared Spanish reading comprehension resources on Diwali and Black History Month which can be used/ amended by other language tutors and a Community Engagement tutor shared a website related to a Hindu festival. The classroom is a resource and information repository covering topics such as human rights, county lines, religious festivals, Black History Month, sustainability, neurodiversity and mental health.</p>
<p><b>Tutors effectively develop their learners’ maths, English, Digital and employability skills by using both naturally arising opportunities and planned content embedded in the curriculum.</b></p>	<p>Schemes of Work evidence embedded development of transferable skills across the curriculum e.g. CV writing, communication skills, using an online job search, accessing timetables, and budgeting. For example, in Community Engagement 71% of partners said that their clients had become more ‘job ready’ with the remaining 29% recognising that their clients had gained in confidence. This enables learners to develop the behaviours, attitudes, knowledge and skills they need to progress to their next steps.</p> <p><i>“Staff work effectively with learners to prepare them for work placements. They also work closely with employers to create inclusive environments for learners who need extra support. They train them how to communicate effectively with learners to meet their needs. Young learners have job coaches who give them good support to help them develop professional behaviours that employers value. Learners on supported internships are very well prepared for their placements. Employers recognise the positive influence that learners’ attitudes to work are having on the rest of the workforce.”</i> (Ofsted, May 2024)</p> <p><i>“Employers value the knowledge, skills and behaviours apprentices learn and apply in the workplace. Apprentices studying level 3 early years educator learn how to adapt their approach when supporting children with special educational needs and/or disabilities. Those studying the team leader apprenticeship become more organised and effective as leaders. Apprentices have a positive impact on their organisations and the members of the teams with whom they work.”</i> (Ofsted, May 2024)</p>
<p><b>An effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do to reach and succeed in their chosen career.</b></p>	<p>To enable learners to develop the relevant behaviours, attitudes, knowledge, and skills they need to make progress towards life and career goals, the curriculum is linked to employers or alternative next steps such as volunteering, or further study, as appropriate.</p> <ul style="list-style-type: none"> <li>• Introductory employability courses link to employers e.g. Early Years, Adult Social Care providers and Hospitality</li> <li>• Sector-specific employability courses aligned with JCP priorities: Business Admin, Hospitality, Adult Social Care and Early Years</li> <li>• Work experience for Supported Internships resulted in positive outcomes and destinations: <ul style="list-style-type: none"> <li>- 64% achieved paid employment of 16+</li> </ul> </li> </ul>

	<p><i>“Teachers support learners and apprentices to consider career and further education opportunities that are open to them on the completion of their course. Learners on supported internships benefit from detailed skills assessments which help them consider jobs and careers they may not have previously considered. Teachers make sure apprentices are aware of career paths open to them or areas in which they might wish to specialise, such as becoming a mental health assessor. Teachers support learners and apprentices to consider their aspirations and build clear development plans.” (Ofsted, May 2024)</i></p>
<p><b>IAG is effectively embedded into courses and delivered to assist personalised progression.</b></p>	<p>91.7% of learners reported that they had received the information and advice they needed to progress.</p> <p>Managers and tutors are effective at establishing learner starting points and are clear about what learners need to be able to know and do at the end of their learning and consequently know what the curriculum is preparing learners for.</p> <p>Effective next steps guidance is integral to every course and embedded in schemes of work e.g. at induction, in progress reviews, as appropriate in lesson activities, as part of enrichment and in end of course reviews. This ensures that learners receive appropriate and personalised information, advice and guidance to support them to successful transition to their next stage.</p> <p>Progression to another BAL course: 65.1% 23/24, 69.3% 22/23, 54.6% 21/22.</p>
<p><b>Areas for Improvement</b></p>	<p><b>Evidence</b></p>

