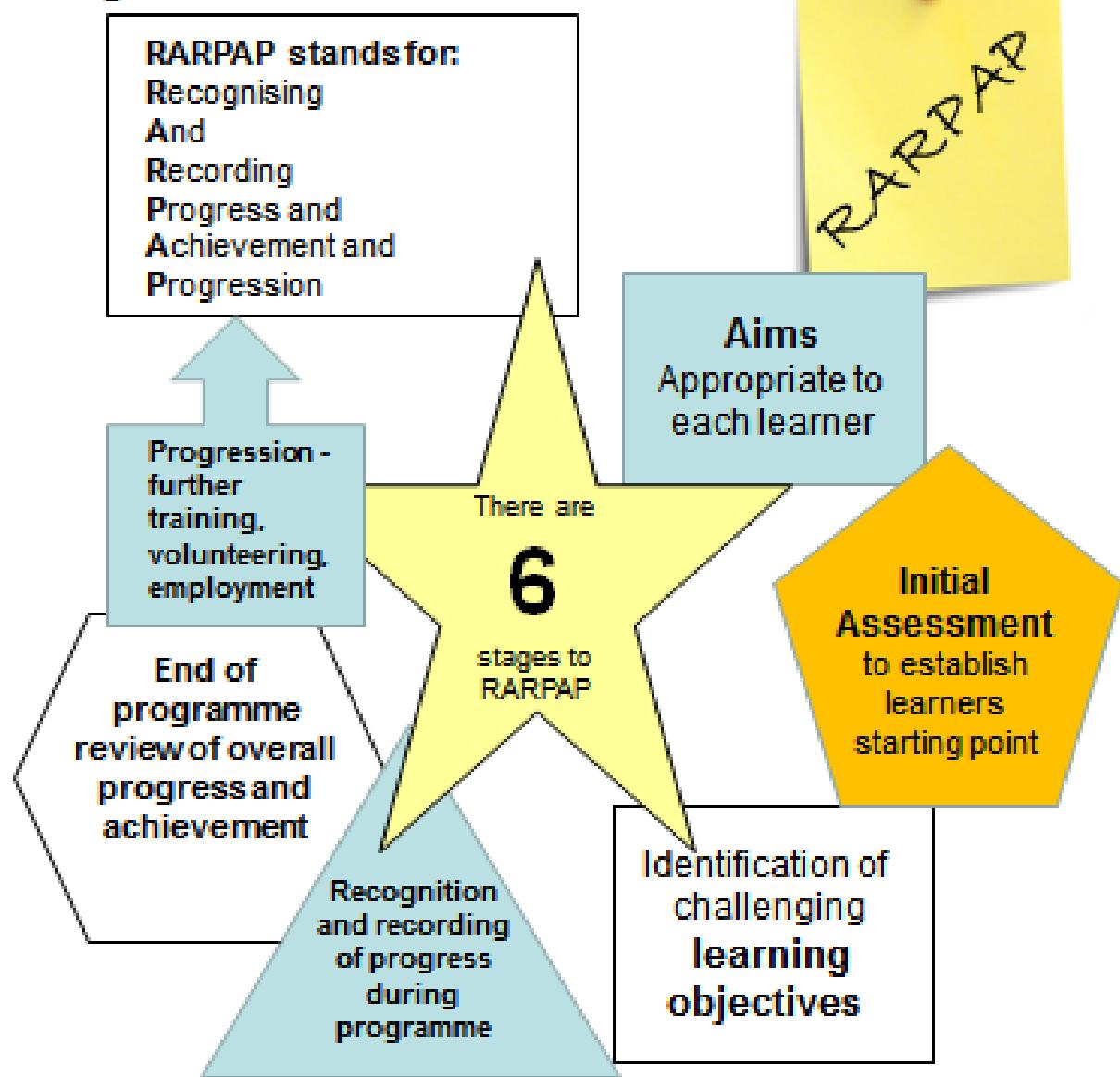


RECOGNISING AND RECORDING PROGRESS, ACHIEVEMENT AND PROGRESSION

The six stages of Recognising and Recording Progress, Achievement and Progression (RARPAP) are:

Stage 1. Set aim(s) appropriate to an individual learner or groups of learners. Evidence: Clearly stated aims for all programmes.
Stage 2. Carry out initial assessment to establish the learner's starting point. Evidence: Record of outcomes of process of establishing learners' starting points.
Stage 3. Identify appropriately challenging learning objectives (initial, negotiated and revised). Evidence: Clearly stated and suitably challenging objectives for all programmes and, wherever feasible, individually for each learner.
Stage 4. Recognise and record progress and achievement during programme (formative assessment), including tutor feedback to learners, learner reflection, progress reviews. Evidence: Appropriate evidence includes: records of learner self-assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence.
Stage 5. Carry out end-of programme learner self-assessment, tutor summative assessment, review of overall progress and achievement in relation to appropriately challenging learning objectives, identified at the beginning of or during the programme. It may include recognition of learning outcomes not specified during the programme. Evidence: Appropriate evidence includes records of learner self-assessment, group and peer assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence.
Stage 6 Plan for progression. Staff support learners' progression to further learning, volunteering and/or employment relevant to their personal circumstances. Evidence: Appropriate evidence includes destination data, learners' ILPs where they chart intended destinations. Also you may include case studies of past learners.

A quick reminder about...



Things to think about in your sessions...

Will these objectives
really challenge this
learner?
How can I be creative in the
way that I feedback and
capture evidence of progress
and progression?

How are we
going to
celebrate
success at
the end of
the course?

Am I using a range of assessment techniques?
Am I using the relevant information from the subject assessment?
Will the objectives help the learner to achieve the aim?

Initial Assessment

Initial assessment is a crucial part of the learning journey and RARPAP. It provides the information needed to decide a learner's starting point. It is the benchmark from which learners' progress and achievement can be measured.

Initial assessment needs to be done with learners rather than to them. It should be of benefit to learners and help them feel positive about themselves and their potential to learn.

Why is initial assessment important?

For the learner it

- establishes the starting point so that the learner can see how much s/he achieves during the course
- fosters a more reflective approach to learning

For the tutor it

- enables the tutor to effectively plan to meet individual learners' needs
- establishes a starting point in order to review learners' progress and achievements
- improves the quality of teaching, learning and assessment

An initial assessment should include:

- Exploring barriers to learning such as:
 - English, maths and ICT
 - transport
 - childcare
 - financial support needs
 - health and disability
- Actions you will take to provide support or signpost elsewhere
- What the learner wants from the course
- The learner's previous learning/work/life experiences
- Specific questions about the course and level – to gauge ability and to ensure the learner has the necessary skills needed to cope with the course.

The support you agree to give should be included in the ILP and reflected in the Scheme of Work and Session Plan.

How do you carry out initial assessment?

Initial assessment may start during enrolment to establish learners' interests, experience and motivation or it may be part of a "getting to know you" activity in induction. It needs to be flexible and should reflect the nature of the group. It should be adapted to suit the needs, both of the individuals within the group and of the group itself.

Using a range of assessment methods will enable you to capture a learner's starting point

- tutor observations
- self-assessment exercises
- group discussion
- one-to-one with tutor
- games and practical activities
- quiz and questionnaires

Whichever method(s) you choose, it is important that initial assessment contains some form of skill/knowledge assessment which can be validated by the tutor. Use these examples as a

starting point and adapt them to meet the needs of your learners.

How do you record initial assessment?

When assessment takes place it is important to record it. The record of assessment could be as simple as a dated tick sheet or could be a written report after a 1:1 session. Choose a way of recording assessment that suits both you and your learners. For the majority of adult learners it is appropriate to assess as informally as possible and to limit the amount of form filling/paperwork.

