



Impact Report 2019/20



LINCOLNSHIRE COUNTY COUNCIL IMPACT REPORT 2019/20

UK PRN: 10003932

This report presents a series of case studies that have been collated to provide evidence of impact on improving outcomes across the various aspects of service delivery. These case studies are a supplement to the data and text contained in the Self-Assessment Report 2019/20

ASPECT OF PROVISION : 16-19 STUDY PROGRAMMES including LEARNERS WITH HIGH NEEDS	
Ref	Detail
YP1	<p>"Being a Key worker throughout the Corona Virus pandemic has made my mum very proud"</p> <ul style="list-style-type: none"> Kian joined YPLP in August 2019 and was very quiet to begin with. Kian soon settled in and made some new friends. His interests include, playing on the X Box, doing jobs around the house, being in the garden, going on long walks and enjoys working on the maintenance of push bikes. In the future Kian would like to get a job working for formula 1 or catering/hospitality. He would like to have his own house and car. Kians first work placement was at Hope Café and the team there was really pleased with Kian and his work ethics. Whilst YPLP has been closed, Kian has continued to work on his studies and has been a valuable member of the team on the farm collecting eggs. Kians mum told us during a phone call that he has been working Monday to Friday on the local farm, which he usually does at weekends, however he decided he wanted to work full weeks under these circumstances. Since this outbreak and the change in education he has been getting up every morning at 5am, ready to start work at 6am and been working up until 2pm. Working on the farm getting out local produce out to the local shops and supermarkets around Lincolnshire. She said he has been working tirelessly and after he finishes each day he is still willing to complete 2 hours of his education whilst still working on the frontline to get important resources out to the community. When Kian is not working on the farm, he has been helping his cousin renovate his house, further developing his employability skills and transition into adult hood. We have seen a change in Kians positive attitude towards work and life during these times. It has enabled him to become more independent and has given him the drive to want to achieve more in his career, and from him taking on this job during this period it has shown his compassion and willingness to help others within the community. Kian has been continually saying to his mum, <i>"I need to go out, work hard and help people"</i> Mum was extremely thankful to all staff at YPLP for the support and work we have put into Kian since August, and she can really see during this time how YPLP has developed his skills and willingness to work hard. Well done Kian, an inspiration to all young people during a difficult time.
YP2	<p>Slow and Steady Wins the Race! - Lewis achieved his dream of full time paid work</p> <ul style="list-style-type: none"> Lewis started at YPLP in August 2017 after struggling in 6th Form and trying a few other local education providers. Lewis was extremely anxious and struggled through his first few months at YPLP. Lewis was accessing a reduced timetable and was unable to communicate with any staff or peers. It was clear that Lewis would need further inventions and support so an Education Health and Care Plan (EHCP) assessment was requested and completed by the Lincolnshire County Council (LCC) SEND department and Lewis was issued with an EHCP. During this time staff spent a lot of time working with Lewis building up his confidence so he was able to answer 'Yes' or 'No' to questions. Staff also worked hard to increase his time in education and over a twelve month period Lewis was able to access YPLP full time. During the increase to Lewis' timetable many adjustments were made to make him feel comfortable at YPLP including providing Lewis with a private room to eat his lunch, headphones for when he felt overwhelmed within the classroom and exploring communication aids with him. During the next twelve months Lewis explored a variety of career paths and started with one-to-one job coach support to travel from his home to YPLP. Although he only lived a short walk away from YPLP this was the first time he had left the house without his mum being present. As Lewis' confidence grew, he