Leadership and Management	
Strengths	Evidence
<p>Managers and coordinators plan a robust programme of CPD, which is aligned with the curriculum and ensures tutors' pedagogical knowledge is developed to provide high quality teaching and learning.</p>	<p>Termly tutor meetings/ CPD carousel days in all areas were held across a range of centres and times. Training topics aligned with the curriculum and focused on developing tutors' subject expertise and pedagogical knowledge e.g., Sustainability for Education, support with using Electronic Learner Portfolios for RARPA, Tailored Learning, using digital teaching tools. This supported tutors to deliver high-quality education and training. In addition, regular Digital drop-ins are available online to support tutors with these skills and tools.</p> <p>A whole Staff Conference was held in July 2024, and included workshops on Effective communication, Neurodiversity, Well-being and mindfulness e.g. Tai Chi and quilling, with an inspiring learner guest speaker, and opportunities to share and celebrate achievements and areas for development.</p> <p>Termly Tutor Bulletin 'BAL News and Updates' and departmental weekly bulletins</p> <p>The Ofsted Staff Survey (157 respondents, April 2024) showed that:</p> <ul style="list-style-type: none"> <li>• 90% agreed that they were provided with meaningful CPD</li> </ul>
<p><b>Senior leaders and managers have rigorous quality assessment, assurance and improvement processes in place to ensure continuous service improvement.</b></p>	<p>Annual self-assessment is rigorous and evaluative. It is subject to peer, internal and external challenge, with resulting feedback redirected into our Operational Plan or Quality Improvement Plan for the following year. Regular quality performance reviews with curriculum staff ensured QIP achievement was timely and actions robust; this has been highly effective in driving forward improvement.</p> <p>Senior leaders and managers carried out a robust programme of OTLs throughout 2023-24 across all types of delivery including online, providing additional support and training to both tutors and observers. Co-observations were carried out with members of the observation team, including subcontractors, to ensure that learners benefit from effective teaching and high expectations in classrooms, in workshops, at work or with subcontractors, leading to better outcomes for learners and continued and sustainable improvement.</p> <p>In line with the Skills for Life paper, updated Buckinghamshire Council Strategies, and reflecting the changed post-Covid landscape, a review of Quality Assurance was completed in 2023-2024, in collaboration with FE Commissioners, to ensure that activities and policies are still highly effective. As a result of this review, a highly successful 'Learning Walk' pilot in LFA was implemented to explore an alternative approach to classroom observations.</p>

	<p>Effective performance management is in place to identify staff who are underperforming, and clear systems are in place to manage and support these. Furthermore, new tutors receive a robust induction, mentor, and timely developmental observations with rigorous CPD plans.</p> <p>The Ofsted Staff Survey (157 respondents, April 2024) showed that:</p> <ul style="list-style-type: none"> <li>• 95% agree that they are well-led and managed</li> </ul>
<p>Managers consider the workload and well-being of tutors and wider staff members.</p>	<p>Leaders provide multiple opportunities throughout the year for tutors to feed back any concerns and support needs. This has led to the introduction of template Google classrooms, drop-in sessions with coordinators and regular weekly communications including training updates, good news sharing and examples of good practice.</p> <p>In ESOL, further tutor recruitment has taken place to meet learner demand and support the existing teaching team.</p> <p>Further development of a digital repository, via Google classroom, supports tutors with resources and relevant guidance when teaching online and in the classroom.</p> <p>The Ofsted Staff Survey (157 respondents, April 2024) showed that:</p> <ul style="list-style-type: none"> <li>• 88% agreed that leaders looked after their workload and well-being</li> </ul>
<p>High levels of engagement with learners and wider stakeholders to plan and support learning.</p>	<p>Leaders engage with learners, their community, employers and stakeholders to plan and support the education and training that learners receive.</p> <p>The survey response for 2023-24 is 1816 learners, which is 50% of total number of learners (compared to 1729 learners in 2022-23, which is 42% of total number of learners and 1638 learners in 2021-22, which was 33% of total learners.</p> <p>To further strengthen this capture of learner voice and ensure that learners have a wider opportunity to feedback, learner focus groups were introduced for the first time in 2023-2024, with sessions focussing on reasons for enrolment, and teaching approaches.</p> <p>Leaders' have high expectations of all learners and support learners day-to-day through a range of approaches and interactions:</p> <ul style="list-style-type: none"> <li>• departmental and other service Google Classrooms</li> <li>• the Learner BAL Intranet</li> <li>• Learner focus groups</li> <li>• End of course surveys (including an accessible survey)</li> </ul>

