



**SELF ASSESSMENT REPORT
(INCLUSIVE OF QUALITY
IMPROVEMENT PLAN)
AUGUST 2023 – AUGUST 2026**

Signed by Board Chair : *Fred Narmh*

Dated: 27/08/2024

Next Review :01/08/2026

Please read Education Inspection Framework before completing.

CURRICULUM AREA	Adult Learning Programmes (AEB)
OVERALL GRADE	Good

<p>SCOPE OF PROVISION</p> <p>Blackburn Gould and Associates was established in 2018, in response to a growing need to meet demands from learners and employers for high-quality training in the Facilities Management sector. As a BAME-run business, we can attract and develop individuals from a diverse range of backgrounds who have a desire to progress their job or career prospects.</p> <p>Our vision is “to offer people on the frontline of facilities service delivery the opportunity to develop their knowledge base and gain a flexible outlook in their career and employment options.”</p> <p>Blackburn Gould and Associates offers: Adult provision from Entry Level to Level Three, including Maths and English, Employability Skills, Personal Social Development and Work Experience. The High-Quality programmes are delivered to equip learners with the necessary, skills, knowledge and behaviours to obtain a positive destination of a further education course at a higher level or a better paying job. The programmes are individualised to meet the needs of learners and offer access to a wide range of vocational sectors. Work experience placements are personalised and based upon the needs and interests of learners, and align with the sectors in which we specialise e.g. Cleaning Services.</p> <p>In 2024/25 it is the intention of Blackburn Gould and Associates to broaden its offer to include qualifications in sectors growing in response to the Covid 19 health pandemic and the UK Government’s ‘Plan for Jobs’. New vocational pathways will include: Business Admin, Customer Service, logistics (Warehousing) and manned security and adult health care.</p> <p>Blackburn Gould and Associates offers Adult Employability Programmes because of our strategic decision to meet the challenges raised by increasing unemployment. Our learner profile is restricted to Adults 19+ with the intent of having a fully inclusive offer, maximise impact to local communities and support employer needs.</p> <p>The scope of our current provision includes Functional Skills in Maths and English (Entry levels 1 to Level 2), Level 1 Award in Health and Safety in a Construction Environment, Level 1 Certificate in Introduction to Facilities Industry, Employability courses and the new Multiply provision,</p> <p>Process:</p> <p>SAR development process has been completed in conjunction with stakeholders, employers, learners, and staff. The information and judgements were developed from meetings with delivery staff; and observations of teaching, learning and assessment. This was then reviewed and included in the SAR by the BGA executive.</p> <p>Scope</p> <p>Blackburn Gould and Associates has been delivering accredited and non-accredited training services on behalf of various organisations.</p> <p>Geographically, all delivery is across the Southeast and the Midlands.</p> <p>The success rate of achievement averages 94% across the board.</p> <p>Curriculum intent:</p> <p>At the planning stage, Blackburn Gould and Associates set out the core elements of the teaching and learning programme for each individual learner. This establishes what learners are expected to learn within each programme including, where relevant knowledge, skills and behaviours are aligned to individual job roles. This aligns with BGA's vision and mission statement and is in line with the culture of the business.</p> <p>Blackburn Gould and Associates (BGA) statement of intent is reinforced through enrolment paperwork, which is signed by all parties: learners, employers and BGA where relevant.</p> <p>We have a highly qualified staff team that had achievement rates more than 95% in 2023/2024 contract year.</p> <p>Learner Profile:</p> <p>Adult 19+</p> <p>Programme delivery in 2023/24 includes:</p> <p>FS – Maths –279 Learners with achievement rates of 93%</p> <p>FS – English –324 Learners with achievement rates of 97%</p> <p>Level 1 Award in Health and Safety in a Construction Environment-246 Learners with achievement rates of 93%</p> <p>Level 1 Certificate in Introduction to the Facilities Industry- 144 Learners with achievement rates of 95%</p> <p>Safeguarding within Blackburn Gould and Associates is effective, with no incidents recorded in 2023/24or in any of the preceding years. All learners and staff are aware of their duty of care under safeguarding. Equality & Diversity is embedded into all business processes, employer engagement and learner recruitment. Safeguarding and Equality and Diversity are covered in all learner programme inductions.</p> <p>Health & Safety is embedded into business systems and process, and regular health and safety checks and risk assessments are carried out as part of our Health and Safety Management system.</p> <p>Blackburn Gould and Associates has not been independently accredited by Ofsted however we apply Ofsted criteria as the baseline measurements for the delivery of high-quality training.</p>

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INTENT

Blackburn Gould And Associates intends learners to enrol on programmes that meet their personal needs and enable job progression or entry as a result of achieving a qualification. This is embedded into the learner ILP and tracked on a regular basis through the review process.

