RHACC SELF-ASSESSMENT REPORT
2020-2021

Contents:

RHACC Context

Richmond and Hillcroft Adult and Community College (RHACC) is a Specialist Designated Institute of adult education that was formed on October 1st 2017 through the merger of Richmond Adult and Community College, a GFE with an adult mission, and Hillcroft College, a specialist designated women's residential college. The merger took place following two years of federation in order to create a sustainable basis from which to deliver the shared adult learning mission and enable more adults to benefit from learning.

RHACC operates from two campuses in South West London. The Parkshot campus in central Richmond is home to The Richmond Business School, the Richmond Art School, The School of Foundation Learning and community facilities that include the Queen Charlotte theatre, The Link café and the information and advice centre. The Surbiton site in Kingston upon Thames is home to the Hillcroft Women's Education programme that is situated in a Grade II listed building.

Our Key Principles

All our services and activities are delivered in line with our key principles and values and enable a mixed economy of provision that provide the same opportunities for those who can afford to pay as those who require financial assistance to study.
1. We plan and promote adult community education as a channel of social justice that can change the lives and opportunities of individuals, families and communities and narrow the gaps in achievement between the most advantaged and disadvantaged adults.
2. We are inclusive and ensure that everyone can benefit from learning if they are ready to learn. Adults of all ages, abilities and backgrounds can improve their career, wellbeing and independence through appropriate opportunities, guidance and support.
3. We are committed to our community. The effective curriculum is informed by the needs of the learners, community and employers we serve.
4. We have an adult ethos that enables the development of empowered, self-directed learners. Dignity, courtesy and respect, extended to all, building confidence and self-worth.
5. We celebrate diversity. Embracing diversity improves learning and makes it relevant to the individual.
6. We actively seek to engage with learners about the range and effectiveness of the services we offer so that we can continuously improve and tailor services to better meet their needs.
7. We have high expectations of staff and learners and aim for excellence because high standards and ambition improve self-worth and the rate and quality of learning
8. We embrace partnerships in order to create social capital that extends learning opportunities and support frameworks beyond what the college and partner organisations can provide on their own.

Covid Context

The College adapted very effectively during the disruption caused by Covid and the two further lockdowns in 2020-21, and managed to move more than 60% of provision online. Some provision was not possible for online delivery, and this had to be cancelled, but was resumed very quickly when government rules permitted. Unlike many adult education providers, RHACC succeeded in achieving 85% of its GLA funding allocation, and 100% of its ESFA allocation

Numbers and starts in scope for Ofsted inspection 2020-21

Type of provision	Description of provision	Number of RHACC learners 2020/21	Number of RHACC starts 2020/21
Education programmes for young people	Provision funded through the ESFA 16 to 18 classroom-based funding stream for study programmes and traineeships for those aged 16 to 18 and for ESFA-funded full-time provision for 14- to 16-year-olds enrolled in colleges.	**22**	**58** (Includes 19+ with EHCP)
Adult learning programmes	Provision funded through the adult education budget and/or advanced learning loans, including employability training for learners aged 19 and over referred for training by Jobcentre Plus. This includes community learning provision and traineeships for those aged 19 and over. This may include adult education provision funded by GLA and/or MCAs.	**5086** (Distinct learners within this group) If not distinct then: ACL: 1810 ASB type: 4939 Loans: 105 TOTAL: **5528**	**8405** (3361 ACL, 4939 ASB-type, 105 AL Loans)
Apprentice-ships	Apprenticeships at levels 2 to 5 funded by the ESFA and/or through the apprenticeship levy.	**0**	**0**
Provision for learners with high needs	Provision for learners for which providers receive high-needs funding in addition to 16 to 18 ESFA funding for study programmes and/or 16 to 18 apprenticeships. Learners up to the age of 24 may be eligible for this funding.	**0**	**0**

*Note: In addition to the numbers above which are those in scope for Ofsted, there were also **1544** starts (944 learners) who received no funding from the AEB or loans, and would therefore not be in scope for Ofsted. However, RHACC is committed to providing high-quality provision for all its delivery, and the SAR considers the non-funded learners as well as those who received government subsidy.*

Self Assessment Grades for RHACC's Performance 2020-21:

RHACC uses Ofsted's Education Inspection Framework criteria as the basis for judgements about the quality of provision, and the Ofsted four-point scale to grade each aspect:
  grade 1: outstanding
  grade 2: good
  grade 3: requires improvement
  grade 4: inadequate

|	Grade 2020/21	Grade 2019/20	Grade 2018/19
Adult Learning Programmes	2	2	2
Overall effectiveness	2	2	2
Quality of Education	2	2	2
Behaviour and Attitudes	2	2	2
Personal Development	2	2	1
Leadership and Management	2	2	2

RHACC's curriculum and funding 2020-21
Richmond and Hillcroft Adult and Community College exists to enable adults and communities to thrive through education. We provide a framework of skills and opportunities that support enterprise, progress to work and that give the most disadvantaged in society the same opportunities for wellbeing and prosperity as those who are the most advantaged.

More than a second chance in education, we open new doors, provide new opportunities and we welcome everyone. RHACC is a specialist, adult education provider that took its current form in 2017 through the merger of Hillcroft Women's Residential College and Richmond Adult and Community College. The partnership has enabled Hillcroft's mission of 1920, to give working women the skills and knowledge to assume leadership roles in their communities, to be extended and enhanced to include everyone, particularly adults from underrepresented groups.

RHACC no longer provides onsite residential accommodation, as we are able to plan learning and support around the needs of the individual and their daily lives; the very small number who need residential learning can be accommodated in hotels near to the College. Through a broader curriculum, that now includes vocational and professional training in the Richmond Business School, support for the Creative Industries in the Richmond Art School and a person-centred approach to all learning, our goal is to enable everyone to benefit from education and to improve their prospects regardless of their age, ability, gender or background.

RHACC uses government funding, concessions, government bursaries and discretionary bursaries created through fundraising activity to create an affordable curriculum offer to meet the needs of its key learner groups.

Over £580,000 of concessions, bursaries and fee waivers were allocated to almost 1,200 learners (2019/20 £540,000 and 1400 learners). All recipients had provided evidence of disadvantage as a result of low income, unemployment, learning difficulty, disability, caring responsibilities, risk of social isolation or other disadvantage.
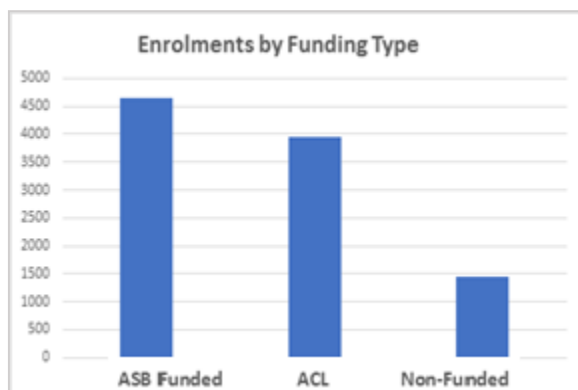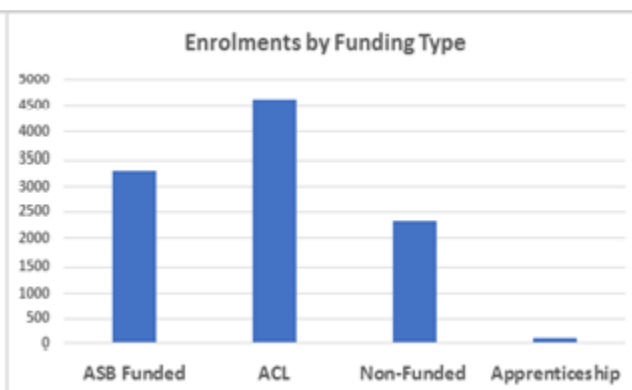
Academic Year 2020/21   **Academic Year 2019/20**

A decrease in ACL enrolments is shown, but an increase in ASB enrolments as we put on more vocational online skills provision to meet the needs of people who were retraining or upskilling as a result of job insecurity due to Covid, and also to meet the CPD needs of people working in health and care fields.
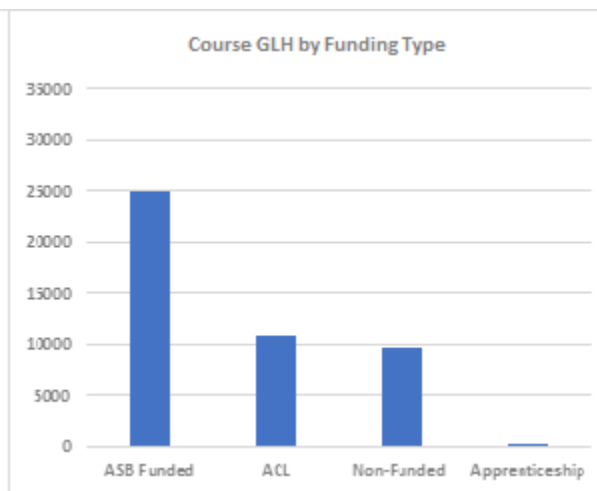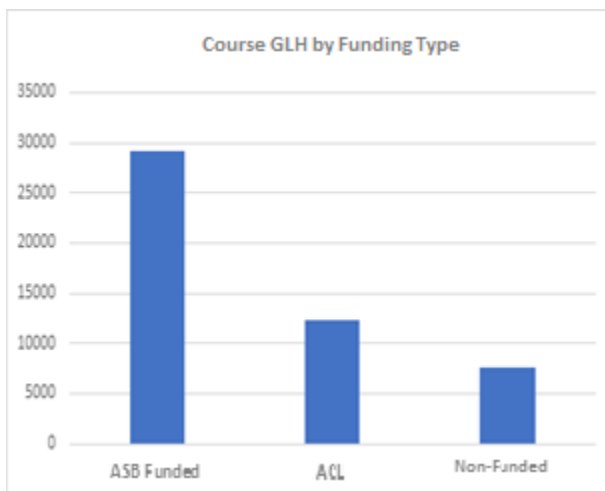
ACL GLH (Guided Learning Hours) remained similar despite a decline in enrolments, as larger courses were delivered. ASB increased in enrolments for the reasons outlined above.

The RHACC Curriculum Strategy identifies five main learner groups

1. Adults who face social marginalization due to age, gender, disability or mental health problems
2. Adults seeking wellbeing and personal development
3. Unemployed adults and adults seeking career change or development
4. Adults who lack English and maths skills because of previous low attainment or because they are new to the UK
5. Employers, SMEs and voluntary sector organisations

Enrolments by Learner Group

Course GLH by Learner Groups
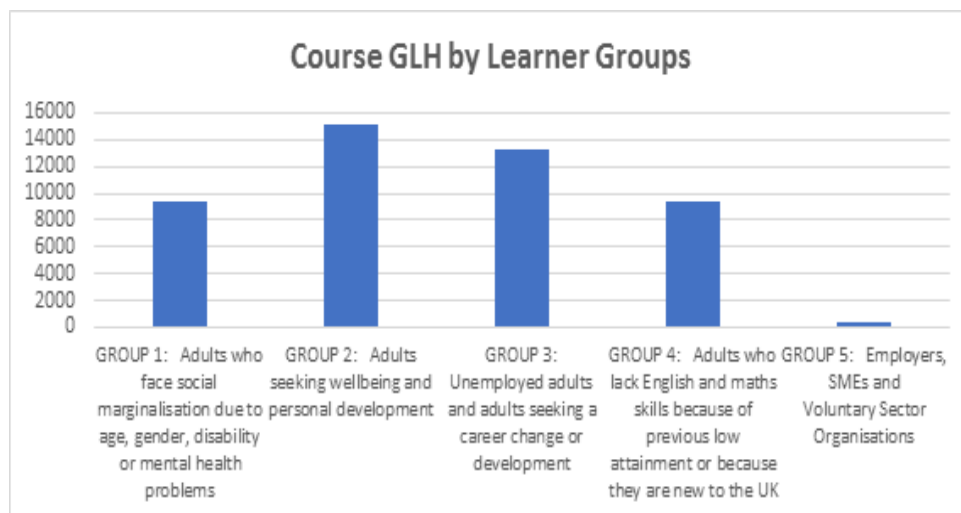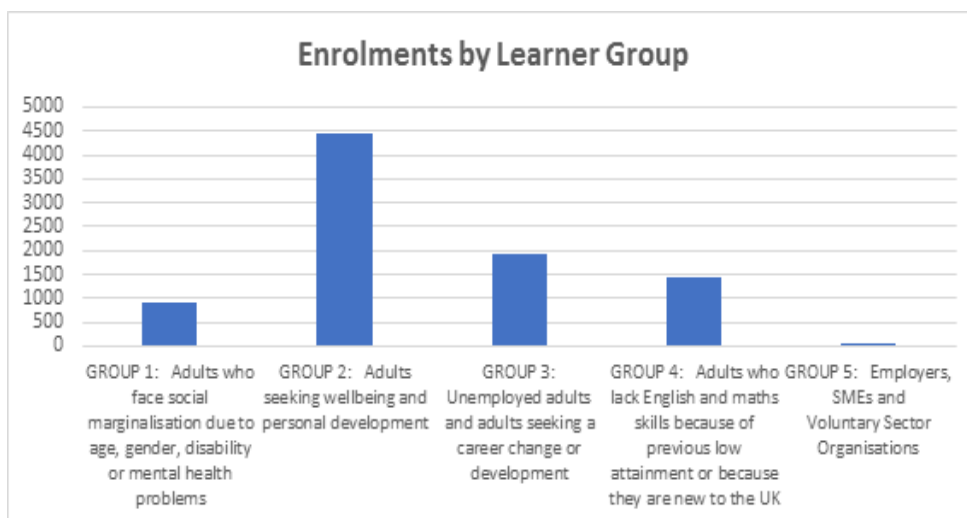
Although enrolments on vocational skills retraining courses were lower than wellbeing enrolments, the GLH were similar, because vocational skills training courses tend to be larger courses in terms of hours delivered.

Adults may find they identify with different learner groups at different points in their life, or may identify with several learner groups at the same time. RHACC recognises that adults face a range of transitions throughout life, and the Curriculum Strategy seeks to provide a response to these situations which might include:

- Job search, adjusting to first job and moving on from unemployment
- Job change, promotion, moving to self-employment
- Parenthood, and transitions of parenthood – becoming a parent for the first time, a parent of teenagers/ adult children, a parent of a child with disabilities or health conditions
- Bereavement
- Retirement
- Changes in health, or mental health
- Marriage and divorce
- Becoming a carer for a relative

Learner Profile

5,827 individuals participated in RHACC courses during 2020/21 *(2019/20 – 6257 learners, 2018/19 - 7185 learners)*. This resulted in 10,066 enrolments *(2019-20 – 10,967 enrols, 2018/19 - 13,547)*. The decline was due to fewer learners participating in community learning and wellbeing courses, which could not take place online during lockdown. There was, however, an increase in participation on skills and vocational provision, which meant that the decline in participation was lower than experienced nationally in adult learning.

76% of learners were female (2019/20 - 74.4%, 2018/19 - 75%) and 61.4% were aged 50+ *(2019/20 - 46%, 2018/19 - 24%)*.

In 2020/21 44% were from a BAME background *(2019/20 - 39%, 2018/19 - 42%)* which is significantly above the current Richmond upon Thames BAME profile of 16.2%[1], the Kingston upon Thames BAME profile of 33.1% and on par with the London profile of 43.5%[2].

Learner Breakdown of Age Band (Detailed)
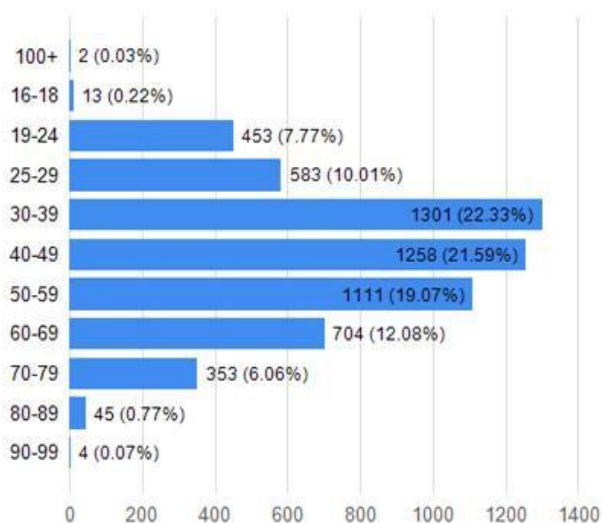
16.4% declared a learning difficulty/ disability, and an additional 4.8% declared a mental health difficulty (MHD). Not all learners declaring a learning difficulty/ disability/ MHD request additional learning support, as learning is made accessible without separate support; 4.4% of learners (258 individuals) received additional learning support.