	<ul style="list-style-type: none"> <li>• Classroom drop-ins</li> </ul>
<b>Areas for Improvement</b>	<b>Evidence</b>
<b>Make sure apprentices receive rapid support to stay or get back on track.</b>	<i>“Leaders have not been quick enough to support apprentices who fall behind. A few apprentices studying level 5 leader in adult care do not make the expected progress. They are not aware of what they need to do to get back on track. Leaders have started to introduce intervention plans that provide additional targeted support for apprentices who are past their planned end date. However, it is too early to see the impact of these interventions.” (Ofsted, May 2024)</i>

Safeguarding	
Strengths	Evidence
<p>The arrangements for safeguarding are effective.</p>	<p>Senior leaders within the children’s services directorate ensure that BAL’s safeguarding arrangements are robust and follow the most up to date guidance. The Designated Safeguarding Lead works closely with the Council’s wider safeguarding team and draws on external agencies for specialist help resulting in her being well placed to support the welfare of individual learners who may be vulnerable for example Trading Stanard's regularly visit classes to raise learners’ awareness of Scamming risks</p> <p>Staff are regularly updated on safeguarding risks via BAL’s termly bulletin and guest speakers for example, Mind delivering online mental health and wellbeing training sessions for staff.</p> <p>Effective Safeguarding is integral to every course and workshop; introduced at learner induction and reinforced throughout the course. This results in learners not only understanding the risks they face, (both in their community and online), but also knowing how to keep themselves safe, and knowing who to contact if they have a safeguarding concern. Consequently, 98% of learners (1816 responses) know who to contact if they don't feel safe in class, at home or at work.</p> <p>Leaders and managers are aware of the potential difficulties when not seeing learners face to face. For example, it is more difficult to identify signs of neglect or abuse when working online. As a result, staff received additional support and guidance on being vigilant when teaching online and teachers provided learners with additional information about how to keep themselves safe online. This includes information on how to maintain their privacy when attending online lessons. 90% (1816 responses) of learners said they knew how to stay safe online.</p> <p><i>“Learners and apprentices have a good awareness of how to be safe. Learners are aware of how to protect themselves from risks such as fraud and scamming, following workshops from Thames Valley Police and Trading Standards. Adults with learning difficulties undertake training in self-defence, which gives them greater confidence to travel independently. Learners and apprentices know who to contact if they have concerns and are confident that staff will deal with any issues quickly, consistently and effectively.”</i> (Ofsted, May 2024)</p> <p><i>“Teachers are highly effective in helping adults with little prior experience, to develop digital literacy skills. This enables them to access online content safely.”</i> (Ofsted, May 2024)</p> <p>The Ofsted Staff Survey (157 respondents, April 2024) showed that:</p>

	<ul style="list-style-type: none"><li>• 99% agree safeguarding is effective</li></ul>
<b>Areas for Improvement</b>	<b>Evidence</b>
Further raise the importance of staying safe online and fake news.	The Number of learners stating they have the skills to stay online via our survey is slightly lower than other safeguarding related questions. With increasing numbers of learners online and the risk of online scams and fake news this is a priority area.



## Q02 - Departmental SAR Data

Department: All - Departments

Period: Whole Year

Execution Date: 21/10/2024 13:29:09

### Qualification Achievement Rates (QAR)

<b>QAR Summary: ALL</b>	<b>2023/24</b>	<b>+/-</b>	<b>2022/23</b>	<b>+/-</b>	<b>2021/22</b>
Continuers	1	+0	1	+1	0
Completed but Awaiting Result (2:8's)	1	+0	1	-1	2
Leavers	7487	+15	7472	-81	7553
Retention Rate (%)	94.0%	+0.6%	93.4%	-0.6%	94.0%
Pass rate Rate (%)	90.7%	-1.0%	91.7%	+0.2%	91.6%
<b>Overall Achievement Rate (%)</b>	<b>85.3%</b>	<b>-0.4%</b>	<b>85.7%</b>	<b>-0.4%</b>	<b>86.1%</b>
Timely Achievement Rate (%)	85.1%	+0.1%	85.0%	-1.0%	86.0%

