

The matrix Standard

Annual Continuous Improvement Check (CIC) Year 2



Customer name	SURREY ADULT LEARNING (SAL)
Customer key contact	CHERYL BROWN
Customer ID	C18917
Project number	PN104024
Assessor name	STUART MCRILL
CIC due date	05/02/2021
CIC completed on	09/02/2021
Decision	MAINTAINING ACCREDITATION

General Comments	This CIC highlighted how Surrey Adult Learning has maintained delivery of quality IAG as a key feature of its learning offer throughout the last 12 months. In particular staff have successfully migrated pre entry IAG from face to face delivery to phone and digitally enabled support. The organisation is currently providing 100% of its learning offer online, and it is clear that business development and continuous improvement practices (criterion 4.8) are the order of the day. We agreed to conduct a pre planning meeting towards the end of the year in order to commence the accreditation review in February 2022.
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<p>Area for Development 1. Curriculum responsibility for Passport to Wellbeing (PWB) moved in February 2020 from the Arts, Crafts, Work Skills & IT team to a new Healthy Living & Outreach team to allow enable more management time and support for the programme.</p>	<p>Passport to Wellbeing developments over the last 12 months highlight that client outcome practices continue to underpin service delivery – criteria 1.5, 3.1 and 4.2 of the matrix Standard.</p> <p>Partnership approaches within the wider council as well as with external community providers highlight criteria 1.8 and 4.4 of the matrix Standard. However, the CIC discussion highlighted how</p>

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<p>In PWB, learner feedback on wider outcomes indicates that learners are feeling better about themselves and their abilities compared with when they started. These attributes are important in moving forward in life and work.</p> <p>SAL Strategic priorities reflect the importance of continuing improvement:</p> <p>“Engage with partners and stakeholders to further develop the Passport to Wellbeing programme for adults recovering from mild to moderate mental health difficulties”</p> <p>The Assistant Curriculum Manager (ACM- PWB) engaged in business development with partners, and has, for instance, attended team meetings within their organisations and sessions they are delivering to clients to promote the programme.</p> <p>Positive and constructive relationships are maintained with a number of related service providers in Surrey. This includes Surrey County Council social care and mental health colleagues, as well as with the NHS Community Mental Health Recovery Services (CMHRS), some local and district borough social prescribing teams, and charity services. These many relationships are characterised by periodic signposting and informal referral of their clients whilst deeper partnerships of a more strategic nature remain our ambition.</p> <p>Progression from Outreach (OR) onto PWB was explored with a trial in the autumn term whereby learners on an OR cookery course at a partner venue were invited to progress onto a PWB course at the nearby Surrey Adult Learning (SAL) centre. It indicated a need for greater support for this learner group to successfully progress. It has not been possible to make further progress due to Covid-19 lockdown however, OR learners are made aware of the PWB offer.</p>	<p>the pandemic has challenged some partnership activities across family learning and outreach provision. That said, it was clear too that these two key delivery arms continue to engage, motivate and support disadvantaged residents within the county.</p> <p>One of the key developments over the last 12 months relates to criterion 4.7 of the matrix Standard with widespread usage of digital technology for IAG and learning delivery (Zoom). To reach this position staff have benefited from CPD (2.4 of the matrix Standard) and content has been adapted with pedagogy and differentiation practices applied where appropriate.</p>

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<p>Incremental improvements were made to pre-enrolment and other processes and practices specific to the PWB programme which are followed by centre staff, customer services team, curriculum team and tutors, to increase enrolments, retention and progression. As in other curriculum areas since Covid-19 this IAG process has been successfully transferred to be a remote process.</p> <p>Impact: Greater awareness/understanding about the PWB offer internally and with external stakeholders and increased efficiency in the IAG process to benefit new learners.</p> <p>One learner returned to work after having attended PWB courses over 3 terms. His mental health had contributed to losing his job more than a year previous to joining us and he had been unable work since then. In January 2020 with delight, he told us he had been offered a new job.</p> <p>Continuous Improvement: (4.8)</p> <ul style="list-style-type: none"> Continue to Increase SAL's reach through targeted promotional activity and development of local strategic and operational partnerships. 	<p>Thank you for this example of impact – it highlights the social and economic impact that SAL has on the community.</p>
<p>Area for Development 2. CPD practices continue to focus upon legislation updates and wider CPD that links to the Education Inspection Framework and that supports staff contributions to personal development outcomes of learners</p> <p>Team meetings promote the Standard/ update and keep the high expectations of the Standard in view.</p> <p>There is a breadth of knowledge within the Learning Services Team and good networks and processes to resource information according to individual requests.</p>	<p>This whole development theme is one that has been a key priority over the last 12 months. It extends beyond technology training and into legislation and ethics and values. 1.3 and 1.4 of the matrix Standard.</p> <p>Managers and staff understand the importance of IAG to the success of a learner journey and managers are adept at linking the matrix Standard and Education Inspection Framework effectively.</p>