1a. Quality of Education – Intent

STRENGTHS

	Judgement	Evidence	Proposed actions
1a.i	• Leaders have developed a highly effective Curriculum Strategy, which is designed to give learners the knowledge, skills and attributes they need to succeed in life. • The curriculum intent carefully considers the needs of learners, employers, and the local, regional and national economy. Content is directly informed by external trends and influences. • Programmes are planned for the daytime, evenings, weekends, with varied and plentiful start points so that learners can progress through levels, at a time and pace to suit their lives. • Managers have supported innovation in curriculum delivery leading to successful alternative models, such as hybrid and blended course delivery. Staff have designed highly beneficial approaches formerly not in operation in response to impact of onsite restrictions. Staff are positive and build on potential for new curriculum design.	• The RHACC Curriculum Strategy reflects Government, GLA and local priorities, and learner needs and feedback. An interim update was written in 2021-21 and a new Strategy will be developed in 2022. There is an implementation plan for the Curriculum Strategy. Decisions on courses being developed are all related to the strategy. • In the 2020/21 academic year, despite two lockdowns, we achieved 85% of GLA funding and 100% of ESFA funding, and also received and met funding for community learning subcontract from Richmond Council. This is against a national context of declining participation in adult education, especially in basic skills.[1] All staff teams demonstrated high levels of commitment, and agility to develop flexible delivery models. <table><tr><td>Year</td><td>Learners</td></tr><tr><td>2018/19</td><td>7185</td></tr><tr><td>2019/20</td><td>6257</td></tr><tr><td>2020/21</td><td>5827</td></tr><tr><td>2021/22 (to date)</td><td>3795</td></tr></table>	• Monitor the new elements of the Curriculum Strategy, detailing RHACC's response to the National Skills Fund and Digital Entitlement Agenda, to ensure that the Strategy continues to drive adaptations to curriculum required to deal with any further Covid impact and to maximise the benefits of online, blended and hybrid delivery models. • Following Covid recovery, ensure that planning decisions re. delivery models are derived from learner preference and need and are the models best suited for adult learners' lives. • Further develop the Skills for Life offer to employers. • Continue to develop innovative courses, linked to the Curriculum Strategy and building on developments trialled during the Covid period, such as blended and hybrid models. Ensure that strategies are in place to support those learner groups identified as needing face-to-face

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[1] Adult participation in English, maths and ESOL has dropped by 63, 62 and 17 per cent respectively since 2012 – LWI report on adult basic skills October 2021
https://learningandwork.org.uk/resources/research-and-reports/getting-the-basics-right-the-case-for-action-on-adult-basic-skills/

	1a. Quality of Education – Intent	
	STRENGTHS	

	Judgement	Evidence	Proposed actions
		• In 2020-21 strong course development in new area of Careers and Employability and very good progression pathways in all vocational areas. • Some courses have been developed to run online, as learners have identified this supports their needs and aspirations – Counselling Level 2 has an online option, as well as a traditional face-to-face delivery option.	provision - SEND, lower level ESOL, low level Digital - in line with government guidance.
1a.ii	• The curriculum is adult-focused, allowing part-time and modular study. Managers swiftly implemented flexible means for learners to provide evidence during lockdown periods. Good systems for financial support provide an effective tool to address social disadvantage and support learners, by delivering social justice through knowledge generation, learning and personal growth.	• Over £580,000 of concessions, bursaries and fee waivers were allocated to 1,200 learners. *(2019/20 £540,000 and 1400 learners).* All recipients had provided evidence of disadvantage as a result of low income, unemployment, learning difficulty, disability, caring responsibilities, risk of social isolation or other disadvantage. • Provision is offered which is part-time, modular and flexible, to meet the needs and priorities of adult lives.	• Review and update the bursary and concession criteria in the light of Covid-19 to ensure they cover all appropriate needs. Ensure updated guidance is fully promoted with learners.

1b. Quality of Education – Intent

AREAS FOR DEVELOPMENT

	Judgement	Evidence	Proposed actions
1b.i	• Leaders acted quickly to update the Curriculum Strategy, and curriculum development plans responded effectively to unemployment levels resulting from Covid recovery and Brexit, and also to wellbeing needs identified. Leaders have considered the local context and are reviewing the curriculum to create wellbeing provision which supports community cohesion, in line with the Mayor's recovery plan. Although provision was refocused very well, managers need to ensure that there remains a continued focus on provision to meet employability and skills needs.	• The Mayor's skills strategy and Kingston and Richmond Local Authority strategies identify these employability and skills needs. • Surge in need for Health and Care-related skilled adult workers – local and regional need / employer demand for skilled workforce. Courses offered include Certificates in Understanding Nutrition and Health, Prevention and Control of Infection in Health Care Settings, the Principles of Dementia Care, Understanding Dignity and Safeguarding in Adult Social Care. Career Transitions courses supported Change Management, Building Resilience.	• Continue to develop the training and basic skills offer for employees in Health and Care, Digital, Creative Industries and Professional services. • Ensure that the curriculum offer includes targeted support for people whose mental wellbeing and/or job prospects have been negatively affected.
1b.ii	• The new Women's Education curriculum offer is not yet assessed as Good and the new directional plan needs to be implemented in the current context. Flexible delivery models need to be developed, to ensure programmes fit round women's other commitments.	• A full review of the offer was conducted, and the need was identified for a reduced course offer, but with individual coaching and mentoring to help disadvantaged women choosing women-only education to move into more diverse working environments. An implementation plan is in place. • A small upturn in learner numbers was shown in 20/21, but volumes remain small. <table><tr><td>Year</td><td>Learners</td></tr><tr><td>2018/19</td><td>225</td></tr><tr><td>2019/20</td><td>244</td></tr><tr><td>2020/21</td><td>262</td></tr></table>	• Appoint new Programme Manager of Equalities and Inclusion and implement the new programme for Women's Education.

1b. Quality of Education – Intent

AREAS FOR DEVELOPMENT

	Judgement	Evidence	Proposed actions
1b.iii	• In English and Arts and Crafts areas, the full curriculum intent is insufficiently articulated. In English, the offer has not yet effectively targeted wider learner groups in the Community. In Arts and Crafts, opportunities to reach a wider range of target learner groups are under-developed. • As a result, course outlines do not always appropriately reflect who the courses are intended for.	• An outreach English offer was not successful in terms of learner numbers and was not appropriately designed for outreach venues. • In a minority of cases in Art and Crafts, the needs of learners with a range of wellbeing and support needs were not always sufficiently addressed in the Covid environment.	• Managers to define and articulate programme area Intent clearly and ensure relevant and appropriate course offer, both in college and in Outreach / with Partnerships. • Create an Outreach strategy with clear roles and responsibilities for programme managers and which identifies key strategic pathways which bring benefits to specific learner groups. • Ensure that course outlines accurately reflect the target learner group/s for the specific curriculum offer.

Academic Year	Qualifications	Starts	RET%	ACH%
2018/19	English GCSE	33	84.8%	78.8%
	English Non-Regulated	605	94.5%	92.6%
	English Other Regulated	70	80.0%	65.7%
	English All	708	92.7%	89.3%
2019/20	English GCSE	20	95.0%	95.0%
	English Non-Regulated	482	95.0%	86.3%
	English Other Regulated	60	93.3%	65.0%
	English All	562	94.8%	84.3%
2020/21	English GCSE	20	95.0%	95.0%
	English Non-Regulated	420	99.0%	94.0%
	English Other Regulated	69	92.8%	71.0%
	English All	509	98.0%	91.0%

1c. Quality of Education – Implementation

STRENGTHS

	Judgement	Evidence	Actions
1c.i	• The development of adult learners' knowledge and skills is good. • Teachers design and deliver a well-sequenced curriculum in a way that allows adults to transfer good relevant knowledge to long-term memory. • Tutors and managers ensure the curriculum is sequenced so that new knowledge and skills build consistently on what adults know and can do. Tutors use assessment well to help adults to embed, retain and use knowledge fluently, to develop their understanding, and to gain, extend and improve skills. • Tutors check learners' understanding effectively and identify and correct misunderstandings. • The vast majority of tutors use assessment well to measure progress over time and ensure that learners gain confidence in their skills and knowledge.	• Lesson observations identified the following grade profile. Evidence from 192 observation reports identifies that teaching and learning are Good or Outstanding for 92% and 91% respectively, of sessions observed. <table><tr><td>2020/21</td><td>O</td><td>G</td><td>RI</td><td>I</td></tr><tr><td>Planning</td><td>26%</td><td>63%</td><td>10%</td><td>1%</td></tr><tr><td>Teaching</td><td>30%</td><td>62%</td><td>8%</td><td>0%</td></tr><tr><td>Learning</td><td>18%</td><td>73%</td><td>10%</td><td>0%</td></tr><tr><td>Assessment</td><td>10%</td><td>72%</td><td>18%</td><td>0%</td></tr></table> (**O**utstanding / **G**ood / **R**equires **I**mprovement / **I**nadequate) • *"Tutors check learners' understanding of topics thoroughly. They observe their participation in classroom activities and discussions. They test learners' knowledge through questioning their responses and through helpful feedback on completed work."* (Ofsted report, Jan 2020)	• Extend and enhance assessment and evidence-collection skills and approaches across the curriculum, linking with ongoing ePLP development, to support improvement to Outstanding. • Monitor and evaluate use of new PLPs and the digital platform/online use. Audit PLPs to ascertain how well tutors record the building of knowledge and skills over time. Review staff and learner feedback to evaluate how effectively PLPs support records of progress. • Engage tutors fully in moderation of PLPs, to support them in using PLPs to make progress clear for learners.

1c. Quality of Education – Implementation

STRENGTHS

	Judgement	Evidence	Actions
1c.ii	• Good development of powerful strategies to re-design, sustain and deliver the adult curriculum during the changing context of lockdown. • Leaders and managers ensured a swift response to changing adult lives during the move to online implementation. Programme Managers supported tutors to make well-considered adaptations around learners' changing circumstances.	• Tutors developed adaptive learning patterns and activity in recognition of family needs and social stresses to enable adults to remain in learning. • Tutors heightened pastoral care and vigilance to ensure good inclusion and access were established online. Tutors designed and delivered learning considering societal shifts, adults' lives and recovery needs as well as subject learning. • Managers and tutors identified clear strategies to support learners with chaotic lives, isolation, anxiety, withdrawal, changing work or parenting patterns. • Evidence of very good support for learners in supported learning, including during the lockdown, with 1:1 weekly contact. Onsite provision resumed very swiftly and continued through later lockdowns without disruption.	• Ensure, through targeted CPD, that best practice in online learning is disseminated, to build on and future-proof staff skills in creating effective online learning, in preparation for possible future lockdowns / learner absence through illness. • Evaluate where online learning is and is not effective and ensure appropriate rationale for selected delivery platform.
1c.iii	• Tutors have very good subject knowledge and specialist experience of teaching adult learners and as a result use very good strategies so that learners are able to build on what they know and can already do. Tutors ensure learners	• *"Tutors are knowledgeable, highly skilled and vocationally competent in the subjects they teach. They use a variety of teaching techniques, such as questioning, discussion, practical demonstration and repetition, expertly*	• In order more fully to respond to learner progression needs, Programme Managers ensure that information from Intended and Actual Destination surveys is fed back to tutors and informs the Schemes of Work and learner IAG.

1c. Quality of Education – Implementation

STRENGTHS

	Judgement	Evidence	Actions
	move appropriately through stages of learning and meet their aims for progression. • Learners benefit from the strong teaching strategies that tutors utilise to help them connect key concepts. Consequently, they take on more complex work in groups and independently.	*to enable learners to understand new and complex concepts.*" (Ofsted report, Jan 2020) • OTLA reports and learner feedback evidence effective teaching strategies and learner progress. • Awarding Organisations confirm that learners' work is of a very high standard.	
1c.iv	• Tutors across a wide range of provision pay rigorous attention to the continuous improvement of learners' English, maths and digital skills in order effectively to support employability skills, life skills and progression.	• Where a learner's English, maths or Digital skills at Entry indicate a need for enhancement, IAG supports the learner to determine the most appropriate route, whether in conjunction with their chosen course or before/after this course. • Digital skills' development is well supported through equipment loan, eGuidelines and the offer of Digital Surgeries for 1:1 support. • Appropriate embedding of foundation skills takes place across a range or provision. For example, work on ratio and proportion in Arts, Ceramics, Glazing, Cookery courses. Creative Writing courses focus on SPaG, and spoken English is a focus in SEND and across the wider curriculum, through learners sharing their views and feedback being given by tutor and peers.	• Ensure that the English, Maths and Digital (Essential Skills) Strategy update reflects the goal of expanding the foundation skills of English, maths and Digital to ensure that adults and employers have the skills they need for the workplace and that these skills are appropriately embedded across provision.

1c. Quality of Education – Implementation

STRENGTHS

	Judgement	Evidence	Actions
1c.v	• Tutors use resources and materials very well to support the intent of the curriculum, and sequence activities and topics logically to enable the accumulation of knowledge and skills for future learning and life. • Learners are particularly well-supported by expert teaching practitioners who drive their progress by building on existing components of knowledge.	• OTLA and Quality Walk reports identify that tutors are proficient in setting tasks which build on previous knowledge and developing learning confidence and competence • "*In the large majority of programmes, staff structure the curriculum logically. This enables learners, including those who need extra help to achieve, to improve their knowledge, skills and behaviours during their studies. Learners first develop essential underpinning concepts, which then build towards more complex tasks.*" (Ofsted report, Jan 2020)	• Offer CPD opportunities, in addition to Level 3 and Level 5 qualifications, which further develop tutors' understanding and expertise in supporting learners to build on their existing knowledge and skills. Plan CPD responsively to Autumn Term OTLA. • Support tutors with CPD that encourages staff to use more innovative strategies. Encourage staff to explore and to expand how they use a variety of pedagogy including cognitive load theory, to help adult learners remember and retain more knowledge effectively for the long-term.
1c.vi	• In Supported Learning, learners develop skills to enhance their employment opportunities and independence in their everyday lives. Tutors plan practical activities which are consolidated by projects such as performances, displays and pop-up shops. • Despite the limitations created by lockdown, learners were still able to take part in activities outside the classroom which enhanced their employability skills, but these can be further developed by creating more	• Visits to the fire station by the life skills group. • Visits to shops and other retail outlets by the retail group. • Pop up Café by the Catering Skills Group. • Red Robin Craft Group producing and selling Craft Items. • Display and sale of ceramic horses by the Pottery Group in the Atrium. • Recycling Project by the Life Skills Group. • Sales of Arts products by the Art Enterprise Group • Growing and selling Fruit and Vegetables by the Horticulture Group.	• Develop stronger links with community organisations and employers, job coaching and support, and social enterprise activity using the Gallery at RHACC. • Develop opportunities for work experience / simulation, work placements and volunteering and work with partners to support this and job outcomes. • Develop appropriate progression routes and pre-vocational employability skills and build on work placements and voluntary opportunities across both sites for SEND learners.

	1c. Quality of Education – Implementation		
	STRENGTHS		
	Judgement	**Evidence**	**Actions**
	opportunities for learners to apply skills learnt in work experience/ simulation, placements, volunteering and projects to showcase their skills.	• "*IAG provided to LLDD learners is clearly focused upon raising aspirations and instilling a sense of ambition. Building upon this approach still further, the organisation is encouragedto foster work experience, placements, supported internships and paid work for this cohort to enable them to reach their full potential.*" (Matrix report, June 2020)	

		1d. Quality of Education – Implementation	
		AREAS FOR DEVELOPMENT	
	Judgement	**Evidence**	**Actions**
1d.i	• The planning, delivery and evaluation of CPD for tutors has improved, with a diverse offer, in 2020/21, of mandated and elective opportunities, and positive tutor engagement and feedback. • However, leaders recognise there is an area of further improvement needed, to ensure that further development of subject-specialist, pedagogical and wider skills results in a very confident and skilled workforce.	• Dyslexia / Dyspraxia Awareness Training (46 participants) • 16 Spring Term events delivered by managers, responding to needs identified during OTLA e.g. Effective Planning • Effective Tracking of Learner Progress • Giving Constructive Written Feedback • Learner-Centred Teaching • Flipped Learning in the online context • Women's Education – all PMs attended	• Continue to ensure that effective and tailored plans are in place to provide continuous professional development to teachers, learning support staff and professional teams in the adult learning workforce, that these plans respond to learner, community and sector needs and are monitored and evaluated on an annual basis.