BGA intends to deliver high-quality approved curriculum plans for adult skills, including functional skills, that meet the needs of learners and the requirements of the qualification/awarding body to ultimately enable learners to gain accredited qualifications, skills and behaviours which enable learners progress into further education or enter/or progress within sustainable employment.

At enrolment, all learners are assessed for Functional Skills in Maths and English to allow them to build on previous learning and develop the new knowledge they need to meet their individual learning objectives.

All learners are given robust IAG with the intent of encouraging them to progress into education or employment opportunities (no matter their level), and to help them realise their high vocational, academic ambitions or career ambitions.

Throughout programme, BGA intends to deliver qualification-based training that stretches and challenges learners using high-quality resources and setting SMART targets for learning.

Training delivery is designed to develop new skills and the knowledge and behaviours learners need to progress in education or employment. Curriculum intent is therefore sequenced to allow learners to build on previous learning and develop the new knowledge they need to achieve their qualifications in a timely manner.

BGA at enrolment and programme exit ensures that learners understand the opportunities open to them, irrespective of academic or vocational skill level.

All training delivered by BGA as part of the curriculum considers the core values of BGA and the requirements of the sectors in which we operate.

IMPLEMENTATION

Blackburn Gould And Associates staff are highly skilled and maintain their knowledge and understanding of the sectors in which they operate through regular CPD.

At enrolment, all learners undertake a skills diagnostic which identifies their previous learning and development. individual training plans, thereby developing their knowledge in a personalised way.

Learners' individual learning plans identify skills development and assessment criteria to ensure that they are working towards a defined end date/process.

The curriculum implemented is in a way that allows learners to apply their knowledge. Regular and planned evaluations are used to help assessors and tutors assess the competency of learners and produce clear next steps for learners whether that be in work progression, into a sustained job or further education.

IMPACT

Blackburn Gould and Associates ensures that learners can embed their learning knowledge and can apply skills gained in their work or personal environment. BGA has developed a well-constructed, well-taught curriculum that leads to greater than 90% evidenced achievement results.

All learning builds towards the identified learning aims. Learners are prepared for their next stage of education, training or employment at each stage of their learning. Learners are supported by the BGA delivery team to ensure they are ready for their next steps.

Evidence of achievement and readiness to progress includes:

- Performance against nationally defined Minimum Performance Levels for achievement and attainment.
- Coursework, observation records and employer feedback and
- Destination recording and tracking.

Post-programme discussions with learners, are encouraged to ensure that they have remembered knowledge and are implementing it at their destination.

BGA reviews, on a quarterly basis our curriculum intent, implementation and impact to reach a quality of education judgement