<b>QAR Summary: Community</b>	<b>2023/24</b>	<b>+/-</b>	<b>2022/23</b>	<b>+/-</b>	<b>2021/22</b>
Continuers	0		0		0
Completed but Awaiting Result (2:8's)	0		0		1
Leavers	3882	-547	4429	-922	5351
Retention Rate (%)	95.4%	-0.1%	95.5%	-0.1%	95.7%
Pass rate Rate (%)	90.3%	-3.3%	93.6%	-1.0%	94.6%
<b>Overall Achievement Rate (%)</b>	<b>86.2%</b>	<b>-3.2%</b>	<b>89.4%</b>	<b>-1.1%</b>	<b>90.5%</b>
Timely Achievement Rate (%)	86.2%	-3.1%	89.4%	-1.2%	90.6%

<b>QAR Summary: E&amp;T</b>	<b>2023/24</b>	<b>+/-</b>	<b>2022/23</b>	<b>+/-</b>	<b>2021/22</b>
Continuers	1		1		0
Completed but Awaiting Result (2:8's)	1		1		0
Leavers	2375	-156	2531	+429	2102
Retention Rate (%)	90.4%	+1.3%	89.1%	-0.8%	90.0%
Pass rate Rate (%)	88.5%	+1.2%	87.3%	+3.9%	83.4%
<b>Overall Achievement Rate (%)</b>	<b>80.0%</b>	<b>+2.2%</b>	<b>77.8%</b>	<b>+2.8%</b>	<b>75.0%</b>
Timely Achievement Rate (%)	79.2%	+3.3%	75.8%	+1.4%	74.5%

<b>QAR Summary: Non Fund</b>	<b>2023/24</b>	<b>+/-</b>	<b>2022/23</b>	<b>+/-</b>	<b>2021/22</b>
Continuers	0		0		0
Completed but Awaiting Result (2:8's)	0		0		1
Leavers	1230	+718	512	+412	100
Retention Rate (%)	96.4%	-0.1%	96.5%	+5.4%	91.1%
Pass rate Rate (%)	96.0%	-0.1%	96.2%	+5.9%	90.2%
<b>Overall Achievement Rate (%)</b>	<b>92.6%</b>	<b>-0.2%</b>	<b>92.8%</b>	<b>+9.8%</b>	<b>83.0%</b>
Timely Achievement Rate (%)	92.6%	+0.4%	92.2%	+10.2%	82.0%



## Q02 - Departmental SAR Data

Department: All - Departments    Period: Whole Year

Execution Date: 21/10/2024 13:29:09

### Notes:

- When report is run for Periods: Term 1, Term 2 and Term 3 only enrolments that END in the selected period are included
- QAR measures consider enrolments and NOT individual Learners
- All Measures are for qualifying Enrolments; where a qualifying enrolment is one where the learner has met the minimum duration: For aims with the expected duration is less than 14 days the qualification period is 1 day. For quals 14 to 167 days expected duration the qualifying period is 14 days and for aims over 168 days the qualifying period is 42 days.
- All Measures, except the Timely achievement rate, use the Overall QAR methodology which counts leavers grouped by their Hybrid end year; where the hybrid end year for an enrolment is the largest of expected end year, actual end year or reporting year
- Continuing enrolments for the current year are ignored as they will appear in next years QAR measures.
- The Overall Achievement Rate does NOT include learners that have completed but are awaiting result (2:8s).

**Leavers:** Count of Qualifying Enrolments where the learner has either completed the aim or withdrawn after the qualifying end date.

**Retention Rate (%):** Total Completers (No. of Enrolments where the learner has completed all the learning) / Total Leavers

**Pass Rate (%):** Total Achievers (No. of Enrolments with a successful completion) / Total Completers

**Overall Achievement Rate (%):** Total Achievers / Total Leavers (Overall methodology)

**Timely Achievement Rate (%)\*:** Total Timely Achievers / Total Timely Leavers

\* This measure uses the timely methodology where an enrolment is counted as a timely leaver in the year it is expected to end even if the learner is continuing. An Enrolment is considered a timely achievement if it is achieved within 90 days of the expected end date.