	1e. Quality of Education – Impact
	STRENGTHS

	Judgement	**Evidence**	**Proposed actions**
1e.i	• Learners effectively develop detailed knowledge and skills, and as a result, they stay on course and achieve their learning aims. • Good retention is also linked to a coherent focus on improved monitoring and prompt follow-up, followed by identification of supportive action.	• Retention, at **93.3%,** despite the impact of Covid-19, was just above the national average for 18/19 (93.2%), the last year for which national data was reported, pre-Covid. • Achievement on ASB-type provision is good, at **88.7%**, (19/20 88.1%) with 1 result pending, which is 1.4% above the national average for the previous non-Covid year and 0.6% above RHACC's overall achievement for the previous year (Appendix One)	• To develop these aspects to Outstanding, continue to raise expectations regarding high levels of attendance and punctuality. Further enhance consistency of use, across the provision, of At-Risk monitoring processes to support further improvements in attendance, retention and achievement. • Ensure expectations regarding attendance and active participation in online courses, including camera use, are clear and met.
1e.ii	• There are no significant gaps in achievement according to gender, disability or ethnicity. Variances often have small numbers and where they occur managers regularly scrutinise the data to ensure no systemic reasons for this and no significant departures from national norms. No systemic issues have been identified in respect of Caribbean learners' achievement in 2020-21.	<table><tr><td></td><td>Starts</td><td>**Ret%**</td><td>**Ach%**</td></tr><tr><td>QAR 16-18</td><td>14</td><td>**85.7%**</td><td>**85.7%**</td></tr><tr><td>QAR 19+</td><td>4,193</td><td>**93.3%**</td><td>**88.7%**</td></tr><tr><td>QAR Female</td><td>3,194</td><td>**93.4%**</td><td>**88.4%**</td></tr><tr><td>QAR Male</td><td>1,013</td><td>**93.0%**</td><td>**89.5%**</td></tr><tr><td>QAR LLDD No</td><td>2,899</td><td>**92.5%**</td><td>**88.2%**</td></tr><tr><td>QAR LLDD Yes</td><td>1,302</td><td>**95.3%**</td><td>**89.9%**</td></tr><tr><td>QAR NO - LS</td><td>3,948</td><td>**93.0%**</td><td>**88.7%**</td></tr><tr><td>QAR YES - LS</td><td>259</td><td>**97.7%**</td><td>**88.0%**</td></tr><tr><td>QAR African</td><td>171</td><td>**95.3%**</td><td>**88.3%**</td></tr><tr><td>QAR Arab</td><td>188</td><td>**96.8%**</td><td>**89.8%**</td></tr><tr><td>QAR Bangladeshi</td><td>43</td><td>**95.3%**</td><td>**92.5%**</td></tr><tr><td>QAR Caribbean</td><td>108</td><td>**91.7%**</td><td>**82.4%**</td></tr></table>	• Complete the EDI Strategy review and update.

QAR Chinese	58	**96.6%**	**93.1%**
QAR Gypsy/Irish Traveller	1	**100.0%**	**100.0%**
QAR Indian	190	**93.7%**	**88.5%**
QAR Irish	40	**95.0%**	**94.4%**
QAR Not Provided	108	**94.4%**	**90.5%**
QAR Other	117	**93.2%**	**88.2%**
QAR Other Asian	339	**97.1%**	**91.1%**
QAR Other Black	45	**84.4%**	**82.1%**
QAR Other Mixed	95	**91.6%**	**88.2%**
QAR Other White	821	**94.4%**	**90.2%**
QAR Pakistani	69	**97.1%**	**92.4%**
QAR White British	1,628	**91.0%**	**87.3%**
QAR White/Asian	67	**95.5%**	**92.3%**
QAR White/Black African	52	**96.2%**	**84.0%**
QAR White/Black Caribbean	67	**97.0%**	**87.3%**

| 1e.iii | • A high percentage of learners fulfil their learning goals and their ambitions for learning are met.

• RHACC staff provide extremely good interventions and strategies to ensure learners are equipped for their current and next course of study. High numbers of learners progress to their stated specific next steps, further learning or other destinations according to their interests and intrinsic personal development goals.

• Leaders and managers ensured specific focused support was in place for learners from a wide range of backgrounds and with differing needs to participate and achieve. Managers successfully identify any gaps and take appropriate action to address. As a result, achievement gaps between different learner groups have been successfully reduced or eliminated. | • Achievement on ASB-type provision is good, at **88.7%**

• In 2020/21:
  ○ 93% of learners stated that their course met their needs.
  ○ 92% of learners feel prepared to take their next step and
  ○ 94% of learners would take another course at RHACC.

• Tutors and managers provide extremely good learner support and care, leading to very good outcomes and progression. High numbers of learners have positive outcomes, including for those with SEND.

• *"I had a great experience on the course. The course and the objectives were clearly laid out from the beginning and each student was given time to understand the topic at each lesson. I am looking forward to progressing to the next level with the same tutor."* | • Continue with the comprehensive CPD programme re. ALS across all programme areas and ensure that all staff receive appropriate training in learner management strategies.

• Review systems for ALS in the online context, to ensure that learners are able to access a range of distinct types of support, including digital and adaptive technology. |

1f. Quality of Education – Impact

AREAS FOR DEVELOPMENT

	Judgement	Evidence	Proposed actions
1f.i	• Although GCSE Maths and English results were very good, Level 1 Functional skills English and Maths achievement rates require improvement. • Business achievement outcomes, at 9.6% below the last published (18/19) national rates, require improvement. Accounting outcomes, whilst just above 18/19 rates, also require improvement.	(table below)	• Review the Accounting and Business area and Functional Skills English and Maths routes and identify appropriate strategies for improvement.
1f.ii	• Progress has been made in capturing both intended and actual destination data and progression of learners. However, this needs to be further strengthened and incorporated systematically in the planning cycle to develop provision.	• "*Leaders and managers survey learners to monitor what they do once they complete their course. However, the aggregated results do not enable them to use the information about learners' progression from courses to further develop the curriculum and courses they offer.*" (Ofsted report, Jan 2020)	• Heads and Directors to use destination information effectively to inform programme design. • Refine and monitor methods for capturing destination and progression data and information and analyse this to ensure reporting on impact is shared with staff and stakeholders (partners, funders, new learners) to

Evidence table for 1f.i:

	Starts	20/21 Ret%	19/20 Ret%	18/19 Nat Ret%	Ach 20/21%	19/20 Ach%	18/19 Nat Ach%
English GCSE	20	**95.0%**	95.0%		**95.0%**	95.0%	75.6%
English Non Regulated	420	**99.0%**	95.0%	92.4%	**94.0%**	86.3%	91.1%
English Other Regulated	69	**92.8%**	93.3%	88.4%	**71.0%**	65.0%	58.3%
English All	509	**98.0%**	94.8%	93.7%	**91.0%**	84.3%	87.2%
Maths GCSE	25	**96.0%**	92.9%		**96.0%**	92.9%	81.5%
Maths Non Regulated	226	**99.6%**	97.0%	93.8%	**97.3%**	88.9%	92.6%
Maths Other Regulated	73	**86.3%**	91.5%	90.4%	**47.9%**	61.0%	53.0%
Maths All	324	**96.3%**	95.0%	92.4%	**86.1%**	82.3%	82.6%
Business Management	56	**82.1%**	93.9%	94.0%	**76.5%**	84.8%	86.1%
Accounting & Finance	95	**93.7%**	90.4%	92.6%	**77.9%**	75.7%	73.1%

1f. Quality of Education – Impact
AREAS FOR DEVELOPMENT

Judgement	Evidence	Proposed actions
	Intended Destinations	capture the strong work RHACC delivers changing in adults' lives.

	2a. Behaviour and attitudes
	STRENGTHS

	Judgement	Evidence	Proposed actions
2a.i	• Good attendance was demonstrated throughout the year. Pre-lockdown, most cohorts were in progress to reach or exceed set targets. Many areas continued successfully to maintain high levels of attendance, including during lockdown. • Learners showed great commitment to their courses of study, continuing to attend despite the move to online learning for many courses, and invested time and effort into attending.	<table><tr><td>Attendance</td><td>20 21 target</td><td>19 20 actual</td><td>20 21 actual</td></tr><tr><td>19+ ASB-type (in-person attendance)</td><td>87%</td><td>83.2%</td><td>84.7%</td></tr><tr><td>19+ ASB-type (including agreed catch-up)</td><td>90%</td><td>87.3%</td><td>88%</td></tr><tr><td>19+ ACL</td><td>84%</td><td>82.9%</td><td>92.6%</td></tr><tr><td>Overall Attendance (in-person attendance)</td><td>86%</td><td>83.9%</td><td>88.7%</td></tr><tr><td>Overall attendance (including agreed catch-up)</td><td>89%</td><td>87.7%</td><td>91.5%</td></tr></table>	• Continue to maintain and support high expectations and plan for appropriate adaptations to support learners who may be unable to attend in person, due to Covid-19-related reasons. • Ensure that appropriate evidence is gathered of what happens when a learner is unable to attend a class and of how they are supported to maintain their learning.
2a.ii	• Learners' behaviours and attitudes across RHACC are good. Learners are very respectful of staff and other learners. Learners' behaviour online was characterised by respectful listening and contributions and by adapting to collaborative work, or working independently very well.	• *Tutors ensure that learners broaden their knowledge of each other's cultures and respect each other. Learners from different ethnic, cultural and social backgrounds work cooperatively, and demonstrate respect and empathy for others."* (Ofsted report, January 2020) • *"Inclusive, helpful, people willing to help out, diverse range of courses"*	• OTLA to include specific focus on B&A.

	2a. Behaviour and attitudes		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
	• Staff create a culture of inclusion and equity for learners, and relationships between learners and staff are positive, respectful and celebrate the diversity of RHACC. In feedback, learners have stated that they are appreciative of the inclusive and diverse environment which RHACC provides. • Tutors have high expectations of learners and apply these fairly. Staff take quick action to support with motivation or difficulties. As a result, learners displayed great resilience in adapting to digital and distance learning.	• 49 learners who experienced anxiety were provided with 1-1 support to facilitate swift return to learning online with their peers. • Welfare Advisors were available to support learners with mental health and wellbeing concerns. The service was expanded during the pandemic to include additional online sessions, in response to the increased need for wellbeing support resulting from health concerns and social isolation due to lockdown and 64 learners accessed this support. *'At the start of February, I was hospitalised due to some mental health struggles. I spoke to (tutor) and he suggested that I should get extra support and that's part of the reason why I'm still studying and I'm able to finish this course'.* • Numerous learner feedback examples state how the college has helped and supported them to progress.	
2a.iii	• Learners show highly positive attitudes and commitment to their education and to the community by engaging with the college to help to develop provision and services.	• Feedback is received annually through a range of feedback mechanisms, including Learner Forums, Entry and End of Course Evaluations, and Destination Surveys.	• Continue to review Forum delivery modes – onsite / online to best meet learner need. • Identify actions to maximise survey responses, in the light of the new GLA

2a. Behaviour and attitudes

STRENGTHS

Judgement	Evidence	Proposed actions
- Learners participate in feedback sessions and forums to enable the college to consult on all aspects of the college service. - Learners are highly committed to working with college managers to improve the learner experience. They thoughtfully present ideas that lead to real change. Learners are proud of their role in advocating for their peers successfully through the learner voice process.	**In 2020/21:** 93% of learners stated that their course met their needs. 92% of learners feel prepared to take their next step and 94% of learners would take another course at RHACC. <table><tr><td>School</td><td>% of received responses identified by school from both Entry and Exit Surveys</td></tr><tr><td>AAD</td><td>64%</td></tr><tr><td>BIT</td><td>22%</td></tr><tr><td>FLS</td><td>15%</td></tr></table> 134 individuals participated in 20 separate Learner Forums in the academic year 2020/21. In addition, in Term 2, a Supported Learning survey was conducted, capturing the views of 112 learners. - In the summer term two Forums, Art & Community and the LGBTQ+ which was launched at RHACC for the first time, were not attended, and consideration will be taken of the timing of these forums for planning next year's Forums.	survey requirement and RHACC's own survey mechanisms. - Further develop Intended and Actual Destination collection systems and ensure data is integrated into planning cycle. - Explore the use of community partners and other stakeholders in gathering and reflecting learner views.

2a. Behaviour and attitudes

STRENGTHS

Judgement	Evidence	Proposed actions
	Learner Forum actions included:	
	• Response to demand for single-project courses, through Arts Online Extra provision	
	• Access – timetabling and marking schedules reviewed; student finance talks provided; onsite sessions offered, where classes wished this; frequency of tutorials increased; Action pack contents for 21/22 reviewed	
	• Additional GCSE tutorials offered	
	• Review of enrolment processes and procedures undertaken	
	• 'Live Chat' function initiated on College website	
	• In addition, *Tell Us What You Think* sessions, where learners were given the opportunity to feedback on site as well as via QR code online, were held in the summer term, capturing feedback from 60 learners.	
	Tell Us What You Think week led to:	
	• Lunchtime enrichment sessions being planned for SEND learners (to start September 2021)	
	• A wider range of ESOL course opportunities being offered – e.g. ESOL and Wellbeing; Digital Skills for ESOL	
	• Additional Friday evening Arts sessions being provisioned	
	• Review and updating of Art School equipment and facilities, including investment in equipment for online/hybrid classes – e.g. portable visualisers – particularly for Cookery, Painting and Drawing.	

	2a. Behaviour and attitudes

STRENGTHS

	Judgement	Evidence	Proposed actions
2a.iv	• Learners demonstrate extremely positive behaviour in class and in shared areas, and tutors and managers deploy effective learner management and support processes to support the very few whose behaviour and attitudes fall below the required standard. • Learners and tutors collaborate well to agree shared ground rules for some courses, and staff deal quickly, consistently and effectively with minor lapses in behaviour.	• "*Learners demonstrate positive attitudes to each other and to staff.* (Ofsted report, January 2020) • The college's Fitness to Study procedures are used to support learners to maintain appropriate behaviours. Two learners for whom Fitness to Study was initiated in the previous academic year were supported this year as an ongoing process, with one achieving this year. There were no further initiations of Fitness to Study procedures this academic year, and no Disciplinary procedures undertaken.	• Ensure that relevant administrative staff, as well as new curriculum managers, are appropriately trained in the use of Fitness to Study and Disciplinary Procedures.
2a.v	• Learners take great pride in their work and have positive experiences sharing these achievements with the public. Public areas of College regularly host learner work.	• Positive feedback regarding learner exhibitions in the college Atrium. Impact on new SEND learners of/parents/carers of seeing the work produced. • *"I wanted to write to say thank you formally for such a fun and interesting experience ..(my horse) is a great memento of my return to the College campus after full lockdown and the chance to learn such amazing things about both horses and the skills and art of the ceramics craftsmen of the Tang Dynasty as well as learning a lot about doing animal sculpture.* • During lockdown, learners took part in Creative Writing and Book Club competitions and in Learner Awards.	• Review the operation of the Gallery Shop, following full easing of Covid restrictions, to provide opportunities for learners to sell their work and other learners and the public to engage with work produced in college. • Increase opportunities for learners and visitors to give feedback on College exhibitions, which can be shared with learners and may also inform course planning.

	2b. Behaviour and attitudes
	AREAS FOR DEVELOPMENT

	Judgement	Evidence	Proposed actions
2b.i	• Lockdown had a greater negative impact on attendance in the School of Inclusive Learning (discrete provision for LDDs) than in other Schools. A high proportion of the absences in Inclusive Learning were attributed to Covid-19. but learners were supported well online, those reluctant to attend onsite until vaccinated were keen to return onsite as soon as practicable, and attendance in 2021-21 increased. • Although online learner participation was good, a small minority of learners did not always participate actively in online learning.	<table><tr><th>Year</th><th>LLDD</th></tr><tr><td>2018/19</td><td>92.2%</td></tr><tr><td>2019/20</td><td>84.3%</td></tr><tr><td>2020/21</td><td>90.5%</td></tr><tr><td>2021/22 (to date)</td><td>90.0</td></tr></table> • Attendance procedures were reviewed, with increased focus placed on active, in-person attendance in sessions, as well as on ensuring that learner unavoidable absence is systematically well-supported and progress robustly evidenced.	• Continue to analyse causes of poor attendance, and impact of current attendance and punctuality procedures, and review as required. • Ensure that OTLA and Quality Walks review with learners action taken if they are unable to attend a session in person. • All tutors to ensure that all learners enrolling in online learning understand the requirement to have their camera on and to engage fully throughout sessions.

3a. Personal development		
STRENGTHS		
Judgement	**Evidence**	**Proposed actions**

3a.i	• The curriculum delivery, and a wide range of other opportunities available to all learners such as events and free activities, enable learners to develop their resilience, confidence, wellbeing and independence.
	
	• There is a breadth of personal development and wellbeing provision that extends beyond the academic/ technical /vocational curriculum at RHACC.
	
	• Staff provide a good enriching personal development curriculum available for adult learners to enrol on either alongside a skills course, or as a standalone enrolment.
	
	• Good quality free mental health drop-in services are available at both sites and used by both learners and staff for advice about learning strategies and available support.
	
	• Where appropriate, tutors skilfully embed content relating to health, wellbeing, and wider issues such as current events, English and
		• Examples of the enrichment PD curriculum
		  o Prevent workshop
		  o Covid webinar – vaccination information
		  o July vaccination pop-up centre
		  o Book Cover Competition
		  o Careers and Health for ESOL learners – virtual event
		  o Black Women through History
		  o Building Resilience workshop
		
		• *'It gave me a new perspective on how to treat a challenging situation in work'* - Resilience workshop
		
		• The Curriculum Strategy outlines how embedding of other skills will be applied in different types of provision, and as appropriate for the different learner groups.
		
		• Personal Development is well-supported in Arts & Community, with some courses, for example, 'Drama for Confidence' and 'Mindfulness and Meditation through Drawing' specifically targeting wellbeing and the fostering of personal growth.
		
		• Building Healthy Relationships and Respect - *"We explored real life situations within the group. I found it a great way to connect the group and to get to know each other's personalities. Overall, it*
			• Continue to develop and extend the opportunities available for enrichment activities, events, speakers and trips as appropriate for the provision and learner group and to ensure consistency of offer across provision. Curriculum managers to identify additional internal / external activities which would benefit specific groups and ensure free access (internal) or bursary support (external), with groups supported to attend.
			
			• Further target enrichment at the needs of specific learner groups and monitor attendance and impact.
			
			• Reinforce effective systems for quantifying participation in all forms of enrichment activity and evaluating impact.
			