An Individual Learning Plan (ILP) provides a record of the 6 stages of RARPAP and enables the learner to reflect on their own learning and achievements.

Finally

Before you choose or devise an assessment method think

- is it appropriate for the needs of the learner?
- is it appropriate for the dynamics of the group?
- are you, as a tutor, comfortable with this method?
- can it be easily recorded?
- is the level of detail fit for the length of the course and context?

Extracts from OFSTED Reports (2015-16) in relation to Initial Assessment

Tutors and learners use initial assessments well to set aspirational targets which are reviewed at least fortnightly. [Oldham MBC November 2015 OUTSTANDING]

Initial and diagnostic assessment is thorough and ensures that tutors have a good understanding of learners' starting points and interests. The large majority of learners.. subsequently enjoy an interesting range of well-resources activities at appropriately challenging levels to meet their individual skills needs and the personal targets they have set themselves [Bristol CC February 2016 GOOD]

Tutors use initial assessment well, to identify learning gaps and plan for learning. They are particularly adept at tailoring their approach to suit individual learners to ensure they make progress. [Darlington College May 2016 GOOD]

Assessment is generally good. Tutors identify learners' starting points thoroughly to set challenging but realistic targets for individual learners. [West Sussex CC November 2015 GOOD]

Tutors have high expectations of learners and a detailed knowledge of their starting points and barriers to learning. They use this information well to agree learning goals and targets with learners, and often motivate them to excel. [Knowsley Family and Community Education January 2016 GOOD]

Initial assessment is good. Tutors discuss course requirements with potential learners at open days and evenings to ensure that learners are directed to the appropriate course. [Blackburne House Education March 2016 OUTSTANDING]

Individual Learning Plans (ILP) – the key RARPAP document

What is an ILP?

An ILP is

- a personalised, flexible route map to guide each learner's journey
- a dynamic working document, owned and used by the learner, supported by the tutor
- a record of learning goals and progression routes, initial and diagnostic assessment information, learning targets, progress and achievements
- a communication aid between the learner and others who support the learning process in various contexts
- a way of making and reinforcing links and connections between topics, subject and functional skills in English, mathematics and IT, British values and spiritual, moral, social and cultural development.

ILPs – the process

How the ILP is used, that is the (RARPAP) process, is at least of equal importance as the product (the document).

A learner should use the ILP to:

- record what they want to achieve on their learning journey, their goals and progression options
- negotiate and plan exactly what they are going to do, how and when. The ILP will include:
 - learning targets and outcomes and timescales, and details of how success will be determined (success criteria)
 - details of the resources, support and guidance the learner will use
 - details of where and how the learning will take place.
- view every assessment as a learning opportunity and plan for the next steps in learning
- reflect on:
 - what and how they learned
 - what went well and why
 - what went less well and why
 - where they could use the skills and approaches again

Extracts from OFSTED reports (2015-16) in relation to ILPs

Learners benefit from a high level of close, personal involvement in planning their learning to meet their needs. Learners agree individual targets, which tutors monitor through learners' reflective logs. [Blackburne House Education march 2016 OUTSTANDING]

Learners gain good critical evaluation skills which they use to review their own progress and identify how they could improve. [West Sussex CC November 2015 GOOD]

Teachers mostly design highly specific targets which support progress in smaller steps in all learning settings, particularly for learning that is not externally accredited. (Derwen College April 2016 OUTSTANDING)

Constructive oral feedback helps learners develop their skills further in most lessons. Learners are clear about how well they are progressing. They receive regular written feedback on their work and on their recorded progress in their individual learning plans. [Bristol CC February 2016 GOOD]

A separate diagram of how the ILP records and informs RARPAP can be found **Appendix G.**

The benefits of ILPs

Learners can use ILPs to:

- take ownership of their own learning
- recognise the value of prior experiences
- make sense of new experiences and understand how they learn
- plan to practise skills and gain confidence by applying them in a range of different contexts such as the workplace, at home or in the community
- identify and understand the barriers to learning, and where they can find support to remove them
- measure their own success