KEY STRENGTHS	IMPACT ON LEARNING	SOURCE OF EVIDENCE
<p>Curriculum design meets the needs of learners and employers in the geographical footprint that Blackburn Gould operates in.</p> <p>Curriculum design is appropriate to meet the needs of employer requirements through including employers / stakeholders in curriculum design activities.</p>	<p>Learners are better equipped to meet the need of industry and enter / progress within careers of choice</p>	<p>Progression data</p> <p>Learner feed-back</p> <p>Completion data</p>
<p>Excellent recruitment strategies ensure staff are highly qualified and experienced, industry experts including accessing regular CPD activity to ensure teaching is of a high quality and curriculum is well delivered</p>	<ul style="list-style-type: none"> • OTLA feedback (assessor – led peer reviews) identifies tutors are well qualified in vocational areas and are experts in their field. • Observation activity is planned annually to include all elements of the learner journey e.g., induction & IAG, programme reviews, classroom (VLE) delivery. • Experienced and well-qualified Tutors attend regular mandatory CPD and use their industry experience to contextualise lessons, making content more memorable and relevant. • Tutor assessment and feedback is constructive and encourages learners to reflect and embed key skills in their on-going development including advice/strategies on how to improve. • Stakeholder surveys check that the implementation of the curriculum meets both learner and employer need 	<p>Further developed training for staff to maximise knowledge of the functionality of the use of remote learning and on-line platforms</p> <p>Further investment in developing on-line resources which are engaging and provide stretch and challenge opportunities as well as another tool of feedback for learners.</p> <p>Programme consistency with embedded themes of Safeguarding/ Prevent. British Values, Equality, Diversity and Inclusion, Health and safety and well-being to support resilience and good mental/ physical health</p>
<p>Curriculum delivery ensures that all adult learners achieve qualifications in maths and English in a timely manner</p>	<p>90% + of learners achieve their ILP agreed learning objectives</p>	<p>Achievement data internal PICS and external through sub-contract performance data</p>

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All Multiply learners complete their programme of activity including sector focus in Maths programmes	Multiply learners are better equipped to enter employment demonstrating achievement of programme activities to employers	Achievement evidence via external sub-contract with Buckinghamshire Adult Learning and previous sib-contract with PTS Progression tracking
All adults achieve sector-based qualifications in a timely manner	90% of learners on AEB completed sector-based delivery achieve in a timely manner	Achievement evidence – recorded through ILR for direct contract activity Achievement evidence via lead provider
Adult learners' complete functional skills	More than 70% (actuals are 95% retention/ 95% achievement) of adult learners achieve maths and English qualifications which is in the top median based on annual NARTS publications.	MIS systems Exam pass rate
Overall attainment levels are at least 10% above national averages	90 + % of all Blackburn Gould learners achieve their programme of learning	Tracking data ILR Management Information Exam completion certificates (where required e.g., FS)
AREAS FOR IMPROVEMENT	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Blackburn Gould Managers and Leaders need ensure regular stakeholder surveys to drive continuous improvement	Quality process and trend analysis feeds into programme improvements	Employer surveys Learner surveys Staff surveys
Ensure that Safeguarding, Prevent, BV covered in induction are revisited throughout the learning journey, in reviews etc to ensure knowledge and competency	Learners are able to demonstrate knowledge and procedures, to improve Ofsted requirement and ensure Safeguarding is effective.	Training lesson plans and schemes of work reflect embedded themes. Reviews and learner surveys inform Blackburn Gould Continuous improvement process

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KEY ASPECT: BEHAVIOURS AND ATTITUDES

GRADE FOR BEHAVIOURS AND ATTITUDES: Good

The Delivery team has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.
 Learners' attitudes to their training are positive. They are committed to their learning, know how to study effectively and do so. Learners are resilient to setbacks and take pride in their achievements.
 Learners have high attendance and are punctual
 Relationships among learners and staff reflect a positive and respectful culture. Tutors, assessors and learners create an environment where bullying, peer-on-peer abuse or discrimination is not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

KEY STRENGTHS	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Centres provide a calm and conducive learning environment for learners.	Learners behave respectfully and have a good rapport with assessors, tutors and employers where relevant. Staff tackle rare instances of poor behaviour in BGA premises or on group VLE sessions swiftly and apply appropriate interventions. BGA's Learners Handbook is introduced to learners at IAG and the section on conduct is reinforced throughout the various stages of their learning provision.	Learners highly value their agreed programme of learning and are highly motivated to achieve their qualifications and career goals. Evidenced by consistently high attendance of lessons, high completion rates and a low record of disciplinary issues or learner complaints as well as the feedback from the 6-monthly and end-of-course surveys.
Learners work towards achieving their qualifications in a planned way. Learners are respectful of their assessor and/or each other working either 1-2-1 or in group sessions in a positive way which respects the group dynamics, allows for positive peer-to-peer relationships, and adheres to the expectations with respect to negating bullying (including cyberbullying) or abuse.	Learners and staff feel safe, supported, and confident in the training environment whether face-to-face or online.	No safeguarding complaints. Improved retention rates in 2024/25.
Adult learners demonstrate a commitment towards developing themselves and effectively working as part of a team if their programme of learning requires them to do so.	All learners can use appropriate verbal and non-verbal communication skills, during communications. Learners Demonstrate appropriate communication skills, along with reinforcement techniques (to confirm understanding) when working as part of a team. Learners use an appropriate 'tone of voice' in all communications, including written and digital.	Learners are effective in communication skills and demonstrate a positive attitude towards completing their programme of work, evidenced through assessor feed-back.
AREAS FOR IMPROVEMENT	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Safeguarding needs to be covered at all reviews and on-line sessions.	All learners and staff re-enforce acceptable behaviours	Monthly tracking and review with executive.
Review learner handbook and update to include VLE activity and the use of resource materials. Update Safeguarding and Equality & Diversity Policy	Learners are better equipped to meet the requirements of safeguarding and Equality & Diversity in the workplace.	Re-issued Learner Handbook by January 2024.
Induction Information, Advice and Guidance ensuring that all the recommendations of the Matrix Report 2024 are implemented.	Learners are better able to understand their learning programmes and the support available.	Individual Learning Plans, Management Information and Matrix Feedback.

