**Knowsley FACE**

|  |  |
| --- | --- |
| **Policy:** | Progression Statement |
| **Date created:** | September 2021 |
| **Date to be renewed:** | September 2022 |

The service’s provision is based on careful planning and constant review. The Liverpool City Region Skills Strategy, Knowsley Council’s intelligence, Knowsley Council’s Corporate Plan and analysis of local community needs inform service delivery.

Service delivery is aligned to the service’s vision:

“FACE supports individuals to engage in the widest range of learning opportunities to improve confidence, raise self-esteem, build personal, creative and social development, support with the challenges of modern life, reduce social isolation and improve employability and skills. FACE encourages individuals to be aware of and achieve their own potential in order to progress successfully in learning, work, health, leisure and life.”

**Curriculum Intent for Provision Type**

* **Classroom Based Accredited Learning (CBL)**. The purpose of this provision is to enhance skills and increase employability.
* **Community Learning (CL)**. The purpose of this provision is to engage individuals for personal development and enjoyment. It is learning to build skills, knowledge and understanding.
* **Community Learning Mental Health (CLMH)**. The purpose of this provision is to develop individuals through learning in order to improve mental health, resilience and wellness.
* **Family Learning (FL)**. The purpose of this provision is to support families by promoting and developing family learning, positive parenting and increasing parental engagement.
* **High Needs Learning (HNL)**. The purpose of this provision is to prepare young people with high needs for adult life in the local community and ultimately develop their independence.

FACE recognises that the facilitation of learning helps individuals to move forward in their lives (progression) which can be very different for the needs of different individuals. We recognise, therefore, progression in all its forms.

There is no national set of rules to define ‘positive progression’ for all forms of learning. The service recognises there are different ways of measuring progression. The service has adopted the following approaches for several years in order to compare performance using like for like criteria.

**Internal data collected by FACE to measure ‘hard’ progression**

1. Classroom based progression from previous years or progressed in-year
2. Community learning progression from previous years or progressed in-year
3. Community learning progression from previous years
4. Community learning progression in year to any other course (be this classroom based or other community learning)
5. Family learning progression from previous year or in-year
6. Community learning mental health progression from previous year or in-year
7. Destinations of classroom based learning upon collection of formal certificates. This may be some time after a learner has finished a course
   1. Continuing existing programme of study
   2. New programme of study with FACE
   3. New programme of study with another provider ie Further Education or Higher Education
   4. Entered new full-time employment
   5. Entered new part-time employment
   6. Changed employment
   7. Self-employed
   8. Voluntary work
   9. Not in Education, Employment or Training
   10. Achieved personal reason for attending course
   11. Already employed but achievement has enhanced CV/future employability

**External data collected to measure ‘hard’ progression (benchmarked against national averages)**

1. ESFA published outcome based destination measures for both accredited classroom based provision and community learning provision:
   1. Positive destination rate
   2. Sustained positive destination rate
   3. Learning rate
   4. Sustained learning rate
   5. Sustained employment rate
   6. Sustained employment rate for learners in receipt of benefits

**Information/data collected to measure ‘soft’ positive progression for personal development, mental health, well-being, positive parenting, social networks and community engagement**

Internal anonymous surveys are used where indicators are measured depending upon the type of provision. HNL is new provision and indicators have yet to be developed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **‘Soft’ Positive Progression Indicators** | **CBL** | **CL** | **CLMH** | **FL** | **HNL** |
| More hopeful and positive about the future | Y | Y | Y |  |  |
| More/better confidence | Y | Y | Y | Y |  |
| More interested to move on or make plans for the future | Y | Y | Y |  |  |
| Well-being (emotional, mental or physical) health has improved | Y | Y | Y |  |  |
| Self-manage mental health symptoms better |  |  | Y |  |  |
| Improved English, Maths or Computer skills | Y | Y | Y |  |  |
| Personal goals have been achieved | Y | Y |  |  |  |
| More quality time is being spent with child |  |  |  | Y |  |
| Progressing onto another activity |  |  | Y |  |  |
| Learned new skills |  |  | Y |  |  |
| Motivated to learning new things |  |  | Y |  |  |
| Better prospects of work |  |  | Y |  |  |
| Better social networks and involved more in family/local activity |  |  | Y |  |  |
| Improved relationships |  |  | Y |  |  |
| Better living skills |  |  | Y |  |  |
| Less addictive behaviour |  |  | Y |  |  |
| Able to make better decisions about things | Y | Y | Y |  |  |
| Better able to take on a cope with responsibility |  |  | Y |  |  |
| Done something differently in their life that has changed things |  |  | Y |  |  |

**Reporting of Progression**

Results are reported annually during Self Assessment, quarterly through formal management scrutiny and when requested, presented to Portfolio Holder.