			• Ensure that the Curriculum Strategy 2022 update drives adaptation and content in the personal development curriculum as required to deal with further lockdowns, and to maximise learner confidence about the benefits of online, blended and hybrid delivery models.

	3a. Personal development		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
	maths. Tutors also ensure that learners' use of ILT is supported and developed alongside the core subject. Support to engage with online learning was put in place through equipment loan, IT self-help videos and e-guides, IT support and Digital Surgery opportunities.	*was a very interesting course as it covered very relevant issues, especially in the times that we are all going through nowadays".*	
3a.ii	• The curriculum is further supported by the large network of employers and partners to provide realistic opportunities for live briefs, relevant employment placements and vocational scenarios for assessment. This greatly enriches learning and provides learners readiness to enter employment or university.	• 46 employers and charities provided work placement in RBS as part of the learners' programme in Early Years, STALIS, Counselling. • Westminster City Council / NHS / Spear – bespoke programmes developed to support staff – CMI, Leadership and Management, Peer Mentoring, Digital Skills. • Richmond and Wandsworth Workmatch provided job brokerage for all learners who enrolled on Career Transition programmes. • RHACC participated in Kingston Restart Careers and Employability Fair as part of the Covid Recovery plan – RHACC focusing on retraining and business start-up – over 100 residents engaged. • Foundations laid with Women's Guild, MIND, for confirmed bespoke courses to run in 2021/22.	• Update the Curriculum Strategy, to ensure that the Strategy includes employer engagement planning and targets.

	3a. Personal development		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
		• RHACC Awarded Best Charity 2020 by Richmond Business Awards in recognition of its partnership work. • "*Employer engagement across the college is good, with good use of local Labour Market Intelligence, and the college has in recent years further developed its Jobs Fair, which attracts multiple employers. It …would be a useful development to follow up with learners and employers to identify exactly which employers have successfully recruited RHACC learners. This could help to develop employer relationships further, in order to widen the range of progression opportunities for future learners.*" (Matrix Report, June 2020)	
3a.iii	• Learners receive high-quality information about next steps. Both the Ofsted report from Jan 2020, and the Matrix report from June 2020 reported very positively on the IAG service which learners receive.	• "*Impartial IAG is deeply embedded and viewed as central to the achievement of the college's strategic aims. All staff, including Programme Managers and tutors, described their role in supporting learners throughout their journey, with all viewing IAG as a fully embedded, intrinsic part of their service and not a separate function from teaching and learning. Frequent examples were cited of impartial, whole person support, which may involve learners being referred elsewhere, or asked to consider whether progression in their current course is in fact the best option.*" (Matrix Report, June 2020)	• Further develop the provision of IAG in outreach, to extend the reach of the Women's Ed provision, and to engage and support those furthest from education. • Consolidate and build on the work initiated by the new Programme Manager for Careers and Employability and the development of the IAG Team.

3a. Personal development		
STRENGTHS		
Judgement	**Evidence**	**Proposed actions**
	• "*Tutors provide learners with appropriate advice and guidance on future progression routes and next steps. Tutors provide effective advice and guidance on the next steps for those learners with SEND.*" (Ofsted report, Jan 2020)	
3a.iv • Learners receive very good information on how to stay safe and well. • Proportionately, safeguarding referrals did not diminish during lockdown and learners knew how to raise an alert and access support. • Tutors provided all learners whose courses were moved online at short notice with updated tips and guidance on staying safe online and keeping safe and well in lockdown. • The most vulnerable learners are well-supported by tutors to understand how to keep themselves safe. Consequently, adults within supported learning groups know how to conduct themselves and build positive relationships	• "*Learners feel safe. They demonstrate positive attitudes to each other and to staff. Most learners are aware of how to keep themselves safe and who to go to if they have any concerns.*" (Ofsted report Jan 2020) • "*I have really enjoyed my SketchUp course level 1 with the tutor and as a class online has really enabled me to learn safely as I'm one of the high-risk people shielding*" • Within Supported Learning Provision, the majority of learners responded positively to the Supported Learning Survey, confirming that they enjoyed their online class and were offered sufficient support in the class. The majority of learners also felt safe using a computer for their learning. • 9 learners who indicated that they did not feel safe returning to college were followed up and confirmed that they did not feel safe until vaccinated and wished to return to college post Covid 19- vaccinations.	• Implement Safeguarding and Prevent Action Plan. Assign lead to programme additional wellbeing and safety sessions on how to keep safe, online safety/cyber-crime, how to recognise signs of abuse or radicalisation. • Embed sharing of online safety video with higher level learners as part of induction. • Set up keeping safe in the UK course for lower level ESOL learners.

	3a. Personal development

STRENGTHS

	Judgement	Evidence	Proposed actions
		• RHACC presented a Vaccination webinar, and offered a pop-up vaccination clinic. In 2021-22 funding has been sourced to support a 2nd webinar, specifically targeted at hard-to-reach SEND and ESOL learners, addressing vaccination misinformation and this will be followed by a 2nd pop-up clinic.	

3b. Personal development

AREAS FOR DEVELOPMENT

	Judgement	Evidence	Proposed actions
3b.i	• Although learners receive very good support, this could be further improved to Outstanding, especially in Supported Learning and Women's Education, by having a greater focus on development of independent learning skills. There is a need to ensure appropriate understanding of a range of ALS needs and how these can be supported, including strategies which promote and enable decreased dependence on additional support.	• *"Vulnerable learners, for example those with mental ill-health concerns, are prepared well to participate in college life. They are given useful strategies for managing anxiety in the classroom. Learners with SEND receive very good support which enables them to take part in lessons."* (Ofsted report, Jan 2020) • *"My daughter, xxx has another constructive year at RHACC. College has managed to deal with challenges and provide education and occupation for students with LD as it is extremely important for their good mental health."*	• Provide further CPD for relevant staff on awareness of specific learning difficulties and disabilities, to include strategies for providing appropriate levels of support. • Monitor ALS records to ensure fuller learner profiles are captured. • Ensure specialist practical strategies are devised to support these profiles and shared with key staff, to benefit learners' experiences at RHACC and lead to increased successful independent living over time. • Create detailed plan and timelines for new Women's Education programme of Coaching and Mentoring.
3b.ii	• The increase in online learning may present additional dangers to learners in terms of scams and viruses, and tutors need to continue to help them to understand the risks associated with online activity.	• *"Learners are not sufficiently informed about how to keep others safe from, or how to spot the dangers of someone at risk of, extremism and radicalisation. This is particularly the case for those who are on courses which prepare them to work in environments where people may be vulnerable to these risks."* (Ofsted report, Jan 2020)	• Continue to develop resources accessible to different learner groups, which tutors use as the basis for class activities, or set as home study, to include safeguarding, British values and online safety. • Plan dissemination to ensure that this is applied to relevant learners appropriately, and monitor delivery and impact in learning walks and observations.

	3b. Personal development **AREAS FOR DEVELOPMENT**		
	Judgement	**Evidence**	**Proposed actions**
		• Some areas have successfully developed specific resources to embed awareness of radicalisation into the curriculum, for example in Art, using examples of where artists have responded to social and political issues e.g. restrictions on freedoms and free speech, war and dictatorships. • Two Prevent workshops were held in 2020-21, for learners and tutors in Early Years and STALIS provision, and for staff.	• Ensure that tutors keep records of embedding of content helping learners to recognize radicalization, and check that learners have retained this knowledge in learning walks and observations.
3b.iii	• Opportunities for Personal Development through inhouse collaboration are insufficiently exploited in some instances.	• Atrium Exhibitions are of a high professional standard and attract interest and comment. Opportunities can be taken, with the easing of restrictions, to build on these strengths.	• Develop opportunities for The Bridge, which provides workspace for small businesses and support and space to grow, to connect more actively with other areas of the College - visit classes, talk to learners, and for the Events and Hires team to contribute to events such as the Art Fair. • Atrium Exhibition Space and Gallery shop – develop further commercial experience for learners.

	4a. Leadership and Management		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
4a.i	• Management of changes caused by Covid-19 was effective and timely. All onsite classes continued to be individually risk-assessed and learners were supported to stay on course and achieve well. All staff continued to work through lockdowns. • Online delivery models were effectively adopted where these could be effectively delivered. In the latter part of 2021-21, some blended models were adapted to respond to learner views in specific classes or on specific courses. • Provision to support reskilling was responsively increased, to support Covid recovery.	• Very effective risk management, and communication of risk mitigation, enabled onsite provision to resume promptly, once lockdown restrictions were eased. Not all adult learning providers were able successfully to resume delivery within this timescale. • Attendance was maintained through online delivery in many areas and, in some Art School and Languages provision, participation increased during online delivery. Learner Forum and other learner feedback was taken into account in determining decisions regarding continued online delivery or return to site.	• Managers to sample online delivery in 2021 and provide further CPD in order for tutors to select and design pedagogic strategies suited to digital learning (as distinct from in-house face-to-face learning) • Ensure that decisions re. delivery models are derived from the needs of the specific learner group.
4a.ii	• Leaders successfully implemented a sustained focus on improving the analysis and judgements on performance in self- assessment reports across all programme areas. • Good focus on a college-wide programme of upskilling managers to self-assess the effectiveness of their provision, and which has successfully	• Programme Manager reports focus on the quality of education extremely clearly. Heads of Schools and Directors have improved information to inform performance reporting. Strengths and areas of improvement are well-communicated and shared at all levels. Self-assessment drives action plans which are monitored by senior leaders. Tutors and Programme Managers devise clear actions based on validated evidence.	• Support new curriculum leaders to develop and grow skillset in performance reporting in 2021-22. • Review the impact of the 2020-21 self-assessment process and make appropriate adjustments to further improve.

	Judgement	Evidence	Proposed actions
	improved managers' ability to robustly evaluate their provision.	• Quality leaders supply highly-effective leadership in supporting staff skills in working to produce robust self-assessment documents.	• Support curriculum leaders across the year, through a range of mechanisms: coaching, mentoring, peer support, PM Forum. • Ensure suite of key reports is routinely available for curriculum and Quality team monitoring and that all relevant staff are trained in their use • Further strengthen the SAR process through use of peer liaison and review at PM and School level.
4a.iii	• Leaders maintain good and rigorous focus on the small areas of provision which are not yet consistently good. • Leaders and managers successfully drove improvement in poorer performing areas back to good provision, e.g. in Counselling and Languages curriculum areas, managed good expansion in online programmes and identified and addressed achievement gaps.	• The Languages department reviewed the Intent of the programme and its relationship to wellbeing and, despite the pandemic, extended the curriculum to offer breadth and enrichment through a wider suite of Languages courses, successfully halting the recent decline in enrolment numbers and improving achievement. • An improvement plan was put in place for Counselling, through which the programme Intent was clarified, Fitness to Practice criteria reinforced, team training in learner management processes undertaken and as a result all learners achieved in a timely manner.	• Continue with close monitoring to identify areas of weakness and ensure appropriate CPD support for PMs to enable them to identify and address areas needing improvement.

	4a. Leadership and Management		
	STRENGTHS		
	Judgement	Evidence	Proposed actions
		• Although learners who declared LDD/ MHDs achieved on par with learners who had not declared, learners in receipt of ALS achieved, in 19/20, less well than their peers not in receipt of ALS, and approximately 8.5% less well than learners in receipt of ALS at RHACC in the previous year. ALS support for online learning was reviewed to ensure appropriate meeting of needs and this achievement gap has been eliminated.	
4a.iv	• Within the context of good behaviour in class and learners working collaboratively, observers do not always sufficiently comment on Personal Development and Behaviour and Attitudes. Observers will benefit from further training to ensure they more fully incorporate these wider aspects of the Education Inspection Framework. • Some observers would also benefit from support to further improve the feedback given to tutors and to lead professional dialogue which effectively supports Action Plan development and implementation.	• Not all reports include information about wider EIF aspects, which would be beneficial to tutor development and also enable quality improvement planning to take these areas to Outstanding. • Tutors sometimes experience discrepancy between verbal feedback, following observation, and the written report.	• Refresh training in the wider curriculum to ensure observers are better at capturing the good work that RHACC does in developing adults' lives, behaviours and personal growth. • Develop observers' skills in leading developmental professional dialogue with tutors, embracing all aspects of observed teaching, learning and assessment. • Ensure the observation team practise and refine their knowledge around elements of curriculum design, cognitive load and associated pedagogy to help their discussions with tutors. Monitor impact in how tutors build their understanding of best practical strategies for implementation.

4a. Leadership and Management		
STRENGTHS		
Judgement	**Evidence**	**Proposed actions**
4a.v • The College leadership has identified and defined a clear mission and vision for the role of the college and its curriculum in addressing social inequalities. • Staff understand the role the college plays in the local community and are passionate about the mission and the learners.	• *".... All staff interviewed feel part of the organisation and what it is striving to achieve, with one staff member describing the resultant culture and atmosphere simply as "joyous"."* (Matrix Report, June 2020) • Clear aligned strategy developed with local borough councils in Richmond and Kingston to confirm good currency and alignment with the post-covid recovery skills needs. Local and regional GLA economic and skills strategy informed RHACC revised strategic plan to reach workless population.	• Review Strategic Plan in light of Covid Recovery and changing and emerging needs of community.
4a.vi • Continued effective partnership working has enabled the provision of more support and development opportunities for learners. Partnerships with Kingston, Richmond and Merton local authorities were maintained and developed to address covid priorities. • Strong community learning partnerships were sustained to support learners at-risk. Managers rightly maintained good community support and presence to sustain services, e.g., IAG referrals and Digital Surgeries during lockdown.	• RHACC participated in Kingston Restart Careers and Employability Fair, with Kingston Council and other providers, as part of the Covid Recovery Plan. RHACC focused on retraining and business start-up. • RHACC delivered Richmond Council's Community Learning contract, as well as all provision for Merton Council for adults with SEND. • RHACC worked with Richmond and Wandsworth Workmatch to provide job brokerage for all learners who enrolled on Career Transition programmes.	• Ensure that the already good partnership working is reactivated and provision delivered cross-college to benefit learners and the wider community. • Work with LBRuT using vired ACL funding to fill gaps in Adult SEND provision • Extend work in Merton to include provision for any type of disadvantage and additional SEND provision under RHACC's funding.

	4a. Leadership and Management		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
	• Although links were maintained through keeping-in-touch meetings, much of the provision previously delivered in outreach centres was not possible because most centres did not reopen, and this needs now to be reinstated.	• *"RHACC develops and manages a range of partnerships to enhance its service, this can be seen in its work with employers for work experience and volunteering opportunities, and specialist referral agencies for issues such as drug and alcohol abuse, homelessness and money issues."* (Matrix Report, June 2020) • RHACC played an active and strong leading role in strategic groups e.g., IAL group, to engage with covid-related skills and work issues. GLA, DfE and ESFA consult with IAL group. Sector leadership in responding to adult skills issues.	• Develop links with local professional theatre in support of Performing Arts provision.
4a.vii	• Effective quality management processes ensure that leaders and managers focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement.	• Retention and achievement data is good over time. | Year	Ret.	Nat.	Ach.	Nat.
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2017/18	93.2%	92.9%	88.7%	85.1%
2018/19	93.1%	93.2%	89.0%	87.3%
2019/20	94.6%	-	87.4%	-
2020/21	93%	-	88.7	-	 • Good adaptation to online provision. SAR coaching leading to focus on middle managers prioritising and addressing performance issues clearly and more confidently. Teacher training implemented inhouse for tutor workforce development strategy.	• Address areas of weakness identified in Accounting and Business and in specific Maths and English courses. • Refine the Quality CPD strategy to ensure that the 2021-21 improvements in analysis and judgements of performance are sustained and built upon and that managers effectively use QIP monitoring and analysis to supports improvements. • Evaluate and refine the PM Induction programme initiated in the Autumn Term 2021.

	4a. Leadership and Management		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
		• Induction programme development work undertaken, to ensure more structured and cohesive approach for new managers.	
4a.viii	• Leaders successfully established a RHACC teacher training programme for professional development of the workforce. • 11 tutors in hard-to-recruit areas recruited to begin the Level 5 Diploma in Education and Training in September 2021.	• Examples - ○ Dyslexia Training for both academic and administrative staff ○ Level 3 Award in Education and Training ○ Level 2 Certificate in Understanding Specific Learning Difficulties ○ Level 2 Award in Meeting the needs of Learners with Autistic Spectrum Conditions ○ Level 5 Diploma in Education and Training ○ Planned recruitment of trainee Counselling tutors.	• Expand in-house scheme to grow our own talent through teacher training and staff development programmes and ensure all staff are aware of the available opportunities • Evaluate delivery and impact of first programme of Level 5 Diploma in Education and Training • Support and monitor Counselling trainee tutor development.
4a.ix	• Learner engagement systems are highly effective and offer a range of opportunities to enable learners and carers to supply feedback to help improve and shape the service and courses. • The Lead Governor for Learner Involvement participates in Learner Forums and Governors join annual Tell Us What You Think sessions, to receive and engage with learner views.	See (2.a.iii) actions taken in response to learner voice.	• Further engage tutors and managers with feedback systems to maximise response rates to End-of-Course Evaluation surveys.