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KEY ASPECT: PERSONAL DEVELOPMENT

GRADE FOR PERSONAL DEVELOPMENT: Good

Blackburn Gould and Associates training and delivery includes wider personal development for learners and introduction to the community opportunities open to learners as well as supports the development of hobbies, interests and talents.

All learners get a wellbeing session at induction and IAG as part of our commitment to learner Health & Wellbeing. Employability learners undertake activities to develop confidence and improve motivation.

At each stage of delivery Blackburn Gould and Associates incorporates British Values and cultural orienteering including encouraging learners to take up community volunteering opportunities.

The training team, where practical and reasonable prepares learners for life in modern Britain by:

- Equipping them to be responsible, respectful, active citizens who contribute positively to society.
- Developing their understanding of fundamental British values.
- Developing their understanding and appreciation of cultural diversity.

KEY STRENGTHS	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Careful account of national and local need is evident in course content, and 100% of tutors embed English, Maths and ICT in their courses, according to Good Practise Self- Assessment. This supported progress for all learners	Increased commitment to future learning by learners as they get settled into new ways of learning because of their improved awareness of ICT and Functional Skills. Learners learning style preferences are identified and supported by tutors and assessors.	Learning Style Preference tests, progression in Functional Skills courses, enrolment on Functional Skills Maths, English and ICT.
Engagement of learners from a BAME background is strong. British Values are included in all learning programme.	More BAME learners from sectors disengaged from learning or from disadvantaged areas with low level skills are better able to gain higher level jobs.	Learners can effectively contribute towards community development and engagement and contribute to local economies.
Well-being is built into qualification delivery, where relevant to encourage healthy lifestyles.	Learners are better able to make informed decisions with respect to health & well-being. Learners are encouraged to become aspirational, and they focus on achieving the skills that will enable them secure employment to support a positive and healthy lifestyle.	Improved attendance on programmes. Feed-back evidence, more learners making wellbeing lifestyle choices.
AREAS FOR IMPROVEMENT	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Well-being and British Values enhanced and offered to all learners regardless of starting point or ethnicity.	All Blackburn Gould and Associates learners demonstrate a commitment to contributing towards community activities.	Feedback evaluation with learners. Feedback from JCP on Learners progressing into employment after course.
Improve management training for staff with a focus on succession planning taking into consideration the need to ensure that the organisation is not dependant on a few members of the leadership team.	Continuity of delivery will be enhanced with learners and client assured of continued quality of delivery.	Appointment of two more executive directors based on their continued service to BGA and the completion of their Level 5/Degree/ Masters in a subject related field.
Introduction of additional courses carefully designed to ensure that learners have the opportunity for personal development.	Learners will have the opportunity to progress to courses that support their personal and vocational development increasing their employability options.	New accredited courses introduced to enable learners progress. Increased rate of progression to other courses within Blackburn Gould.

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KEY ASPECT: LEADERSHIP AND MANAGEMENT

GRADE FOR LEADERSHIP AND MANAGEMENT: Good

Blackburn Gould and Associates has grown since 2018 and has a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice as articulated in the mission and vision statement for the organisation.