## Q02 - Departmental SAR Data

Department: All - Departments

Period: Whole Year

Execution Date: 21/10/2024 13:29:09

### Department Statistics for All - Departments

#### Leaver Numbers

Overall Methodology	ALL	Community	E&T	Non Fund
<b>2023/24</b>				
Leavers	<b>7488</b>	3882	2376	1230
Withdrawals	<b>449</b>	177	228	44
Completions	<b>7039</b>	3705	2148	1186
Awaiting Result (2:8s)	<b>1</b>	0	1	0
Achievers	<b>6386</b>	3347	1900	1139
Non-Achievers	<b>652</b>	358	247	47
Timely Achievers	<b>6344</b>	3347	1860	1137
<b>2022/23</b>				
Leavers	<b>7473</b>	4429	2532	512
Withdrawals	<b>491</b>	198	275	18
Completions	<b>6982</b>	4231	2257	494
Awaiting Result (2:8s)	<b>1</b>	0	1	0
Achievers	<b>6405</b>	3960	1970	475
Non-Achievers	<b>576</b>	271	286	19
Timely Achievers	<b>6363</b>	3958	1931	474
<b>2021/22</b>				
Leavers	<b>7555</b>	5352	2102	101
Withdrawals	<b>452</b>	232	211	9
Completions	<b>7103</b>	5120	1891	92
Awaiting Result (2:8s)	<b>2</b>	1	0	1
Achievers	<b>6505</b>	4845	1577	83
Non-Achievers	<b>596</b>	274	314	8
Timely Achievers	<b>6501</b>	4846	1573	82
<b>2020/21</b>				
Leavers	<b>6037</b>	3392	2588	57
Withdrawals	<b>360</b>	138	220	2
Completions	<b>5677</b>	3254	2368	55
Awaiting Result (2:8s)	<b>0</b>	0	0	0
Achievers	<b>5169</b>	3100	2017	52
Non-Achievers	<b>508</b>	154	351	3
Timely Achievers	<b>5168</b>	3103	2014	51

#### Notes:

- These learner numbers are provided as a break down of the QAR values above. All the same rules apply .
- When report is run for Periods: Term 1, Term 2 and Term 3 only enrolments that END in the selected period are included



# Q02 - Departmental SAR Data

Department: All - Departments    Period: Whole Year

Execution Date: 21/10/2024 13:29:09

## Enrolment Numbers

Enrolments in learning during Whole Year

Qualifying Enrolments	ALL	Community	E&T	Non Fund
<b>2023/24</b>				
<b>Total Qualifying Enrolments</b>	<b>7527</b>	3882	2397	1248
New starts	<b>7481</b>	3882	2360	1239
Carry In from previous years	<b>46</b>	0	37	9
No. of Cohorts	<b>1006</b>	595	240	293
No. of Individual Learners	<b>3661</b>	2106	1389	776
Avg. Enrolments per Learner	<b>2.06</b>	1.84	1.73	1.61
<b>2022/23</b>				
<b>Total Qualifying Enrolments</b>	<b>7516</b>	4422	2574	520
New starts	<b>7354</b>	4321	2523	510
Carry In from previous years	<b>162</b>	101	51	10
No. of Cohorts	<b>1011</b>	683	261	149
No. of Individual Learners	<b>3730</b>	2428	1529	350
Avg. Enrolments per Learner	<b>2.02</b>	1.82	1.68	1.49
<b>2021/22</b>				
<b>Total Qualifying Enrolments</b>	<b>7726</b>	5460	2154	112
New starts	<b>7698</b>	5460	2130	108
Carry In from previous years	<b>28</b>	0	24	4
No. of Cohorts	<b>1104</b>	845	253	79
No. of Individual Learners	<b>4282</b>	3066	1454	83
Avg. Enrolments per Learner	<b>1.80</b>	1.78	1.48	1.35

**Notes:**

- Enrolments that do not meet the qualifying period have been ignored for these figures.
- When report is run for Periods: Term 1, Term 2 and Term 3 enrolments **in learning** during the selected period are included .