	4a. Leadership and Management		
	STRENGTHS		
	Judgement	**Evidence**	**Proposed actions**
4a.x	• Governance is effective. • Governors support and set the educational character and ensure the mission is delivered, understand the college learner groups and ensure that all legal duties and responsibilities are met.	• Governors work very effectively, to ensure that the vision is shared, and all activity works towards that vision. • "*Governors have effective oversight of the college and hold leaders and managers to account.*" (Ofsted report Jan 2020)	• Ensure relevant training for governors regarding sector updates
4a.xi	• Strong financial controls and management oversight ensured costs were aligned with income where possible and the breadth of learner needs continued to be met during lockdowns. • Effective stewardship of resources saw revision of Hillcroft capital development plans to align with budget and learner and Kingston Council needs, and development of plans to improve Parkshot teaching and learning facilities through updating of relevant digital equipment.	• Although fee income was severely reduced for the second year due to Covid, 83% of GLA funding was delivered as planned and jobs were protected. • Significant repairs and improvement programme in place. • Smart Screens installed in classrooms and staff trained in their use. Technology to support hybrid delivery models trialled and in active use. • Hillcroft capital project schedule carefully planned to ensure that all costs at each stage are known and within budget before decisions to proceed to next stage are made.	• Continue to closely monitor expenditure and prioritise according to impact on learner outcomes. • Continue to monitor annualised teaching staff hours and variable hours teacher deployment against enrolments.
4a.xii	• A highly effective culture of safeguarding enables staff to identify, help and protect learners who may be at risk of neglect, abuse, grooming,	• "*The arrangements for safeguarding are effective. Leaders and managers have appropriate systems in place to ensure that learners and staff are safe and protected from harm. Staff have a sound*	• Monitor that learners have retained knowledge of content helping them to recognize radicalization in OTLA and Quality walks.

4a. Leadership and Management

STRENGTHS

Judgement	Evidence	Proposed actions
exploitation, radicalisation or extremism. Staff are also alert to potential pastoral and wellbeing issues and provide very good support and referral to learners. • Managers were proactive in adapting Safeguarding practices to accommodate online learning safety and ensured additional enrichment activity re. Covid – vaccination information. • Governor involvement in Safeguarding processes and procedures is highly effective. There is a lead Governor for Safeguarding who attends management meetings and provides support and challenge to managers. The Governing Body approves the annual update to the Safeguarding Children and Adults at Risk, and Prevent Policy, and receives an annual Safeguarding report. The Safeguarding Working Group reviews safeguarding alerts and referrals for lessons learnt and improvements to practice.	*understanding of safeguarding policies and procedures. Learners know who to go to if they have any concerns. Safeguarding officers manage these concerns effectively and in a timely manner. Governors, leaders and managers have ensured that they meet their obligations under the 'Prevent' duty. They have appropriate training, policies and action plans in place.*" (Ofsted report, Jan 2020) • Learners understand who to speak to if they have concerns and are open in seeking help for themselves or others and confirm that they have been given guidance regarding keeping themselves and others safe. • *"It has made me more alert of how I can keep adults and children safer near me. I can now differentiate between the perspective of different people posting on social media.*" (Prevent Enrichment webinar - 56 learners attended)	• Review learner induction, agree with curriculum managers which courses require specific embedded content and ensure implementation. • Schedule additional wellbeing and safety sessions on how to keep safe/online safety / cyber-crime/ recognising signs of abuse or radicalisation. • Evaluate impact and value of extra-curricular talks and events with learners.

	4b. Leadership and Management		
	AREAS FOR DEVELOPMENT		
	Judgement	**Evidence**	**Proposed actions**
4b.i	• The software for key Business processes such as HR and Payroll and Finance requires upgrading to enable more efficient business procedures that make management information readily available and enables efficient working practices. • Learning from the pandemic highlighted the need to be able to reach more learners digitally, with efficiency	• Updates to Finance and HR software are no longer provided by the software supplier.	• Implement the RHACC Digital Transformation Strategy and software by Spring term • Ensure appropriate capacity building of digital capabilities in respect of equipment, staffing and training, effectively to develop and support digital learning and learner-focused online delivery.
4b.ii	• Processes for admissions, enrolment and course administration have been reviewed and changes now need to be implemented. • Enrolment systems were not as efficient and prompt as they needed to be and managers now need to carry out the review recommendations and consistently provide the high-quality customer service to which we aspire.	• Learners sometimes experience challenges in making contact with the college by phone or email. Applications do not consistently progress within desired timescales and course closure processes are not always advised with timescales which support learners in making arrangements. • Not all aspects of the learner journey are sufficiently learner-centred, and some processes need to be refined, to minimise unnecessary workload for staff.	• Extend work in collaboratively charting the Learner Journey, to support the development of integrated and cohesive processes and workflow across college departments. Review and standardise approaches to communications with learners. • Implement training, as appropriate, to ensure that both curriculum and administrative teams discharge their own responsibilities in respect of the Learner Journey to positive effect and to support a satisfying learner experience and high standards of customer service.

4b. Leadership and Management		
AREAS FOR DEVELOPMENT		
Judgement	**Evidence**	**Proposed actions**
4b.iii • HR processes require improvement to ensure that vacant posts are filled promptly and staff are in place.	• Delays within the recruitment process resulting in impact on class schedules.	• Review recruitment policies and processes and ensure appropriate training of relevant staff re. all stages of the recruitment process.
4b.iv • Although the college has a clearly developed and effective Marketing strategy, the enhancement of some Marketing activities could more richly support and develop college provision. • Enhanced use of data and market research could more closely identify priorities for course promotion. • The development of wider relationships with partner organisations could support signposting and referral of learners, and feedback to support course development.	• Not all curriculum areas have fully up-to-date marketing plans, to respond to changed national context. • Criteria for course outlines are not always fully clarified and this can lead to an inconsistent experience for learners. • Limited active relationships with a range of partner organisations, such as GPs, Health Centres, Galleries, local media.	• Update and share the Marketing Strategy, with improved use of data to identify priorities for course promotion. Use screens in public areas to display rolling information and 'good news' stories. • Establish clear criteria and house style for course outlines. Develop new marketing plans for all curriculum areas. • Foster and develop relationships with local partner organisations.
4b.v • Exam scheduling is insufficiently streamlined in operation	• Changes to exam schedules are frequently requested. Not all learners attend the exams session for which they have been registered.	• Review processes for administering the annual Exams cycle.
4b.vi • The planning, delivery and evaluation of CPD for tutors has improved, with a diverse offer, in 2020/21, of mandated	• Dyslexia / Dyspraxia Awareness Training (46 participants)	• Continue to ensure that effective and tailored plans are in place to provide continuous professional development to

	4b. Leadership and Management		
	AREAS FOR DEVELOPMENT		
	Judgement	**Evidence**	**Proposed actions**
	and elective opportunities, yielding positive tutor engagement and feedback. • However, leaders recognise there is an area of further improvement needed, to ensure that further development of subject-specialist, pedagogical and wider skills results in a very confident and skilled workforce.	• 16 Spring Term events delivered by managers, responding to needs identified during OTLA e.g. Effective Planning • Effective Tracking of Learner Progress • Giving Constructive Written Feedback • Learner-Centred Teaching • Flipped Learning in the online context • Women's Education – all PMs attended • "*Training for tutors to develop their pedagogical skills is not currently widespread. As a result, a few tutors are not consistently delivering high-quality teaching to learners. Leaders and managers have plans in place to address this, but it is too soon to judge the impact.*" (Ofsted report, Jan 2020)	teachers, learning support staff and professional teams in the adult learning workforce, that these plans respond to learner, community and sector needs and are monitored and evaluated on an annual basis.
4b.vii	• The Surbiton Capital project is in progress, to provide a fit-for-purpose adult learning centre to meet the wider range of learner needs in the local community	• Additional funding has been sought from the DfE. Local residents and Kingston Council are being engaged, with regular information about the site.	• Submit a bid for additional capital funding to the DfE in autumn term. • Submit a planning application by December 2021. • Continue to engage with local stakeholders and progress capital development plans for the Surbiton site to provide a first-class adult learning hub by September 2023.

Appendix 1: Starts, Retention, Achievement, Pass Data for RHACC 2020-21 compared with RHACC previous performance and national averages for 2018/19

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
1. QAR RHACC Provision – Headline figures																
QAR Overall (Qualifications + Non-Reg)	4,207	3,926	3,986	3,534	1	**93.3%**	94.5%	-1.2%	93.2%	0.1	**88.7%**	88.2%	0.5%	87.3%	1.4	88.9%
QAR Overall (Non-Reg)	1,719	1,690	1,719	1,637	0	**98.3%**	96.6%	1.7%	94.7%	3.6	**95.2%**	91.9%	3.4%	92.1%	3.1	
QAR Overall (Qualifications only)	2,488	2,236	2,267	1,897	1	**89.9%**	91.8%	-1.9%	90.8%	-0.9	**83.7%**	83.4%	0.3%	81.7%	2.0	
2. Non-QAR RHACC Provision – Headline figures																
Non-QAR Non Funded (Qualification only)	314	298	326	245	0	**94.9%**	94.4%	0.5%			**75.2%**	86.9%	-11.7%			
Non-QAR Community Learning	3,286	3,203	3,345	3,134	0	**97.5%**	95.2%	2.3%			**93.7%**	89.0%	4.7%			
Non-QAR Non-Funded Courses (Non-Reg)	1,193	1,169	1,210	1,142	0	**98.0%**	97.7%	0.2%			**94.4%**	90.7%	3.7%			
Non-QAR All RHACC Provision	8,954	8,560	9,015	8,018	1	**95.6%**	95.5%	0.1%			**88.9%**	87.4%	1.6%			
3. Women Only Provision																
QAR Women Only	262	257	262	239	0	**98.1%**	97.3%	0.8%	94.6%	3.5	**91.2%**	90.7%	0.5%	89.3%	1.9	
QAR Women Only (Non-Reg)	177	176	177	169	0	**99.4%**	99.5%	-0.1%	95.2%	4.2	**95.5%**	94.9%	0.6%	94.0%	1.5	
QAR Women Only (Qualifications only)	85	81	85	70	0	**95.3%**	87.1%	8.2%	92.6%	2.7	**82.4%**	71.8%	10.6%	74.2%	8.2	

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
4. Qualification Type																
QAR Access to HE	63	56	63	50	0	**88.9%**	94.3%	-5.5%	86.8%	2.1	**79.4%**	90.6%	-11.2%	79.7%	-0.3	71.8%
QAR Award	178	161	178	137	1	**90.4%**	92.0%	-1.5%	96.7%	-6.3	**77.0%**	89.7%	-12.7%	91.7%	-14.7	80.9%
QAR Basic Skills Maths and English	142	127	142	84	0	**89.4%**	92.3%	-2.8%	90.7%	-1.3	**59.2%**	62.7%	-3.5%	70.9%	-11.7	69.2%
QAR Certificate	1,766	1,560	1,545	1,320	0	**88.3%**	88.2%	0.2%	92.7%	-4.4	**85.4%**	82.9%	2.5%	87.4%	-2.0	83.4%
QAR Diploma	48	43	48	34	0	**89.6%**	90.2%	-0.6%	90.2%	-0.6	**70.8%**	82.0%	-11.1%	82.4%	-11.6	54.5%
QAR ESOL	735	731	735	708	0	**99.5%**	96.1%	3.3%	91.5%	8.0	**96.3%**	89.6%	6.7%	83.6%	12.7	92.7%
QAR GCSE Maths and English	45	43	45	43	0	**95.6%**	93.5%	2.0%	86.1%	9.5	**95.6%**	93.5%	2.0%	78.9%	16.7	79.4%
QAR GCSE Other	17	17	17	17	0	**100.0%**	87.5%	12.5%	84.6%	15.4	**100.0%**	87.5%	12.5%	82.1%	17.9	73.7%
QAR Other Non-Regulated	1,213	1,188	1,213	1,141	0	**97.9%**	97.0%	1.0%	95.3%	2.6	**94.1%**	91.8%	2.3%	93.9%	0.2	93.6%

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
5. Key Qualifications																
English GCSE	20	19	20	19	0	**95.0%**	95.0%	0.0%			**95.0%**	95.0%	0.0%	75.6%	19.4	78.8%
English Non Regulated	420	416	420	395	0	**99.0%**	95.0%	4.0%	92.4%	6.6	**94.0%**	86.3%	7.7%	91.1%	2.9	89.3%
English Other Regulated	69	64	69	49	0	**92.8%**	93.3%	-0.6%	88.4%	4.4	**71.0%**	65.0%	6.0%	58.3%	12.7	65.7%
English All	509	499	509	463	0	**98.0%**	94.8%	3.2%	93.7%	4.3	**91.0%**	84.3%	6.6%	87.2%	3.8	
Maths GCSE	25	24	25	24	0	**96.0%**	92.9%	3.1%			**96.0%**	92.9%	3.1%	81.5%	14.5	79.7%
Maths Non Regulated	226	225	226	220	0	**99.6%**	97.0%	2.6%	93.8%	5.8	**97.3%**	88.9%	8.5%	92.6%	4.7	93.4%
Maths Other Regulated	73	63	73	35	0	**86.3%**	91.5%	-5.2%	90.4%	-4.1	**47.9%**	61.0%	-13.0%	53.0%	-5.1	71.4%
Maths All	324	312	324	279	0	**96.3%**	95.0%	1.3%	92.4%	3.9	**86.1%**	82.3%	3.8%	82.6%	3.5	
6. ESOL by Level, including Non-Reg																
QAR ESOL (QCF) (Qualifications + Non-Reg)	735	731	735	708	0	**99.5%**	96.1%	3.3%	91.5%	8.0	**96.3%**	89.6%	6.7%	83.6%	12.7	92.7%
QAR ESOL Entry Level	418	415	418	400	0	**99.3%**	96.5%	2.8%	91.3%	8.0	**95.7%**	89.8%	5.9%	83.2%	12.5	91.8%
QAR ESOL Level 1	200	199	200	193	0	**99.5%**	96.8%	2.7%	91.3%	8.2	**96.5%**	89.0%	7.5%	83.2%	13.3	92.8%
QAR ESOL Level 2	117	117	117	115	0	**100.0%**	92.0%	8.0%	92.6%	7.4	**98.3%**	89.3%	9.0%	87.7%	10.6	97.7%

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
7. Academic Data by Level																
QAR Entry Level	1,125	1,116	1,125	1,064	0	**99.2%**	96.3%	2.9%	93.9%	5.3	**94.6%**	89.0%	5.6%	88.6%	6.0	92.6%
QAR Level 1	756	722	756	675	1	**95.5%**	97.3%	-1.8%	93.9%	1.6	**89.3%**	90.3%	-1.0%	88.6%	0.7	90.2%
QAR Level 2	2,209	1,984	1,988	1,709	0	**89.8%**	90.0%	-0.2%	92.9%	-3.1	**86.0%**	85.3%	0.7%	86.4%	-0.4	85.0%
QAR Level 3	94	84	94	70	0	**89.4%**	94.0%	-4.6%	93.0%	-3.6	**74.5%**	90.4%	-15.9%	75.4%	-0.9	70.0%
QAR Level 4	20	18	20	15	0	**90.0%**	73.9%	16.1%	93.0%	-3.0	**75.0%**	60.9%	14.1%	75.4%	-0.4	
QAR Level 5	3	2	3	1	0	**66.7%**	93.8%	-27.1%	93.0%	-26.3	**33.3%**	87.5%	-54.2%	75.4%	-42.1	77.8%
8. Breakdown of Level 4 and 5 provision																
QAR CELTA	3	2	3	1	0	**66.7%**	66.7%	0.0%	93.0%	-26.3	**33.3%**	66.7%	-33.3%	75.4%	-42.1	
QAR Counselling	20	18	20	15	0	**90.0%**	93.3%	-3.3%	93.0%	-3.0	**75.0%**	86.7%	-11.7%	75.4%	-0.4	
9. Academic Data by Agegroup																
QAR 16-18	14	12	14	12	0	**85.7%**	100.0%	-14.3%	90.1%	-4.4	**85.7%**	87.5%	-1.8%	81.9%	3.8	74.1%
QAR 19+	4,193	3,914	3,972	3,522	1	**93.3%**	94.5%	-1.2%	93.2+	0.1	**88.7%**	88.2%	0.5%	87.3%	1.4	89.1%