Blackburn Gould and Associates focuses on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of our programme and the appropriate use of assessment.

The practice and subject knowledge of staff is invested in and built up and improved over time through continuing CPD, observations and peer working guided by the organisation executive who play an active role in delivery to learners.

Blackburn Gould and Associates, aim to ensure that all learners complete their agreed individual learning plan – this has resulted in timely achievement rates of over 90%.

Blackburn Gould and Associates engage effectively with learners and other wrap around services in their community, including referral agencies e.g. JCP, Community Interest Groups, employers and local services.

The executive team engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload. This was particularly important in Blackburn Gould and Associates response to delivery in Buckinghamshire and Leeds and our movement towards VLE platforms.

The Executive Director ensures that learners, staff and stakeholders are protected from bullying and harassment.

The Delivery Team has a culture of safeguarding that supports effective arrangements to:

- Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation – discussed at monthly at reviews.
- Help learners reduce their risk of harm by securing the support they need or referring in a timely way to the relevant local authority /wrap around service providers
- Ensure that Blackburn Gould and Associates follows safe recruitment practices with respect to DBS and disclosures and allegations about adults who may be a risk to learners and vulnerable adults

Blackburn Gould and Associates management is working internally and with external stakeholders to develop a rolling 5-year business plan that includes a framework for the forward intention of the skills and employability offer through developing a curriculum offer and business purpose for Blackburn Gould and Associates. BGA is also reviewing the steps to be taken to be a sustainable and successful business across England including areas that we are already delivering high quality provision.

Those responsible for governance understand their role and carry this out effectively. They ensure that the Delivery team has a clear vision and strategy, and that resource are managed well. They hold leaders to account for the quality of education or training.

Blackburn Gould and Associates ensures that the Delivery team fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners

KEY STRENGTHS	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Managers promote a culture of high expectations from all learners, including those who are disadvantaged because of a lack of skills.	There is a positive culture in place which supports the learners to achieve their learning goals and progress to a positive destination.	Improved achievement routes.
Managers invest in training and make all resources available to deliver high quality training programmes.	Learners benefit from comprehensive teaching and learning materials. Lessons learnt from the Covid-19 pandemic were implemented in developing a quality VLE for delivery and embedding ICT skills in course delivery.	Continued achievements meeting the targets for timeliness and retention. Learners utilising VLE platforms for learning.
Performance of different groups of learners is closely monitored by senior leadership team and managers who take effective action to address any areas of underperformance.	The Overall qualification achievement rates are good with over 90% for AEB funded provision. The large majority of learner's are better skilled at the end of their training programme to progress in work or obtain a job. Employability learners are better able to sustain meaningful employment and/or contribute to programme.	Success rates across the board are at least 10% above the national MPL for each qualification delivered by BGA. Progression rates for learners are tracked and indicate over 80% are either in further learning for Functional Skills learners or have achieved a qualification in construction for Level 1 Award in Health and Safety in a Construction Environment learners.
Staff benefit from wide ranging CPD opportunities that align well with the curriculum and develops tutors' and assessors' subject expertise and pedagogical knowledge to enable them to deliver good quality education and training.	Activities include undertaking formal qualifications, training courses, industry days, company training days, standardisation meetings, self-study/research, and shadowing opportunities. Most delivery staff have (or are working towards) appropriate qualifications and have the appropriate training and skills that enable them to effectively plan and deliver training appropriate to industry practice and employers' needs. Improving outcomes for learners.	CPD records demonstrate year on year improvements. Increased 'Good' feed-back at programme monitoring points. More employers engaged.
Safeguarding	Safeguarding is embedded into everything that Blackburn Gould and Associates do and formal training takes place on at least an annual basis.	Evidence of safeguarding in staff and learner handbooks Qualified safeguarding lead within Blackburn Gould and Associates. Evidence of safeguarding updates in delivery staff 1-2-1 sessions with executive.
Robust moderation of courses guarantees the quality of courses and ensures that targets are appropriate to individuals and are challenging.	Improved quality of delivery and improved confidence of staff in the quality of their delivery. Learners are assured of the high quality of learning they are receiving, and funders are able to evaluate performance using additional information on the training delivered by BGA from accrediting bodies.	Matrix Repor4 (no additional actions) EQA visits for Functional Skills 2024 (No additional actions and retention of direct claim status). EQA visit for Level 1 Certificate in Introduction to Facilities Industry 2023 (No additional actions and achievement of direct claim status).
AREAS FOR IMPROVEMENT	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Executive need to better delegate to enable all staff to make decisions within their area of expertise	Immediate decision making for programme enrolments and delivery.	Improved enrolment timescales. Improved delivery of reports and administrative functions to timescales.
Staff recognise the need to demonstrate secure systems for data usage and protection.	Personal data storage is encrypted and protected	CyberEssentials certificate
A new Governance board will ensure external scrutiny, improve accountability for the senior leadership team and support the drive for improvement.	BGA teaching and learning meets the requirements of external scrutiny including: ESFA and Ofsted and drives improvement when in scope	Governance agenda Governor training programme on-going on at least an annual basis. Governance Quality Planning Calendar Governor quarterly meeting plan
There needs to be more employer engagement activities to continually support individuals into sustained jobs and involve them in planning the curriculum, and plan the curriculum offer. Further Work needs to be carried out in the new academic year 2023/34 to secure improvements in this area.	Learners benefit from improved information as to careers within multiple sectors.	More employers are captured on Blackburn Gould and Associates CRM and return business improved by 40%.