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<p>There is a clear flow of information throughout the Service and we clearly identify expectations of IAG in policies/ updates in newsletters and regular briefings.</p> <p>IAG processes are clearly identified in the IAG policy which has been reviewed and updated follow the impact of the Covid-19 pandemic and the move to remote education.</p> <p>Impact: The annual curriculum self-assessment reports (SARs) sections A2,A12 & C3 evidence good practice by all curriculum areas in terms of IAG 'At each stage of their learning, SAL prepares learners for future success in their next steps' Curriculum self-assessment identified that learners benefit from the fact that staff have several sources of information and can access specialist advice through tutors.</p> <p>During a class observation, the following judgement was made "The tutor was knowledgeable of progression steps and societies to join that would enhance and progress learners' enjoyment and skills in this subject"</p> <p>Continuous Improvement</p> <ul style="list-style-type: none"> Continue to explore opportunities for appropriate training to extend knowledge and skills. 	
<p>Area for Development 3. SAL website content was restructured in May/June 2020 and all content was reviewed by curriculum teams. A new 'Your Learning' section, which included PDF progression leaflets, was introduced. (see continuous improvements) Scheduled meetings with the National Careers Service took place in January 2020 but further progress was curtailed by Covid-19.</p>	<p>The new website is upbeat with some good use of imagery and graphics. It was noted how some pdfs will become web enabled content in the coming months. Here we see how the service is adapting to legislation and the intent is a good illustration of criterion 1.4 of the matrix Standard.</p>

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<p>Impact: The curriculum SARs identified in A2, (Curriculum planning) A12 (getting learners ready for their next stage of education, employment or training) and C3 (at each stage of learning SAL prepares learners for their next steps) high levels of pre-course/ on course and exit support for learners which was responsive and effective in supporting the onward journeys of many learners.</p> <p>In Supported Learning, a wide variety of generic transferrable employability skills are embedded by LD course tutors such as teamwork, time management and problem solving. 'S was able secure a volunteer job at Guildford Cathedral after gaining such valuable knowledge through attending Exploring the Past, she has really made progress academically and personally'. [Mother of Guildford learner].</p> <p>Continuous Improvement</p> <ul style="list-style-type: none"> Review all aspects of information provided in 'Your Learning' (web site) <p>The development of website was identified as a SAL Strategic Priority (13) " Improve the Service's use of technology to: Develop the SAL website to promote employment, job search, wellbeing and community learning opportunities to a wider range of learners."</p> <p>Surrey County Council follows the EU Web Accessibility Directive which requires all public sector websites and applications in EU member states to implement, enforce, and maintain a uniform set of accessibility standards. Work is in progress to ensure that PDF documents are fully accessible to screen reader software.</p>	<p>The Twitter and Facebook feeds are updated with relevant and interesting content. This highlights criterion 1.6 of the matrix Standard.</p> <p>The CIC also highlighted how learning walks continue to help quality assure IAG – criterion 4.5 of the matrix Standard.</p> <p>Supported learning practices continue to adapt to challenges posed by Covid. In so doing this team is maintaining IAG support with learners and ensuring accessibility and inclusion - criterion 1.3 of the matrix Standard.</p>

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What Next	Date
Booking form for Accreditation Review to be submitted by (this should be submitted at least 12 weeks prior to the on-site date)	05/11/2021
Accreditation Review on-site visit to be conducted by	05/02/2022

Feedback:

After your CIC has been completed please provide The Growth Company with your organisation's views about the process on the feedback questionnaire sent to you.