Tutors can use ILPs to:

- listen to learners' voices, review performance and respond to learners' needs
- integrate processes around the learner: initial and diagnostic assessment, action planning, learner contracts, additional support needs, learner performance, progression options and exit information
- match teaching, learning and assessment strategies to learners' strengths and needs, and ensure that learners are on the right programme/s and achieving according to expectations
- plan opportunities for learners to extend their learning into contexts such as the workplace, community or leisure activities
- plan opportunities for progression to further learning, volunteering and employment

Managers can use ILPs to:

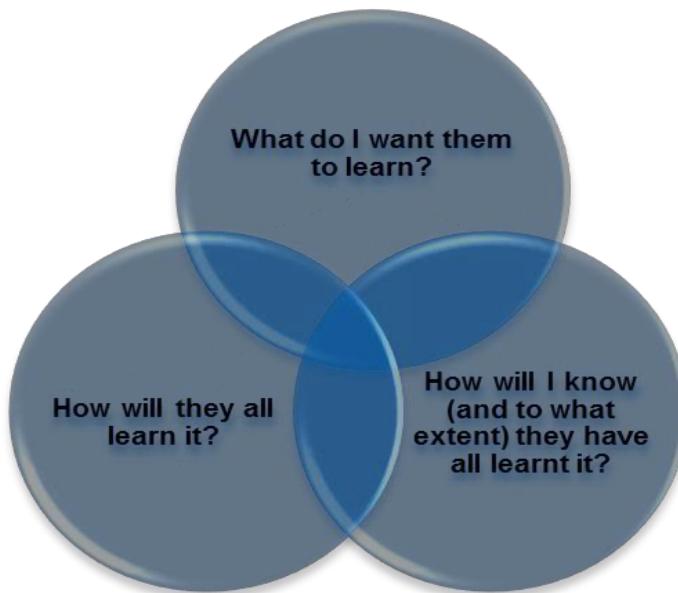
- make efficient use of core processes and procedures
- evaluate learners' responses to new teaching, learning and assessment approaches
- support consistent standards and sustainable improvement
- record the RARPA process
- monitor the quality of provision and provide data for impact measures

Extracts from OFSTED reports (2015-16) in relation to monitoring and reviews

Teachers take a forensic approach to the monitoring of learners' progress and achievement. Teachers use ongoing assessments and checking of learning very effectively to pinpoint priorities for development. [Huddersfield new College April 2016 OUTSTANDING]

The careful monitoring of learners' understanding and skills development and frequent assessment throughout their course support learners to make good progress and succeed. [Bristol CC February 2016 GOOD]

TEACHING, LEARNING AND ASSESSMENT



The grade one edge

- Well-judged and imaginative teaching, learning and assessment strategies which develops curiosity, interest and keenness to learn
- Inspirational, aspirational, lively and exciting
- Consistently high expectations where learners thrive
- Dedicated tutors with excellent subject knowledge and/ an outstanding understanding of the learners they work with. Working tirelessly to ensure all learners achieve the best possible outcomes in skills and knowledge.
- Challenging tasks and development of learners' skills of self-evaluation and self-reflection.
- Generate high levels of enthusiasm for participation in, and commitment to, learning.
- Develop high levels of resilience, confidence and independence in learners
- Resources presented attractively and activities suitably differentiated to ensure all learners can develop very well indeed
- Close personal involvement of learners in planning their learning to meet their needs
- Supportive and at the same time honest feedback, which makes it clear how learners can improve, using 'growth mindset' feedback strategies and techniques.
- Highly inclusive and welcoming. A place where all learners can flourish and succeed.

The Diamond Lesson Plan illustrates how to put the above criteria into action.



OFSTED Common Inspection Framework (2015) in relation to teaching, learning and assessment

When planning teaching, learning and assessment consider the extent to which:

Teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, enabling them to enjoy learning and develop their knowledge, skills and understanding.