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Managers ensure IAG training is given to all staff to enable staff give right information and guidance to learners when recruiting.	This is to help learners choose the right course and advice learners on the destination of the courses chosen.	Staff are qualified to give IAG support to learners.
Increased resourced to support the delivery team with administrative functions including financial management.	Ensure that requirements of funders including delivery of MIS and other reports are on time to ensure timely support to learners.	All reports to funders are delivered on time. Learner enrolment completed on time. Improved communication to learners.

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ASPECT: OVERALL EFFECTIVENESS

GRADE FOR OVERALL EFFECTIVENESS: Good

Note when making the above grade you must remember that in judging the overall effectiveness, inspectors will take account of:

- The overall effectiveness judgement for each type of provision inspected
- The four key judgements.
- Inspectors will first judge the overall effectiveness of each type of provision inspected. To do this, they will apply the grading criteria set out in the EIF. The section ‘Evaluating types of provision’ in this handbook sets out how inspectors will evaluate the overall effectiveness of each type of provision. The inspection report will include a numerical grade for each type of provision inspected. Inspectors will then grade the four key judgements.
- Inspectors will always make a written judgement about the effectiveness of the arrangements for safeguarding learners.
- Before making the final judgement on overall effectiveness, inspectors must evaluate the extent to which the education and training provided meets the needs of all learners. This includes learners with SEND and those who have high needs.

Provision Type	Number of Learners	Grades for Types of Provision
Adult Learning Programmes	993	Good
KEY STRENGTHS		
	IMPACT ON LEARNING	SOURCE OF EVIDENCE
All adult learners achieve qualifications in a timely manner.	90% + of learners achieve their learning objectives	City and Guilds Walled Garden
All qualifications were Externally Quality Assured.	The centre retained its City and Guilds Direct Claim Status with no actions from any EQA visit.	City and Guilds EQA reports
AREAS FOR IMPROVEMENT		
	IMPACT ON LEARNING	SOURCE OF EVIDENCE
Improved management and leadership to ensure administrative functions are delivered in a timely manner.	Improved communication with learners and additional support to learners on a day-to-day basis when it comes to non-core issues.	Feedback from learners and funders. Learner satisfaction surveys at above 90% for communication.
A new Governance board will ensure external scrutiny, improve accountability for the senior leadership team and support the drive for improvement.	BGA teaching and learning meets the requirements of external scrutiny including: ESFA and Ofsted and drives improvement when in scope	Governance agenda Governor training programme on-going on at least an annual basis. Governance Quality Planning Calendar Governor quarterly meeting plan
Better data tracking systems in place to manage overall effectiveness.	Continuous improvement lessons embedded into new programme delivery in a timely manner	Improved success rates across the board.

Remember that your overall areas for improvement are your quality improvement actions for 2023-25

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