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
12. Academic Data by Ethnic group																
QAR African	171	163	154	136	0	**95.3%**	93.0%	2.3%	91.2%	4.1	**88.3%**	87.6%	0.7%	82.1%	6.2	87.8%
QAR Arab	188	182	187	168	0	**96.8%**	94.8%	2.0%	93.2%	3.6	**89.8%**	88.0%	1.8%	86.3%	3.5	92.7%
QAR Bangladeshi	43	41	40	37	0	**95.3%**	97.5%	-2.2%	91.4%	3.9	**92.5%**	95.0%	-2.5%	84.5%	8.0	94.5%
QAR Caribbean	108	99	91	75	0	**91.7%**	95.1%	-3.4%	92.9%	-1.2	**82.4%**	87.7%	-5.2%	85.9%	-3.5	88.6%
QAR Chinese	58	56	58	54	0	**96.6%**	100.0%	-3.4%	93.7%	2.9	**93.1%**	100.0%	-6.9%	88.6%	4.5	91.7%
QAR Gypsy/Irish Traveller	1	1	1	1	0	**100.0%**	0.0%	100.0%	0.0%		**100.0%**	0.0%	100.0%	0.0%		
QAR Indian	190	178	182	161	0	**93.7%**	94.8%	-1.1%	95.4%	-1.7	**88.5%**	89.6%	-1.1%	90.7%	-2.2	89.9%
QAR Irish	40	38	36	34	0	**95.0%**	97.2%	-2.2%	94.5%	0.5	**94.4%**	86.1%	8.3%	90.0%	4.4	85.0%
QAR Not Provided	108	102	105	95	0	**94.4%**	97.1%	-2.7%	92.1%	2.3	**90.5%**	92.8%	-2.3%	84.1%	6.4	85.7%
QAR Other	117	109	110	97	0	**93.2%**	95.7%	-2.5%	91.1%	2.1	**88.2%**	88.2%	0.0%	82.4%	5.8	87.3%
QAR Other Asian	339	329	336	306	0	**97.1%**	97.8%	-0.7%	93.1%	4.0	**91.1%**	89.2%	1.8%	86.1%	5.0	90.4%
QAR Other Black	45	38	39	32	0	**84.4%**	100.0%	-15.6%	91.0%	-6.6	**82.1%**	85.7%	-3.7%	83.9%	-1.8	85.3%
QAR Other Mixed	95	87	93	82	1	**91.6%**	98.7%	-7.1%	88.4%	3.2	**88.2%**	90.7%	-2.5%	82.0%	6.2	87.4%
QAR Other White	821	775	742	669	0	**94.4%**	93.5%	0.9%	91.8%	2.6	**90.2%**	87.8%	2.3%	87.4%	2.8	89.5%
QAR Pakistani	69	67	66	61	0	**97.1%**	90.9%	6.2%	94.6%	2.5	**92.4%**	84.8%	7.6%	84.6%	7.8	89.4%
QAR White British	1,628	1,482	1,568	1,369	0	**91.0%**	93.5%	-2.4%	94.3%	-3.3	**87.3%**	87.4%	-0.1%	89.5%	-2.2	89.1%
QAR White/Asian	67	64	65	60	0	**95.5%**	89.7%	5.8%	90.4%	5.1	**92.3%**	79.5%	12.8%	83.1%	9.2	84.1%
QAR White/Black African	52	50	50	42	0	**96.2%**	97.6%	-1.4%	89.7%	6.5	**84.0%**	92.7%	-8.7%	80.4%	3.6	91.2%
QAR White/Black Caribbean	67	65	63	55	0	**97.0%**	92.6%	4.4%	92.4%	4.6	**87.3%**	81.5%	5.8%	85.6%	1.7	81.5%

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
13. Academic Data by SSA Tier 1																
QAR 01 Health, Public Services and Care	561	490	489	409	0	**87.3%**	90.6%	-3.2%	90.2%	-2.9	**83.6%**	87.5%	-3.9%	85.4%	-1.8	87.0%
QAR 02 Science and Mathematics	56	55	56	55	0	**98.2%**	92.3%	5.9%	87.2%	11.0	**98.2%**	92.3%	5.9%	80.7%	17.5	81.1%
QAR 04 Engineering and Manufacturing Technologies	117	109	103	92	0	**93.2%**	90.5%	2.7%	89.0%	4.2	**89.3%**	90.5%	-1.2%	83.7%	5.6	87.1%
QAR 05 Construction, Planning and the Built Environment	19	19	19	19	0	**100.0%**	0.0%	100.0%	0.0%		**100.0%**	0.0%	100.0%	0.0%		
QAR 06 Information and Communication Technology	699	646	637	570	0	**92.4%**	96.9%	-4.5%	95.2%	-2.8	**89.5%**	91.7%	-2.2%	93.5%	-4.0	95.4%
QAR 07 Retail and Commercial Enterprise	25	25	25	25	0	**100.0%**	0.0%	100.0%	91.5%	8.5	**100.0%**	0.0%	100.0%	83.8%	16.2	
QAR 09 Arts, Media and Publishing	245	221	245	209	0	**90.2%**	96.0%	-5.8%	94.5%	-4.3	**85.3%**	93.2%	-7.9%	93.6%	-8.3	89.7%
QAR 10 History, Philosophy and Theology	10	10	10	8	0	**100.0%**	100.0%	0.0%	92.8%	7.2	**80.0%**	100.0%	-20.0%	87.1%	-7.1	55.0%
QAR 11 Social Sciences	4	3	4	2	0	**75.0%**	50.0%	25.0%	84.4%	-9.4	**50.0%**	50.0%	0.0%	79.4%	-29.4	68.4%
QAR 12 Languages, Literature and Culture	45	40	45	30	1	**88.9%**	95.0%	-6.1%	91.5%	-2.6	**66.7%**	95.0%	-28.3%	82.8%	-16.1	82.2%
QAR 13 Education and Training	134	123	134	118	0	**91.8%**	90.8%	1.0%	93.5%	-1.7	**88.1%**	90.8%	-2.7%	89.6%	-1.5	93.1%
QAR 14 Preparation for Life and Work	1,596	1,572	1,596	1,474	0	**98.5%**	95.7%	2.8%	92.1%	6.4	**92.4%**	86.7%	5.6%	83.6%	8.8	90.5%
QAR 15 Business, Administration and Law	696	613	623	523	0	**88.1%**	87.7%	0.4%	96.9%	-8.8	**83.9%**	79.5%	4.4%	94.2%	-10.3	78.3%

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
14. Academic Data by SSA Tier 2																
QAR 01.3 Health and Social Care	510	445	438	364	0	**87.3%**	90.0%	-2.8%	88.1%	-0.8	**83.1%**	87.0%	-3.9%	86.1%	-3.0	
QAR 01.5 Child Development and Well Being	51	45	51	45	0	**88.2%**	94.1%	-5.9%	95.6%	-7.4	**88.2%**	91.2%	-2.9%	91.5%	-3.3	
QAR 02.1 Science	23	23	23	23	0	**100.0%**	91.3%	8.7%	83.3%	16.7	**100.0%**	91.3%	8.7%	79.2%	20.8	
QAR 02.2 Mathematics and Statistics	33	32	33	32	0	**97.0%**	92.9%	4.1%	90.3%	6.7	**97.0%**	92.9%	4.1%	85.9%	11.1	
QAR 04.1 Engineering	107	101	93	87	0	**94.4%**	90.5%	3.9%	88.8%	5.6	**93.5%**	90.5%	3.1%	84.9%	8.6	
QAR 04.3 Transportation Operations and Maintenance	10	8	10	5	0	**80.0%**	0.0%	80.0%	0.0%		**50.0%**	0.0%	50.0%	0.0%		
QAR 05.2 Building and Construction	19	19	19	19	0	**100.0%**	0.0%	100.0%	0.0%		**100.0%**	0.0%	100.0%	0.0%		
QAR 06.1 ICT Practitioners	38	36	38	34	0	**94.7%**	94.2%	0.5%	97.5%	-2.8	**89.5%**	90.4%	-0.9%	95.1%	-5.6	
QAR 06.2 ICT for Users	661	610	599	536	0	**92.3%**	97.3%	-5.0%	94.5%	-2.2	**89.5%**	91.8%	-2.3%	92.6%	-3.1	
QAR 07.2 Warehousing and Distribution	25	25	25	25	0	**100.0%**	0.0%	100.0%	0.0%		**100.0%**	0.0%	100.0%	0.0%		
QAR 09.1 Performing Arts	27	25	27	24	0	**92.6%**	100.0%	-7.4%	90.9%	1.7	**88.9%**	90.9%	-2.0%	87.9%	1.0	
QAR 09.2 Crafts, Creative Arts and Design	170	153	170	144	0	**90.0%**	96.3%	-6.3%	95.2%	-5.2	**84.7%**	93.9%	-9.2%	92.0%	-7.3	
QAR 09.3 Media and Communication	48	43	48	41	0	**89.6%**	90.9%	-1.3%	87.2%	2.4	**85.4%**	84.8%	0.6%	87.2%	-1.8	
QAR 10.1 History	10	10	10	8	0	**100.0%**	100.0%	0.0%	0.0%		**80.0%**	100.0%	-20.0%	0.0%		
QAR 11.2 Sociology and Social Policy	4	3	4	2	0	**75.0%**	50.0%	25.0%	85.3%	-10.3	**50.0%**	50.0%	0.0%	75.3%	-25.3	
QAR 12.1 Languages, Literature and Culture of the British Isles	20	19	20	19	0	**95.0%**	95.0%	0.0%	88.6%	6.4	**95.0%**	95.0%	0.0%	85.4%	9.6	
QAR 12.2 Other Languages, Literature and Culture	25	21	25	11	1	**84.0%**	0.0%	84.0%	87.8%	-3.8	**44.0%**	0.0%	44.0%	65.0%	-21.0	

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending	In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference	Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
QAR 13.1 Teaching and Lecturing	10	7	10	6	0	**70.0%**	83.3%	-13.3%	100.0%	-30.0	**60.0%**	83.3%	-23.3%	100.0%	-40.0	
QAR 13.2 Direct Learning Support	124	116	124	112	0	**93.5%**	91.2%	2.4%	93.1%	0.4	**90.3%**	91.2%	-0.8%	92.9%	-2.6	
QAR 14.1 Foundations for Learning and Life	1,577	1,553	1,577	1,455	0	**98.5%**	95.7%	2.8%	93.8%	4.7	**92.3%**	86.7%	5.6%	87.2%	5.1	
QAR 14.2 Preparation for Work	19	19	19	19	0	**100.0%**	100.0%	0.0%	98.9%	1.1	**100.0%**	100.0%	0.0%	98.9%	1.1	
QAR 15.1 Accounting and Finance	95	89	95	74	0	**93.7%**	90.4%	3.2%	92.6%	1.1	**77.9%**	75.7%	2.2%	73.1%	4.8	
QAR 15.2 Administration	545	478	477	410	0	**87.7%**	82.3%	5.4%	84.3%	3.4	**86.0%**	82.3%	3.7%	83.6%	2.4	
QAR 15.3 Business Management	56	46	51	39	0	**82.1%**	93.9%	-11.8%	94.0%	-11.9	**76.5%**	84.8%	-8.4%	86.1%	-9.6	

LLC performance 2020-2021

LCC subcontracted provision has been effectively managed during 2020-21, with a reduced contract value. Effective use of regular monitoring meetings ensured the college standards were met and any issues addressed in a timely way, to ensure outcomes for learners remained positive during the pandemic. Retention is strong, at 91.6% and achievement good, at 90.6%.

	Starts	Retained (Continuing and Completed)	Leavers	Achieved	Results Pending		In Year Retention 2020/2021%	RHACC 2019/2020 In Year Retention %	Difference	2018/2019 National	National Difference		Overall Achievement 2020/2021%	RHACC 2019/2020 achievement	Difference	2018/2019 National	National Difference	RHACC Published Achievement 2018/2019
1. QAR RHACC Provision – Headline figures																		
QAR Overall (Qualifications + Non-Reg)	498	456	498	451	0		**91.6%**	88.6%	3.0%	93.2%	-1.6		**90.6%**	88.6%	2.0%	87.3%	3.3	88.9%
QAR Overall (Non-Reg)	105	101	105	101	0		**96.2%**	96.1%	0.1%	94.7%	1.5		**96.2%**	96.1%	0.1%	92.1%	4.1	
QAR Overall (Qualifications only)	393	355	393	350	0		**90.3%**	86.7%	3.6%	90.8%	-0.5		**89.1%**	86.7%	2.4%	81.7%	7.4	
2. Non-QAR RHACC Provision – Headline figures																		
Non-QAR Non Funded (Qualification only)	1	0	1	0	0		**0.0%**	0.0%	0.0%				**0.0%**	0.0%	0.0%			
Non-QAR All RHACC Provision	499	456	520	451	0		**91.4%**	88.6%	2.8%				**86.7%**	86.5%	0.2%			
3. Women Only Provision																		
4. Qualification Type																		
QAR Award	39	32	39	29	0		**82.1%**	87.5%	-5.4%	96.7%	-14.6		**74.4%**	87.5%	-13.1%	91.7%	-17.3	80.9%
QAR Certificate	354	323	354	321	0		**91.2%**	86.6%	4.6%	92.7%	-1.5		**90.7%**	86.6%	4.1%	87.4%	3.3	83.4%
QAR Other Non-Regulated	105	101	105	101	0		**96.2%**	96.1%	0.1%	95.3%	0.9		**96.2%**	96.1%	0.1%	93.9%	2.3	93.6%
5. Key Qualifications																		
6. ESOL by Level, including Non-Reg																		
7. Academic Data by Level																		
QAR Level 1	87	82	87	79	0		**94.3%**	96.7%	-2.4%	93.9%	0.4		**90.8%**	96.7%	-5.9%	88.6%	2.2	90.2%
QAR Level 2	411	374	411	372	0		**91.0%**	87.1%	3.9%	92.9%	-1.9		**90.5%**	87.1%	3.4%	86.4%	4.1	85.0%

8. Breakdown of Level 4 and 5 provision																		
9. Academic Data by Agegroup																		
QAR 19+	498	456	498	451	0		**91.6%**	88.6%	3.0%	93.2%	-1.6		**90.6%**	88.6%	2.0%	87.3%	3.3	89.1%
10 .Academic Data by Gender																		
QAR Female	331	301	331	299	0		**90.9%**	89.9%	1.1%	92.8%	-1.9		**90.3%**	89.9%	0.5%	86.7%	3.6	89.2%
QAR Male	167	155	167	152	0		**92.8%**	83.5%	9.3%	94.0%	-1.2		**91.0%**	83.5%	7.5%	88.5%	2.5	88.5%
11. Academic Data by LDD																		
QAR LLDD No	427	393	427	388	0		**92.0%**	89.2%	2.8%	93.3%	-1.3		**90.9%**	89.2%	1.6%	87.9%	3.0	88.4%
QAR LLDD Yes	71	63	71	63	0		**88.7%**	85.5%	3.2%	92.6%	-3.9		**88.7%**	85.5%	3.2%	85.3%	3.4	90.1%
QAR NO - LS	498	456	498	451	0		**91.6%**	88.6%	3.0%	0.0%			**90.6%**	88.6%	2.0%	0.0%		
12. Academic Data by Ethnic group																		
QAR African	4	4	4	4	0		**100.0%**	90.9%	9.1%	91.2%	8.8		**100.0%**	90.9%	9.1%	82.1%	17.9	87.8%
QAR Bangladeshi	6	6	6	6	0		**100.0%**	100.0%	0.0%	91.4%	8.6		**100.0%**	100.0%	0.0%	84.5%	15.5	94.5%
QAR Caribbean	12	10	12	10	0		**83.3%**	75.0%	8.3%	92.9%	-9.6		**83.3%**	75.0%	8.3%	85.9%	-2.6	88.6%
QAR Chinese	5	5	5	5	0		**100.0%**	100.0%	0.0%	93.7%	6.3		**100.0%**	100.0%	0.0%	88.6%	11.4	91.7%
QAR Indian	9	8	9	8	0		**88.9%**	86.7%	2.2%	95.4%	-6.5		**88.9%**	86.7%	2.2%	90.7%	-1.8	89.9%
QAR Irish	4	4	4	4	0		**100.0%**	100.0%	0.0%	94.5%	5.5		**100.0%**	100.0%	0.0%	90.0%	10.0	85.0%
QAR Not Provided	4	4	4	4	0		**100.0%**	100.0%	0.0%	92.1%	7.9		**100.0%**	100.0%	0.0%	84.1%	15.9	85.7%
QAR Other	10	8	10	8	0		**80.0%**	100.0%	-20.0%	91.1%	-11.1		**80.0%**	100.0%	-20.0%	82.4%	-2.4	87.3%
QAR Other Asian	6	6	6	6	0		**100.0%**	100.0%	0.0%	93.1%	6.9		**100.0%**	100.0%	0.0%	86.1%	13.9	90.4%
QAR Other Black	6	6	6	6	0		**100.0%**	100.0%	0.0%	91.0%	9.0		**100.0%**	100.0%	0.0%	83.9%	16.1	85.3%
QAR Other Mixed	9	8	9	8	0		**88.9%**	83.3%	5.6%	88.4%	0.5		**88.9%**	83.3%	5.6%	82.0%	6.9	87.4%
QAR Other White	44	41	44	40	0		**93.2%**	86.2%	7.0%	91.8%	1.4		**90.9%**	86.2%	4.7%	87.4%	3.5	89.5%
QAR Pakistani	7	7	7	7	0		**100.0%**	55.6%	44.4%	94.6%	5.4		**100.0%**	55.6%	44.4%	84.6%	15.4	89.4%
QAR White British	367	334	367	330	0		**91.0%**	89.6%	1.4%	94.3%	-3.3		**89.9%**	89.6%	0.4%	89.5%	0.4	89.1%
QAR White/Black African	1	1	1	1	0		**100.0%**	100.0%	0.0%	89.7%	10.3		**100.0%**	100.0%	0.0%	80.4%	19.6	91.2%
QAR White/Black Caribbean	4	4	4	4	0		**100.0%**	100.0%	0.0%	92.4%	7.6		**100.0%**	100.0%	0.0%	85.6%	14.4	81.5%
13. Academic Data by SSA Tier 1																		
QAR 01 Health, Public Services and Care	13	8	13	8	0		**61.5%**	71.4%	-9.9%	90.2%	-28.7		**61.5%**	71.4%	-9.9%	85.4%	-23.9	87.0%
QAR 04 Engineering and Manufacturing Technologies	47	43	47	40	0		**91.5%**	90.5%	1.0%	89.0%	2.5		**85.1%**	90.5%	-5.4%	83.7%	1.4	87.1%