Learners are supported to achieve their learning goals, both in and between learning sessions.

Staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities.

Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can.

Staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps.

Staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable.

Learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential.

Teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.

Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities.

Teaching promotes learners' spiritual, moral, social and cultural development. Teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

Generic Community Curriculum

A common thread running through teaching, learning and assessment, regardless of discipline, is the generic community curriculum. These are the skills required to make people well rounded citizens. Developing these skills makes people alert to the essentials of political, economic, social and technical changes, now and forever. When planning courses consider how you will support learners to meet the demands of the generic curriculum.

When planning with your teams consider how the course will support learners to:

- be healthy
- stay safer
- enjoy and achieve
- make a positive contribution to the local community
- achieve economic well-being
- improve English and communication skills
- improve mathematical skills
- improve spiritual, moral, social and cultural skills
- develop an understanding and appreciation of British values
- develop ICT skills
- develop confidence in ability to learn (learning to learn)
- access information, advice and guidance to support progression

The Promotion of British values

Providers are required to promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (Prevent strategy 2011). www.gov.uk/government/publications/prevent-strategy-2011

In addition providers are judged on the extent to which they *prepare learners for successful life in modern Britain and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those from different backgrounds, faith and beliefs and the effectiveness of safeguarding practice, including the prevention of radicalization of learners and compliance with the 'Prevent' duty.* [FES Inspection Handbook updates 27/10/2016]

Actively promoting the values means challenging opinions or behaviours which are contrary to British values.

As a result of promoting British values learners should:

- understand how citizens can influence decision-making through the democratic process
- appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety
- understand that there is a separation of power between the executive and judiciary, and that while some public bodies (such as the police and army) can be held to account through Parliament, others such as the courts maintain independence
- understand that the freedom to choose and hold other faiths and beliefs is protected in law

- accept that other people with different faiths or beliefs to oneself (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour and
- understand the importance of identifying and combatting discrimination

Spiritual, Moral, Social and Cultural Aspects of the Curriculum

As part of an FE and Skills inspection OFSTED inspectors will consider SMSC development when forming a judgement about:

- the development of learners' personal, social and employability skills
- how well equality and diversity are promoted through teaching and learning and
- how effectively curriculum planning meets learners' SMSC development needs

Defining SMSC development

The **spiritual development** of learners is demonstrated by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interests in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The **moral development** of learners is demonstrated by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The **social development** of learners is demonstrated by their:

- use of a range of social skills in different contexts, including working and socialising with others from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the modern British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the learners develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The **cultural development** of learners is demonstrated by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within the learning setting and further afield as an essential element of life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global economies

[Extract from School Inspection Handbook (August 2016) Para 136-139]

PLANNING DOCUMENTS

In order to help you plan your session you might find the following documents useful:

- scheme of work
- session plan

The above can be found in **Appendix H**.

REVIEWING PROGRESS

The individual learning plan process will provide the drive and impetus for reviewing progress of learners.

Particularly effective practice identified in inspections includes:

- Training staff who will conduct reviews so that their purpose is fully understood, not assuming that 'anyone' can conduct them well.
- Having effective links between progress reviews and individual learning plans. Learners need a plan setting out their long-term learning goals, so that checks on progress towards completing their plan can be made.
- Holding reviews more frequently for learners who require learning or additional support.
- Arranging additional reviews if learners fall behind or require more guidance towards the end of a learning programme
- Using progress review meetings to check the progress that a learner has made against their individual learning plan and to plan in detail the learning that they are to receive between the current and next progress review meetings. This should cover all aspects of the course, including, where appropriate, any additional support.
- Checking whether any extra additional support is required above that being given.
- Using the meetings to monitor progress, identifying causes if it is slow, and increasing the frequency of meetings in response.
- Recording progress and targets clearly for the period until the next review meeting. Learners record their required actions in their ILP so that they can 'check' or cross-through as they complete them. Breaking larger targets down into a series of short understandable required actions can help improve learner progress.
- Using reviews to reinforce key messages on health and safety, safeguarding and Prevent and equality and diversity.
- ILPs are checked for their impact on learners, such as clearness of targets, use of individual learning plans and progress towards completing them. Observation is used to check the effectiveness of reviews, identify good practice or to suggest improvements.
- In Adult and Community Learning, knowing what progress each learner is making, achieved through group or individual discussion.