## Attendance

Qualifying Enrolments	23/24	+/-	22/23	+/-	21/22
Total Enrolments	7488	+15	7473	-82	7555
<b>Combined Overall Attendance %</b>	<b>88.2%</b>	<b>+1.7%</b>	<b>86.6%</b>	<b>+2.3%</b>	<b>84.3%</b>
Attendance Distribution					
	Attn < 75%    Attn 75% <> 90%    Attn > 90%				

**Notes:**

- These Attendance numbers include qualifying enrolments ONLY
- % of learners with good attendance is provided as an alternative to the traditional overall attendance % as it is less susceptible to bias caused by a few learners with particularly good or bad attendance.
- When report is run for Periods: Term 1, Term 2 and Term 3 only enrolments that END in the selected period are included



# Q02 - Departmental SAR Data

Department: All - Departments    Period: Whole Year

Execution Date: 21/10/2024 13:29:09

## Monthly Analysis of Starts and Leavers for All - Departments

### Starts by Month

2023/24					2022/23					2021/22							
	Starts Outcome					Starts Outcome					Starts Outcome						
	Cont.	WthDrw	Ach.	NonAch		Cont.	WthDrw	Ach.	NonAch		Cont.	WthDrw	Ach.	NonAch			
Aug	119	0	9	109	1	Aug	137	0	12	118	7	Aug	210	0	6	202	2
Sep	1915	0	151	1563	201	Sep	1910	1	175	1549	186	Sep	2005	0	152	1655	198
Oct	440	0	38	367	35	Oct	478	0	48	391	39	Oct	376	0	20	332	24
Nov	434	0	9	404	21	Nov	625	0	37	548	40	Nov	616	0	46	534	36
Dec	186	0	2	177	7	Dec	170	0	7	161	2	Dec	151	0	2	146	3
Jan	1383	8	90	1126	159	Jan	1186	0	87	959	140	Jan	1182	0	55	1016	111
Feb	491	1	23	440	27	Feb	514	2	19	456	37	Feb	321	0	34	266	21
Mar	278	0	9	261	8	Mar	343	0	7	329	7	Mar	444	0	29	389	26
Apr	1100	0	87	868	145	Apr	902	0	71	760	71	Apr	836	0	56	685	95
May	461	0	13	416	32	May	424	0	16	391	17	May	552	0	31	477	44
Jun	437	4	2	418	13	Jun	418	0	15	380	23	Jun	647	1	23	588	36
Jul	237	0	2	231	4	Jul	247	0	3	242	2	Jul	358	0	6	343	9

- Notes:
- Values are for Qualifying enrolment starts by month.
  - Outcomes are the eventual outcome for a particular month's starts. They are not the outcomes for that month. - Outcomes permonth are shown below.

### Leavers by Month

23/24				22/23				21/22						
	Leavers	WthDrw	Ach.	NonAch		Leavers	WthDrw	Ach.	NonAch		Leavers	WthDrw	Ach.	NonAch
Aug	74	4	69	1	Aug	210	6	197	7	Aug	171	2	168	1
Sep	278	15	261	2	Sep	260	13	245	2	Sep	258	9	246	3
Oct	487	71	385	31	Oct	382	44	313	25	Oct	424	48	368	8
Nov	427	59	319	49	Nov	526	72	423	31	Nov	560	72	444	44
Dec	1025	17	895	113	Dec	952	26	839	87	Dec	980	27	874	79
Jan	256	37	212	7	Jan	236	65	165	6	Jan	157	20	135	2
Feb	510	49	450	11	Feb	486	62	410	14	Feb	422	47	350	25
Mar	1174	53	986	135	Mar	1187	57	1010	120	Mar	824	66	665	93
Apr	260	17	235	8	Apr	254	23	223	8	Apr	536	17	474	45
May	650	58	564	28	May	590	60	492	38	May	536	68	452	16
Jun	790	56	646	88	Jun	759	55	629	75	Jun	952	61	796	95
Jul	1557	13	1364	180	Jul	1631	8	1459	164	Jul	1735	15	1533	187

- Notes:
- These values are for Qualifying enrolments only.