QAR 05 Construction, Planning and the Built Environment	19	19	19	19	0	**100.0%**	0.0%	100.0%	0.0%			**100.0%**	0.0%	100.0%	0.0%		
QAR 06 Information and Communication Technology	128	115	128	115	0	**89.8%**	90.6%	-0.7%	95.2%	-5.4		**89.8%**	90.6%	-0.7%	93.5%	-3.7	95.4%
QAR 07 Retail and Commercial Enterprise	25	25	25	25	0	**100.0%**	0.0%	100.0%	91.5%	8.5		**100.0%**	0.0%	100.0%	83.8%	16.2	
QAR 13 Education and Training	83	77	83	75	0	**92.8%**	93.1%	-0.3%	93.5%	-0.7		**90.4%**	93.1%	-2.7%	89.6%	0.8	93.1%
QAR 14 Preparation for Life and Work	19	19	19	19	0	**100.0%**	100.0%	0.0%	92.1%	7.9		**100.0%**	100.0%	0.0%	83.6%	16.4	90.5%
QAR 15 Business, Administration and Law	164	150	164	150	0	**91.5%**	85.8%	5.6%	96.9%	-5.4		**91.5%**	85.8%	5.6%	94.2%	-2.7	78.3%
14. Academic Data by SSA Tier 2																	
QAR 01.3 Health and Social Care	4	2	4	2	0	**50.0%**	71.4%	-21.4%	88.1%	-38.1		**50.0%**	71.4%	-21.4%	86.1%	-36.1	
QAR 01.5 Child Development and Well Being	9	6	9	6	0	**66.7%**	0.0%	66.7%	95.6%	-28.9		**66.7%**	0.0%	66.7%	91.5%	-24.8	
QAR 04.1 Engineering	37	35	37	35	0	**94.6%**	90.5%	4.1%	88.8%	5.8		**94.6%**	90.5%	4.1%	84.9%	9.7	
QAR 04.3 Transportation Operations and Maintenance	10	8	10	5	0	**80.0%**	0.0%	80.0%	0.0%			**50.0%**	0.0%	50.0%	0.0%		
QAR 05.2 Building and Construction	19	19	19	19	0	**100.0%**	0.0%	100.0%	0.0%			**100.0%**	0.0%	100.0%	0.0%		
QAR 06.2 ICT for Users	128	115	128	115	0	**89.8%**	90.6%	-0.7%	94.5%	-4.7		**89.8%**	90.6%	-0.7%	92.6%	-2.8	
QAR 07.2 Warehousing and Distribution	25	25	25	25	0	**100.0%**	0.0%	100.0%	0.0%			**100.0%**	0.0%	100.0%	0.0%		
QAR 13.1 Teaching and Lecturing	7	5	7	5	0	**71.4%**	0.0%	71.4%	100.0%	-28.6		**71.4%**	0.0%	71.4%	100.0%	-28.6	
QAR 13.2 Direct Learning Support	76	72	76	70	0	**94.7%**	93.1%	1.6%	93.1%	1.6		**92.1%**	93.1%	-1.0%	92.9%	-0.8	
QAR 14.2 Preparation for Work	19	19	19	19	0	**100.0%**	100.0%	0.0%	98.9%	1.1		**100.0%**	100.0%	0.0%	98.9%	1.1	
QAR 15.1 Accounting and Finance	26	26	26	26	0	**100.0%**	96.0%	4.0%	92.6%	7.4		**100.0%**	96.0%	4.0%	73.1%	26.9	
QAR 15.2 Administration	138	124	138	124	0	**89.9%**	83.0%	6.9%	84.3%	5.6		**89.9%**	83.0%	6.9%	83.6%	6.3	

LBRuT Contract 2020-21

In 2020-21 RHACC received and met funding for its Community Learning subcontract from Richmond Council. The provision delivered by RHACC was inspected during two Ofsted monitoring visits, and it was judged that the Council had made Reasonable Progress to improve on their previous inspection grade of Inadequate. As a result of this work, in 2021-22, RHACC will work with LBRuT, using ACL funding which has now been vired to RHACC, to fill gaps in Adult SEND provision.

A wide range of taster provision was offered through the 2020-21 LBRuT contract, across all areas. Challenges of implementation included:

- Actual attendance was significantly below enrolment rates and follow-up was challenging in respect of one-off sessions
- Risk of duplication of provision and consequent dilution of both RHACC and LBRuT offers
- Provision of free courses for LBRuT, where RHACC's fee policy applies for RHACC provision
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Going forward, in 2021-22, the offer developed will be Outreach provision for wellbeing, offering a smaller number of longer courses, targeting hard-to-reach learners, to engage them in lifelong learning opportunities.

LBRuT data by SSA Tier 2

| | **Values** | | | | |
| | | **Percent of** | | | |
SSA2	**Enrolments**	**SSA2**	**GLH**	**Retention**	**Achievement**
01.3 - Health and Social Care	57	9%	171	100.0%	100.0%
01.5 - Child Development and Well Being	1	0%	3	100.0%	100.0%
02.1 - Science	5	1%	10	100.0%	100.0%
02.2 - Mathematics and Statistics	21	3%	305	95.2%	85.7%
06.1 - ICT Practitioners	87	14%	179	100.0%	100.0%
06.2 - ICT for Users	58	9%	393	100.0%	100.0%
07.4 - Hospitality and Catering	5	1%	51	100.0%	100.0%
08.1 - Sport, Leisure and Recreation	45	7%	182	100.0%	97.8%
09.1 - Performing Arts	7	1%	14	100.0%	100.0%
09.2 - Crafts, Creative Arts and Design	96	16%	767	100.0%	100.0%
12.1 - Languages, Literature & Culture of the British Isles	87	14%	1043	98.9%	97.7%
12.2 - Other Languages, Literature and Culture	16	3%	32	100.0%	100.0%
13.1 - Teaching and Lecturing	7	1%	21	100.0%	100.0%
14.1 - Foundations for Learning and Life	32	5%	672	96.9%	96.9%
14.2 - Preparation for Work	95	15%	408	100.0%	95.8%
Grand Total	**619**	**100%**	**4251**	**99.5%**	**98.2%**

Grades for Sector Subject Areas

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievem ent %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Femal e %	Age profile 16-18 19+ %
1.3 Health and Social Care	2	510/ 84,355	60/ 22,106	85.2%/ 83.1%	92.4%/ 88.8%	86.2%/ 80.0%	87.5 87.5 87.5 87.5	LLDD No 80% LLDD Yes 20%	BME 47% NON-BME 51% Not prov 3%	M 14% F 86%	16-18 1% 19+ 99%

Courses: Preparing to work in Adult Social Care, Understanding Mental Health & Wellbeing, Counselling, Access to HE – Health & Human Sciences

Learners are offered good progression routes through the levels and experience good quality teaching from subject specialist staff, with study pathways which lead directly to employment or higher education opportunities. 100% achievement on Access to HE pathway.
An improvement plan for Counselling successfully targeted poor behaviour of a small minority of learners and behaviour is now Good.
Good use of the At-Risk register enabled very prompt and responsive identification of support needs, with action plans in place.
Strengthened evidence will be sought to ensure we know that learners know how to keep themselves safe and identify and respond to signs of radicalism.
Further development of Mental Health qualifications for professionals will be developed and delivered in 2021/22 for those working in a range of front-facing roles.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievem ent 1920 %	ACL + N-F Retention / Achievem ent %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Femal e %	Age profile 16-18 19+ %
1.5 Child Develop ment and Well Being	2	51/ 5,966	11 2,117	88.2%/ 88.2%	94.2%/ 91.6%	100%/ 100%		LLDD No 87% LLDD Yes 8%	BME 66% NON-BME 27% Not prov 6%	M 3% F 97%	16-18 0% 19+ 100%

Courses: Teaching & Training, Child Development, Caring for Children Award, Certificate, Diploma

Learners are retained and achieve well. Learners benefit from enrichment designed to promote and celebrate Equality and Diversity and to promote personal resilience, confidence and independence. A small number of Early Years and STALIS tutors still need to be supported to ensure that all students have timely completions.

As in Counselling and Adult Social Care, an action for improvement is to develop systems to provide clearer evidence that learners have been helped to understand how to keep themselves safe and how to identify and respond to signs of radicalism.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievem ent %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Femal e %	Age profile 16-18 19+ %
2.1 Science	**2**	23 2,040	- -	100% 100%	74.5% 69.8%	- -	67 67 67 67	LLDD No 87% LLDD Yes 42%	BME 38% NON-BME 54% Not prov 8%	M 21% F 79%	16-18 0% 19+ 100%

Courses: Biology GCSE, Chemistry GCSE, Science Award

100% achievement on all science courses, including Level 1 Science Award and GCSE Chemistry, both offered for the first time in 2020-21. Planning is in place to deliver the Level 2 Award in Science, to offer progression route.

Recruitment of Science subject specialists was challenging in 2020-21, but manage but the Programme Manager's flexible response ensured that all learners were well supported, despite staffing changes. Attendance and retention improved, and a good range of enrichment opportunities was offered.

Community provision remains under-developed and is a focus for 2021-22.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievem ent %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Femal e %	Age profile 16-18 19+ %
2.2 Mathem atics and Statistics	**2**	33 3,234	23 264	97% 97%	90.1% 82.8%	100% 100%	89 89 89 89	LLDD No 70% LLDD Yes 30%	BME 58% NON-BME 35% Not prov 7%	M 18% F 82%	16-18 0% 19+ 100%

Courses: Maths GCSE, Keeping up with the Children – Maths, Everyday Numbers for ESOL Pre-Entry / Entry 1

Very good overall achievement, with GCSE at 96%.

Intent needs to be more specific, in terms of the target learner groups for qualification courses, as opposed to short, non-qualification courses. Community provision remains under-developed and, although some Community Maths provision was offered in 2021-22, this needs to be broadened andstrengthened.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Female %	Age profile 16-18 19+ %
3.2 Horticulture and Forestry	2	- -	51 631	- -	94.8% 85.9%	100% 98%	100 100 100 100	LLDD No 82% LLDD Yes 18%	BME 29% NON-BME 71%	M 4% F 96%	16-18 0% 19+ 100%

Courses: Gardening

High levels of retention and achievement support this range of courses, which includes Floristry techniques, Seed to Plate – growing your own food, Garden Design, Seasonal Planting and LLLDD Gardening, including Eco-Awareness. All OTLA assessed as good or better.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH
4.1 Engineering	2	107 12,240	- -	93.5% 93.5%	94.3% 90.0%	- -	-	LLDD No 85% LLDD Yes 15%	BME 39% NON-BME 60% Not prov 1%	M 43% F 57%	16-18 0% 19+ 100%

Courses: Lean Management V2L. High retention and achievement, provision available as online distance learning, enabling learners in or out of work to upskill and learn flexibly around other commitments.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Female %	Age profile 16-18 19+ %
6.1 ICT Practitioners	2	38 09,058	31 6,481	94.7% 89.5%	95.1% 88.2%	90.9% 87.9%	100 100 75 100	LLDD No 90% LLDD Yes 10%	BME 63% NON-BME35% Not prov 3%	M 56% F 44$	16-18 0% 19+ 100%

Courses: Programming, Cybersecurity, Web Design, Access to HE – Digital Technologies & Computer Science / Computing, Digital Marketing & Social Media

Learner numbers maintained, despite Covid, with very good development of online offer and delivery skills. Extremely good care and support for learners evidenced, maintaining learner wellbeing and securing good outcomes. Strong evidence of progression and positive outcomes for learners, including those with SEND. Effective implementation of Technology 'for all', offering inclusion and progression. At-Risk monitoring used well to implement timely intervention. Good development of PLP work to capture learner progress. Wider promotion and evaluation of enrichment opportunities targeted for 2021-22.
The curriculum dynamically reflects the needs of the digital economy, with progression as a central principle, including synthesis and development of soft skills. Good tutor management and development, through an effective CPD programme, which responded to OTLA-identified needs, and the staff team also supported other departments very well to manage online delivery.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention / Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/Female %	Age profile 16-18 19+ %
6.2 ICT for Users	2	661 71,751	50 484	91.5% 89.5%	95.2% 93.4%	96.2% 88.5%	89 89 100 89	LLDD No 82% LLDD Yes 18%	BME 52% NON-BME 46% Not prov 2%	M 22% F 78%	16-18 0% 19+ 100%

Courses: Office Skills Certificates L1/L2, Spreadsheets, Web Design, Excel, Powerpoint, Word

Effective use of a range of digital platforms to underpin and develop strong RARPA practices in non-accredited learning. Very good integration of Cybersecurity and online safety throughout the curriculum, from computing for beginners to Level 3 Access.
Extremely good care and support for learners evidenced, maintaining learner wellbeing and securing good outcomes. Strong evidence of progression and positive outcomes for learners, including those with SEND. Effective implementation of Technology 'for all', offering inclusion and progression. At-Risk monitoring used well to implement timely intervention. Good development of PLP work to capture learner progress. Wider promotion and evaluation of enrichment opportunities targeted for 2021-22.
The curriculum dynamically reflects the needs of the digital economy, with progression as a central principle, including synthesis and development of soft skills.
Good tutor management and development, through an effective CPD programme, which responded to OTLA-identified needs, and the staff team also supported other departments very well to manage online delivery.
Very good development of Digital Surgeries, which will be relaunched in 2021-22 in Outreach.
Further improvements to develop the area to outstanding:
   - Outreach, employer and partner links to be reactivated and further developed.
   - Wider promotion of enrichment.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
7.4 Hospitality and Catering	2	- -	162 1,438	- -	92.7% 89.6%	98.2% 94.5%	50 100 100 25	LLDD No 87% LLDD Yes 13%	BME 41% NON-BME 51% Not prov 8%	M 9% F 91%	16-18 0% 19+ 100%

Courses: **Cookery and Baking**

Swift and flexible response to lockdown, with very good adaptation of courses for hybrid delivery, enabling learners beyond the Richmond area to participate during lockdown and post-lockdown.

Strong retention, improved attendance and achievement. Very positive learner feedback, particularly in relation to Wellbeing.

Good development of the curriculum to provide progression routes.

Participation numbers remain small, and intent requires broadening, to target learners considering self-employment in this field and learners who will benefit from support to understand the link between good nutrition and health. Further progress to be made in use of PLPs and progress-charting.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
8.1 Sport, Leisure and Recreation	3	- -	184 1,669	- -	87.1% 82.0%	89.7 86.7	100 100 100 75	LLDD No LLDD Yes	BME 23% NON-BME 75% Not prov 3%	M 12% F 88%	16-18 0 19+ 100%

Courses: Shiatsu, Pilates, Tai Chi, Dance and movement for Wellbeing

Whilst there was some online delivery, much of this provision was very limited in delivery due to lockdowns in 2021-22. A new Programme Manager has been appointed to focus on the development of this area.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
9.1 Performing Arts	3	27 1,916	525 10,748	92.6% 88.9%	93.4% 93.1%	93.6% 91.1%	100 100 100 100	LLDD No 91% LLDD Yes 9%	BME 25% NON-BME 72% Not prov 3%	M 54% F 46%	16-18 0% 19+ 100%

Courses: Drama, Dance, Music, Film Appreciation

A significant decline in participation was experienced due to the pandemic, despite efforts to move as much provision as possible online. A new Friday evening series of events was successfully launched during the Summer Term and continues in 2021-22. Music demonstrates good progression routes and development work took place in respect of a broader offer of Orchestras and Choirs, the impact of which should be seen in 2021-22.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
9.2 Crafts, Creative Arts and Design	2	170 6,898	1,940 54,556	90% 84.7%	95.1% 93.6%	95.4% 94.0%	96 100 100 92	LLDD No LLDD Not prov LLDD Yes	BME 26% NON-BME72% Not prov 2%	M 15% F 85%	16-18 0% 19+ 100%

Courses: Printmaking, Painting & Drawing, Ceramics, Glass, Woodwork, Book Art, Interior Design, Floristry, Creative Writing

Observation reports evidence very good teaching in this area, with good adaptation to online learning and/ or smaller class sizes as relevant. Learners contribute purposefully, and attainment is high. Learner satisfaction is high, with evidence of very good personal development and positive impact on wellbeing.

Intent within some subject areas was confirmed as requiring further focus and articulation, including consideration of local trends and needs.   Although teaching and learning were very good overall, achievement for the small number of starts on lower level awards was poor and overall qualification achievement low, requiring review of the appropriateness of qualification courses in meeting these learners' needs and learning goals.

Development of managers is required to ensure this area remains good and can be developed to outstanding, and further CPD is planned to support understanding of the EIF, and quality management.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
9.3 Media and Communication	2	48 605	6 3,709	89.6% 85.4%	89.6% 87.1%	71.4% 71.4%	100 100 75 100	LLDD No 64% LLDD Yes 36%	BME 59% NON-BME 34% Not prov 6%	M 28% F 72%	16-18 3% 19+ 97%

Courses: Certificated courses in Graphic Design, Photography, Access to HE – Digital Marketing & Social Media.