Health check: ILPs and Reviewing Progress

Run through these health check questions to assess your practice in relation to reviewing progress.

- What training has staff received who review progress?
- How are ILPs included as part of induction for learners?
- How is their importance covered in handbooks for learners?
- How does your planning for reviewing progress and when this should take place reflect the needs of individual learners?
- How do you monitor that progress is reviewed when it is supposed to be?
- How do you check that actions and targets set are reviewed?
- How do you check that learners understand the targets set with them?

- How are additional support needs included?
- Can you show that individual learning plans are amended during the course?
- How do learners receive a copy of the updated ILP?
- How do you know that those involved find the progress reviews useful?
- How are progress reviews included as part of quality improvement procedures and activities?
- Does this give you information on both the completion of ILPs and the actual process?

ASSESSMENT AND FEEDBACK

Day-to-day assessment is an essential aspect of effective learning. It involves the tutor focusing on how learning is progressing during the session, determining where improvements can be made and identifying the next steps.

During the session, tutors need to be listening to, observing and engaging with the learners they are assessing. Tutors can use the strategies of questioning, observing and talking with learners. They can develop methods for quickly checking on learners' understanding and they can also develop more sustained assessment activities that give them a particular insight into how well the learners are applying what they have learned.

To make full and effective use of assessment strategies, tutors need to regularly engage learners in the process. They need to help them to judge how well they are doing. To carry out this successful **assessment in partnership** requires a shared understanding of what is to be learned – the learning intentions – and what tutors expect the learners to be able to do after they have learned it – the learning outcomes. To help learners, tutors share the learning intentions with them, usually at the start of the session, using language they understand. Tutors discuss with the whole group and with smaller groups of learners what they can do as a result of their learning, both during and towards the end of the session. Tutors provide feedback on learners' responses and work, drawing on their analyses and judgements. This on-going oral and written feedback refers back to the learning intentions in order to identify for the learners where they have been successful and what they need to work on next to progress. During all assessment conversations tutors need to allow for the sometimes unpredictable nature of learners' learning and so be flexible in their responses.

Extracts from OFSTED reports (2015-16) in relation to assessment and feedback

Tutors' feedback to learners is good. Learners receive regular written feedback which they find useful and motivating. In the majority of cases tutors' feedback to learners is detailed and accurate and provides sufficient detail so that learners know how to improve their work...Tutors give encouraging verbal feedback to motivate learners and provide good guidance that speeds up their learning. [Oldham MBC November 2015 OUTSTANDING]

Tutors assess learners' progress effectively using a range of good techniques such as tests and presentations in lessons. Learners check each other's skills and understanding, and as a result develop their evaluative skills. [Knowsley Family and Community Education January 2016 GOOD]

Recent innovations include a ...college-wide promotion of the idea of the 'growth mindset' to encourage Skills improvement. [Huddersfield new College April 2016 OUTSTANDING]

Use the checklist in **Appendix I** to ascertain which key principles you use in relation to assessment and feedback.

ACHIEVEMENT

The key performance indicators for 2016-17 in relation to attendance, retention, achievement and success rates are:

Attendance 90%

Retention 92%

Achievement 95%

Success 87%

NOTE: these figures are subject to change

These key performance indicators should be used to monitor the courses you deliver. How are your courses performing against these KPIs?