## Q02 - Departmental SAR Data

Department: All - Departments

Period: Whole Year

Execution Date: 21/10/2024 13:29:09

### Withdrawal reason

	2023/24	2022/23	2021/22
	Withdrawals	Withdrawals	Withdrawals
<b>*BLANK*</b>	51	89	86
<b>Domestic/family commitments</b>	58	23	27
<b>Financial</b>		1	1
<b>Gained employment</b>	6	16	10
<b>Going to another provider</b>	2	4	
<b>Health/illness</b>	59	41	31
<b>Not known</b>	179	254	251
<b>Other</b>	41	27	23
<b>Relocating</b>	19	15	6
<b>Work commitments</b>	20	26	24



## Q02 - Departmental SAR Data

Department: All - Departments

Period: Whole Year

Execution Date: 21/10/2024 13:29:09

### Progressions to and From for All - Departments

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#### Learners Progressing to All - Departments

Where have your LEARNERS come from?

---

##### Total DISTINCT All - Departments LEARNERS this year

Num. All - Departments learners who started a course **after** starting a course in one of the following departments in the same or previous year

#### Learners Progressing from All - Departments

Where have your LEARNERS gone to?

---

##### Total DISTINCT All - Departments LEARNERS this year and last

Num. Learners who have started a course in one of the following departments **after** starting a All - Departments course in the same or previous year

##### Notes:

These tables are intended to show the proportions of learners moving between departments as on their journey with BAL.

The tables shows the number of All - Departments learners with prior or subsequent enrolments in different departments as well as new, returning and repeat learners.

Learner counts are distinct based on department and academic year scope. Please note that the 'from' table shows learner counts for a two year window. Each learner is counted once against each department where they have one or more enrolments for that department that STARTED before the featured department enrolment in the same or previous academic year.

For an enrolment to be counted as a progression:

- the learner must have attended past the qualifying period - early withdrawals are ignored
- the start date of the previous aim must be before the start date of the new start
- the Actual end date of the previous aim must be within the same, or immediately preceding, academic year as the start date of the new start.

Where a learner has completed aims from more than one department then each department will be counted as a progression. For this reason the total number of distinct learners may be greater than the sum of learners across all listed departments.



## Q02 - Departmental SAR Data

Department: All - Departments

Period: Whole Year

Execution Date: 21/10/2024 13:29:09

### Destinations for All - Departments

#### Destinations

Where have your learners gone	2023/24		2022/23		2021/22	
<b>Total Enrolments exc. Continuers</b>	<b>7481</b>		<b>8958</b>		<b>8235</b>	
EDU0: BAL Course	4872	65.1%	6613	73.8%	5460	66.3%
OTH1: Other outcome – not listed	884	11.8%	486	5.4%	600	7.3%
----: No Data	615	8.2%	610	6.8%	921	11.2%
EMP1: In paid employment for 16 hours or more per week	451	6.0%	486	5.4%	505	6.1%
NPE1: Not in paid employment, looking for work and available to start work	272	3.6%	203	2.3%	206	2.5%
NPE2: Not in paid employment, not looking for work and/or not available to start work (including retired)	171	2.3%	233	2.6%	223	2.7%
EMP2: In paid employment for less than 16 hours per week	79	1.1%	133	1.5%	95	1.2%
EDU1: Traineeship	43	0.6%	42	0.5%	4	0.0%
EDU5: Other FE* (Part-time)	27	0.4%	60	0.7%	65	0.8%
EDU4: Other FE* (Full-time)	16	0.2%	14	0.2%	39	0.5%
EDU6: HE	15	0.2%	26	0.3%	23	0.3%
VOL1: In voluntary work	15	0.2%	22	0.2%	47	0.6%
EDU2: Apprenticeship	13	0.2%	6	0.1%	10	0.1%
EMP4: Self-employed for 16 hours or more pw	4	0.1%	19	0.2%	23	0.3%
EMP5: Self-employed for less than 16 hours pw	4	0.1%	5	0.1%	14	0.2%

#### Notes:

- **\*Destinations data EXCLUDES courses 2 sessions or less where total duration is less than 6 hours - Workshops\***
- All Academic years are Hybrid end years as per the Overall QAR methodology
- These figures are created from EBS data where Learner destinations are mapped to Enrolments by date.
- For a destination record to be matched the start date of the destination must be on or after the actual enddate of the enrolment and no more than 2 months after it.
- Learners may have multiple distinct destinations recorded for example EMP and EDU. Where this is the case the enrolment will show in both figures which will result in more overall destinations than leavers.