Strong achievement, (90%) for this Access pathway. Very good support for learners, tutorial provision and use of learning technologies to enable learners to be retained and fully participating.

2020-21 saw an increase in learners gaining Distinctions in Graphic Design Levels 2 and 3.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
10.1 History	3	10 2140	101 4074	100% 80%	81.9% 78.9%	100% 97%		LLDD No 90%	BME 21%	M 35% F 65%	16-18 2% 19+98%

									LLDD Yes 10%	NON-BME 77% Not prov 2%		

Courses: Access to HE – Law, History, Literature, The Birth of Germany, The Arab-Israeli conflicts

The Access Humanities pathway achievement was at national level, 80%, with 2/10 learners not achieving.
The majority of provision in this SSA is non-accredited and non-funded, and was adapted well to online delivery. However, further development is required of the onsite offer to ensure that courses meet the wider wellbeing needs of learners.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
10.3 Philosophy	**3**	- -	55 922	- -	- -	100% 96.1%	100 100 100 100	LLDD No 96% LLDD Yes 4%	BME 17% NON-BME 75% Not prov 7%	M 44% F 56%	16-18 0% 19+ 100%

Courses: Ways into Philosophy, Women & Philosophy, Plato & Aristotle, Critical Thinking

Very small number of starts, all of which were non-accredited and non-funded. Provision was adapted well to online delivery, but further development is required of the onsite offer to ensure that courses meet the wider wellbeing needs of learners.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	RHACC ASB-type Retention/ Achievement 2021 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) **% Good or better** Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
12.1 Languages, Literature and Culture of the British Isles	2	20 1914	142 4135	95% 95%	89.5% 81.8%	97.9% 89.6%	100 100 100 100	LLDD No 77% LLDD Yes 22% NP 1%	BME 69% NON-BME 30% Not prov 1%	M 14% F 86%	16-18 0% 19+ 100%

Courses: ESOL & Citizenship, English with Confidence – Getting into Work, Support your child at School – English, EFL

The English curriculum evidences some development and good overall achievement. GCSE achievement being 95% for the second year.
Outreach work needs to be reactivated, including links with schools, to further develop provision for parents wishing to upskill in order to support children with their learning.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) **% Good or better** Planning Teaching Learning Assessment	SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts/ GLH
12.2 Other Languages, Literature and Culture	2	25 1008	1126 27440	84% 44%	93.9% 84.7%	97.5% 96% %	100 100 100 95	LLDD No 93% LLDD Yes7%	BME 23% NON-BME 75% NP 2%	M 28% F 72%	16-18 0% 19+ 100%

Courses: French, Spanish, Polish, Japanese, Greek, Russian, Italian, German, Sign Language

Curriculum redesign for Languages successfully redefined Intent, incorporating greater breadth, ambition and enrichment, by exploring not only the target language, with enhanced progression route guidance, but also the relevant culture. As a result, a recent decline in numbers was halted and achievement improved. 98% of learners planned to continue their studies with RHACC. The provision, graded 3 the previous year, moved to grade 2 for last year.
 British Sign Language tutor and learners, however, found it challenging to adapt to the online context and achievement for this subject was poor at 84% (25 starts). Other Language learners attended online lessons very well, but the provision now needs to confirm rationale for future delivery platforms, based on learner needs.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
13.1 Teaching & Lecturing	2	10 300	52 2050	70% 60%	100% 95.9%	96.2% 94.2%	100 100 100 100	LLDD No 73% LLDD Yes 27%	BME 44% NON-BME 52% Not prov 3%	M 19% F 81%	16-18 0% 19+ 100%

Courses: Level 3 Education & Training Award, Learning Support Practitioner Award

Additional provision for this SSA was developed during 2020/21, and the Level 5 Diploma in Education and Training began delivery in September 2021. Specialist qualifications for supporting and teaching SpLDs were also developed for delivery in 202/21.
The Level 3 Education and Training Award has provided staff development for RHACC's workforce for some years, but this needs now to be extended to reach other organisations and providers.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
13.2 Direct Learning Support	**2**	124 9865	3 1032	93.5% 89.3%	93.1% 89.3%	100% 100%	100 100 100 100	LLDD No 91% LLDD Yes 8% NP 1%	BME 55% NON-BME 41% Not prov 4%	M 9% F 91%	16-18 0% 19+ 100%

Courses: Supporting Teaching & Learning Award / Certificate / Diploma

Retention and Achievement are good and learners are supported well to progress through the levels and into employment. Opportunities are available to broaden professional skills, through courses such as First Aid, Makaton, Storytelling and enrichment activities promote development of personal resilience and confidence.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
14.1 Foundations for Learning and Life	**2** (3 English)	1577 98205	103 3372	**98.5%** **92.3%**	92% 79.6%	92.8% 87.4%	92 92 88 80	LLDD No LLDD Yes	BME NON-BME Not prov	M 26% F 74%	16-18 0% 19+ 100%

Courses: ESOL, Functional Skills English & Maths, Supported Learning

Good flexibility of curriculum and good achievement outcomes for learners in ESOL. Covid-impacted outreach activity needs to be reactivated and extended during 2021-22.

Further development is required of opportunities to support ESOL learners with employability skills and experience, through volunteering, workplace visits, links with local employers, and through close working with the IAG Team to facilitate this.

Functional Skills Level 1 maths and English achieved less well than Level 2 and the model is being reviewed to identify the reasons for this and actions to put in place.

A decline in numbers in English has been halted, but some class sizes remain very small, which does not offer an optimum experience to learners, and Intent needs to be clarified to ensure target audiences are effectively reached

Support for learners in Supported Learning, including during the lockdown, was very good and provision returned to site very promptly, with a range of supporting measures put in place. Enrichment in Supported Learning is strong, and work is in progress to evidence impact, whilst ensuring that its reach extends to all learners.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
14.2 Preparation for Work	2	19 3420	10 360	**100%** **100%**	93.3% 89.6%	90.9% 90.9%		LLDD No 87% LLDD Yes 13%	BME 47% NON-BME 53%	M 67% F 33%	16-18 0% 19+ 100%

Courses: Employability Skills, Career Transitions

Good development of courses and resources for adult learners, as well as clear development, cross-college, of awareness of what the service can offer for learners, and good collaborative working in support of learners' next steps.

Partnership work is good, linking with Richmond, Kingston and Wandsworth Workmatch. Further partnership working is required to provide learners with more opportunities for referral, volunteering etc.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
15.1 Accounting and Finance	3	95 8281	7 1046	93.7% 77.9%	92.8% 69.3%	57.1% 42.9%	50 75 50 50	LLDD No 85% LLDD Yes 15%	BME 58% NON-BME 37% Not prov 5%	M 14% F 86%	16-18 0% 19+ 100%

Courses: AAT Courses

Whilst the course offer is good, with clear progression routes, low enrolments result in a high course closure rate. Achievement is poor and OTLA grades show that some tutors require further support.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
15.2 Administration	3	545 76708	- -	86% 86%%	87.5% 85.9%	- -	75 100 100 100	LLDD No 85% LLDD Yes 15%	BME 51% NON-BME 47% Not prov 2%	M 20% F 80%	16-18 0% 19+ 100%

Courses: Principles of Business Administration Certificate, Certificate in Customer Service Principles, Customer Service Principles, Business & Administration Level 2

The very small number of starts under a subcontract arrangement achieved well, although all subcontract activity has been ceased in 2021/22. Provision delivered using an online platform provided flexible and accessible skills provision, and had good achievement.
However, classroom-based courses did not recruit well online, and outcomes for those courses which ran were poor. The area requires improvement to ensure that learners have a range of appropriately-structured courses which support their needs and enable them to achieve.

SSA	GRADE	ASB-type starts/ GLH	ACL & N-F starts / GLH	National ASB-type Retention/ Achievement 1920 %	National ASB-type Retention/ Achievement 1920 %	ACL + N-F Retention/ Achievement %	OTLA aspect grades (if 3+) % Good or better Planning Teaching Learning Assessment	LLDD %	BAME %	Male/ Female %	Age Profile 16-18 19+ %
15.3 Business Management	3	56 12605	87 2816	80.4% 76.5%	98.7% 98.1%	100% 65.5%		LLDD No 82% LLDD Yes18%	BME 56% NON-BME 39% Not prov 6%	M 22% F 78%	16-18 3% 19+ 97%

Courses: Business Start-up, Managing Equality, Diversity and Inclusion, Access to HE – Business Studies

Access to Business achievement remained low for the third year and this pathway is not being delivered in 2021/22.
Achievement on the non-accredited business provision had high retention but poor achievement outcomes and requires improvement.

Appendix 2 – Moderated grades for Programme Areas by School

			Richmond Business School Overall Effectiveness Grade 2 (Good) Quality of Education Good (Intent Good, Implementation Good, Impact Good) Behaviour and Attitudes Good Personal Development Good Leadership and Management Good
Programme Area	**Grade 2019/20**	**Grade 2021/21**	**Comments from SAR panel**
Careers and Employability	N/A	2	New programme area, therefore difficult to show impact, especially during a Covid year. Evidence of very good course development, appropriately aimed at adult learners. Evidence of good resource development for cross-college embedded IAG, and awareness-raising of the service. Good partnership work with Workmatch Richmond, Kingston and Wandsworth.
Business and Accounting	2	3	Some good examples of effective techniques used by tutors to help learners to retain knowledge. Some good foundations for employer work, including working with The Bridge to support SMEs, Westminster City Council, Women's Guild, Mind, and the impact of this will be seen in the current academic year. Evidence of a good course offer, with clear progression pathways. However, the offer has low take up resulting in a very high closure rate. Good progression from Accounting Level 2 to Level 3. But only 67% of learners in Accounting feel prepared to take the next step. Overall poor achievement.
Education and Training	N/A	2	New programme area, therefore impact is difficult to evaluate. Good development of qualifications which are identified as important to the education sector, including specialist qualifications for understanding and supporting disability. Methods to ascertain what learners then do as a result of their course need to be developed. The Level 3 Education and Training Award should be promoted to organisations and employers who have team leaders who sometimes train staff.

Care, Counselling and Childcare	3	**2**	Good progression routes from low to higher levels. Link to possible careers is made clear. All learners on L4 counselling do work placement, as do childcare and teaching assistant learners; there are insufficient links with social care providers. Development action to work with JCP and children's centres. Further development needed of the mental health qualifications for professionals, which can be targeted as CPD for people working in a range of sectors dealing with the public. Previous poor behaviour of a small minority of counselling learners has been effectively managed with the introduction of an additional assessment of personal competencies and behaviour, linked to the personal competency criteria of the qualification, and behaviour is now Good. Good articulation of how Safeguarding is managed, but need stronger evidence of how we ensure that learners know how to keep themselves safe, and to spot signs of radicalisation. Achievement outcomes are good.
Digital and Creative Technology	2	**2**	Not yet outstanding, but good foundations to progress to outstanding in 2021/22. Maintained learners and enrolments despite pandemic, with very good online delivery. Very good cross-college support by the department to enable other areas to manage online delivery. Good management and development of tutors Evidence of extremely good learner support and care, leading to very good outcomes. Good evidence of progression and positive outcomes, including for those with SEND. Destination data not developed enough, but some v good case studies of good outcomes. Generally less outreach work than in previous years, and this needs to be recaptured and extended. Digital Surgeries will be relaunched in Outreach – target of 5+ next year. Some employer and partner links e.g. Google did a talk, started digital surgery with Shifa Network; outreach needs to be recaptured.

			School of Inclusive Learning:

School of Inclusive Learning:
Overall Effectiveness Grade 2 (Good)
Quality of Education Good (Intent Good, Implementation Good, Impact Good)
Behaviour and Attitudes Good
Personal Development Good
Leadership and Management Good

Programme Area	Grade 2019/20	Grade 2021/21	Comments from SAR panel
ESOL	2	**2**	Not yet strong enough on employability (discrete and embedded), such as volunteering, workplace visits, work with local employers. Outreach and community engagement stopped due to Covid, and needs to be resumed. Good flexibility of curriculum, and good outcomes for learners.
Science and Maths	2	**2**	Good progression routes available. Participation numbers declined over 2 Covid years. Very good outcomes for learners on Access to HE. Intent needs to be more specific, to ensure appropriate development to meet needs. Specify who needs qualifications, and who the non-qualification short courses are aimed at.
English	3	**3**	Some evidence of development of curriculum, and evidence of good teaching. Have also managed to halt the trend of decline in learner numbers, but intent is not clear, and class sizes are too small. Covid stopped outreach work, and need to resume delivery in schools, outreach centres. Further develop the new market of home schooling, supporting children – could be promoted to schools Low achievement L1 Functional Skills, although other qualifications were good, with good overall achievement.
Supported Learning	2	**2**	Evidence of very good support for learners, including during the lockdown, with 1:1 weekly contact. Onsite provision resumed when other adult providers did not offer any provision for adults with SEND. Not yet outstanding because need to develop more ways to apply skills such as internships, volunteering, college work and enterprise projects. Also, although some very good enrichment and additionality, needs to ensure that all learners are able to benefit, and capture its impact.

			School of Arts and Community Learning
			School of Arts and Community Learning Overall Effectiveness Grade 2 (Good) Quality of Education Good (Intent Requires Improvement, Implementation Good, Impact Good) Behaviour and Attitudes Good Personal Development Good Leadership and Management Requires Improvement
Programme Area	**Grade 2019/20**	**Grade 2021/21**	**Comments from SAR panel**
Cookery	2	**2**	Good development of curriculum, although course and participation numbers are still small. Need to widen intent to include people who are considering enterprise/ self-employment. Also, those who have low skills or are from deprived communities to understand the link between health and food. Actions for development to include healthy cooking, pop-ups and enterprise Very good adaptation of hybrid technology to enable some learners to be in class and some remote.
Languages	3	**2**	Successfully halted a recent decline in enrolment numbers despite pandemic, and improved achievement. Intent is now clearly articulated. Some good curriculum developments, but no development of partnership work in outreach or community settings. Good development of online teaching during lockdown, and now need to ensure that some online learning remains, but only where there is a clear rationale for this model which is based on learner needs.
Community Art (2D)	2	**2**	Some elements judged as requiring improvement, but evidence of good teaching and learning overall, which resulted in grade of good overall, with actions needed to avoid this area becoming RI. The curriculum offer was adapted very well for covid where possible, and there was a swift return to site once allowed. The piloting of hybrid delivery was a strength. However, the articulation of intent is not clear enough, and there is insufficient consideration of how the curriculum is devised in terms of regional or local data and trends. Decline in achievement; all provision is non-qualification, therefore personal learning aims, tracking and recording achievement requires improvement. Some improvement needed in staff performance management, including timely observations of teaching, attendance at PTMs, compliance with recording achievement.

Art (Creative Industries and 3D)	3	**3**	Evidence of good teaching and learning, and some good course development. Moved some provision online, and got provision back onsite very quickly when government rules allowed. Achievement very poor on lower level awards, and overall qualification achievement low at 74%, suggesting accreditation may be inappropriate for the learners' needs and aims in doing the course. Some improvement needed in staff performance management, including attendance at PTMs, and compliance with recording achievement. Intent is not clear enough. Further development needed to create clear routes for those seeking enterprise and self-employment skills, vocational and employability skills, or self-development and wellbeing (which may be the same course in some cases, but with PLPs and personal targets according to aims). Some very good foundations for partnership working e.g. Makers United, and the impact of this will be seen in the current academic year, along with additional initiatives to support learners' enterprise opportunities.
Humanities and performing arts	2	**3**	Report identifies a number of significant areas which require review, but has no clear judgements or rationale for this. Intent and impact not clear enough. Good efforts to enable as much provision as possible to move online, but significant drop in participation due to Covid. However, good initiative to introduce Arts Online Extra during lockdown, with one session enrolling 78 participants. Good progression routes through levels of music, and some good new course developments e.g. composing, which started online. Access – drop in achievement/ retention Plans for Richmond Open Orchestra – good foundations were laid, but impact not yet seen.

Appendix 3

Acronyms used in the SAR and QIP

ACL	Adult and Community Learning
AEB	Adult Education Budget
ALS	Additional Learning Support
BAME	Black and minority ethnic
CPD	Continuous Professional Development
DfE	Department for Education
DoS A&C	Director of School of Arts and Community
DoS INL	Director of School of Inclusive Learning
DoS RBS	Director of Richmond Business School
EDI	Equality, Diversity and Inclusion
EIF	Education Inspection Framework
ESFA	Education and Skills Funding Agency
ESOL	English for Speakers of Other Languages
FS	Functional Skills
GLA	Greater London Authority
HoQ	Head of Quality
IAG	Information, Advice and Guidance
LLD	Learning Difficulties or Disabilities
OTLA	Observation of Teaching, Learning and Assessment
PLP	Personal Learning Plan
PM	Programme Manager
QAR	Qualification Achievement Rates
QIP	Quality Improvement Plan
RARPA	Recognising and Recording Progress and Achievement
RBS	Richmond Business School
SAR	Self-Assessment Report
SEND	Special Educational Needs and Disabilities
SME	Small and Medium-sized Enterprises
SOW	Scheme of Work
SPLD	Specific Learning Difficulties
T & L	Teaching and Learning
VP	Vice Principal