When making a judgement about how well your learners succeed it is important to not only make judgements against these KPIs, but also look at trends over a 3 year period to determine what is happening and why trends may vary. The data should then be used to plan for impact. If achievement is good how can this be sustained? If achievement needs to improve what actions need to be taken at all levels in the organisation? Also look at the data to make judgements about different groups of learners. For example, how are male learners performing against female learners? How are those from disadvantaged wards performing? Are any gaps emerging? If so what actions can be taken to narrow the gaps?

When making judgements about achievement you might find it useful to refer to the following extracts from the OFSTED Inspectors' Handbook and extracts from some recent OFSTED reports.

Extract from FES Inspectors' Handbook [UPDATED 27/10/2016]

- learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners
- learners attain their learning goals, including qualifications, and achieve challenging targets
- learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards
- learners enjoy learning and make progress relative to their prior attainment and potential over time
- learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work
- learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth
- learners who have severe and complex special educational needs and/or disabilities gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment
- there are no significant variations in the achievement of different groups of learners.

Extracts from OFSTED Reports (2015-16) in relation to achievement

Learners make strong progress from their starting points and are extremely keen to build on

their learning and progress further. [Blackburne House Education March 2016

OUTSTANDING]

Learners make excellent progress from below average starting points. As a result of highly effective teaching, support and guidance, learners improve their confidence and self-esteem, achieve their qualifications and are well motivated to progress to higher levels of study, training or employment. [Huddersfield New College April 2016 OUTSTANDING]

Learners make extremely good progress from their starting points. They are enthused by learning and keen to progress further. Learners significantly improve their self-esteem and develop a wide range of good practical, personal and employability skills. They display great confidence in practicing and demonstrating their new skills in the trusting learning environments in which they study. Many learners develop good skills that successfully prepare them for their intended job role or for career advancement. They recognise the usefulness of their new skills and how they significantly improve their career prospects and job performance. This has led to learners adapting and using their new knowledge and skills in their personal lives. [Oldham MBC, November 2015 OUTSTANDING]

Almost all students make excellent progress as a result of the outstanding teaching and stimulating learning experiences that the college provides. All students have a wide range of challenging targets.... Almost all make consistent and sustained progress against these targets.[Derwen College, April 2016 OUTSTANDING]

PROGRESSION

When making a judgement about the destination and progression routes for learners it is important to look at trends over a 3 year period to determine what is happening and why trends may vary. The data should then be used to plan for impact. If progression is good how can this be sustained? If progression needs to improve what actions need to be taken at all levels in the organisation? Also look at the data to make judgements about different groups of learners. For example, what are the progression rates for male learners when compared with those for female learners? What is the progression rate for learners from disadvantaged wards? Are any gaps emerging? If so what actions can be taken to narrow the gaps?

When making judgements about progression you might find it useful to refer to the following extracts from the OFSTED Inspectors' Handbook and extracts from some recent OFSTED reports.

Extract from FES Inspection Handbook [updated 27/10/2016]

Inspectors will consider how well learners progress to education, training and employment in line with their plans for the future.

To make this judgement, inspectors will consider the extent to which:

- Learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work
- Learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training that have been planned in line with local and national priorities for economic and social growth.

Extracts from OFSTED Reports (2015-16) in relation to progression:

Students develop skills that prepare them exceptionally well for life after they leave college. The college's own data suggests that students achieve the positive destinations set out at the start of their programme of study. [Derwen College April 2016 OUTSTANDING]

The majority of learners continue to positive destinations such as employment, further and higher education or voluntary work upon completing their courses. Learners with further barriers to progression, such as family or caring responsibilities and medical problems, are helped by managers and staff to overcome obstacles and to plan for progression on an individual basis. [Blackburne House Education March 2016 OUTSTANDING]

Teachers and other adults act as excellent role models and promote high expectations and aspirations, helping learners to develop a wide range of skills suitable for employment and higher levels of study. [Huddersfield New College April 2016 OUTSTANDING]