	<p>tried a variety of work experience placements again with the support of a one-to-one job coach.</p> <ul style="list-style-type: none"> • Lewis has always wanted to work in an admin or IT type role. A placement was sourced at the Lincolnshire County Council Post Room and Lewis started on half a day a week. He required considerable support from his job coach and the manager within the post room. The manager Laura Clewes went above and beyond to find out about Lewis' interest discussing these with the job coach and completing research so she would be able to interact and engage with Lewis. Lewis slowly began to interact with his work colleagues and during this time his work experience hours were slowly increased to two days a week. Also during this time the job coach began to withdraw their support. • Lewis' confidence improved during this time and he was offered two days a week paid work and continued to attend work during the Covid19 lockdown period. Lewis has now been offered a full time contract within the LCC post room and both Lewis and his mum are over the moon!
YP3	<p>Big Progress made in a short space of time - Ben made a big change to his behaviour at YPLP</p> <ul style="list-style-type: none"> • Ben started YPLP in August 19. He made a big impact on the learners but not necessarily in a good way! Ben liked to be the centre of attention and his choice of language could only be described as inappropriate. Over the last few months Ben has made big improvements to his behaviour and his attitude to work. • During review week at YPLP the learners undertook a project around 'Celebrating Democracy'. Ben volunteered to be one of the journalists who would be a big part of the presentation. At first we were unsure about his participation and the other learners started to get annoyed with his less than engaging behaviour and comments. On the day of the filming of the project Ben arrived in a positive mood. He got changed into a suit and began to present, carefully following his script. He was calm and confident and proved himself to be a great member of the production team. Ben can sometimes struggle with some of the other learners but during this project he worked alongside all the learners with a professional manner. • Ben has shown a big improvement during all lessons and his engagement has increased significantly. He has shown some good skills and has recently attended an interview for a work placement at the local Spalding Morrison's. Staff were impressed with his appearance and attitude towards this experience. • When he first started with us, staff thought it would be a long time before Ben would display behaviour suitable for work experience. All the staff at YPLP Spalding are really proud of how far he has come in such a short space of time and we are sure he will continue to progress further as the year goes on.
YP4	<p>Speedy Response Saves the Day - Craig learns life-saving skills at YPLP</p> <ul style="list-style-type: none"> • Craig started at YPLP in August 2019. He originally struggled to settle as the environment was so very different from the residential setting that he had previously attended. Craig particularly found rules and regulations difficult to follow and challenged the boundaries that we put in place. However, over the term Craig has begun to enjoy his time at YPLP and is making good progress in class. He is also beginning to listen more closely, with support from his key worker, Laura. • Craig's new found attention and engagement in lessons was proven recently in a dramatic way. Craig had taken part in first aid training delivered by a Young People's Learning Provision staff member, Mary. He had enjoyed the session and had fully participated in the practical aspect of this short course. Little did Craig realise, that a few days later, his new found knowledge would be called upon to save his support worker's life! • Craig and Laura were waiting outside at the end of the day for Craig's parents to collect him. As they chatted, Laura popped a sweet into her mouth but unfortunately it quickly got lodged in her throat. Laura stated that she could not breathe and thought she was going to pass out. Craig however, remained extremely calm and put his knowledge of how to deal with a person who is choking into action. • <i>"Laura started choking. I asked her if she was ok but she shook her head. I asked Laura for her permission to pat her on the back. I started patting her on the back and then increased the rate of the patting and then the sweet flew out! Laura was ever-so grateful for what I did."</i> Craig relayed the incident proudly. In response Laura stated, <i>"The main thing that impressed me was how calm Craig was and that he followed the steps that he had learned, one by one. He did not rush, he just followed the procedure. Afterwards, he told me to take a deep breath, to not rush and to take my time."</i> • We all feel so proud of Craig and will be repeating the first aid training every year as it is clearly an essential skill for all our learners to attain.

YP5	<p>On my way to being a qualified PT Instructor - Following My Dream</p> <ul style="list-style-type: none"> • Cameron joined YPLP in 2016 after leaving Ambergate School with few qualifications. He is working towards his level 2 in English and Level 1 in Maths, he has grown in confidence and accesses YPLP independently. Whilst at YPLP Cameron was unsure what he wanted to do however, after using the gym to lose weight and feel better about himself. Cameron wanted to train as a Personal Trainer. • With the support of YPLP staff, Cameron secured two placements within the Leisure environment, one at Oceans and the other at Grantham Tennis Club. Both Leisure facilities attract a different type of clientele and Cameron found it quite difficult to adapt to the environment at the tennis Club. However, with the support and encouragement from Camerons' Job Coaches and the manager at the Tennis Club, he made an effort to continue his placement and is now positive and engaging in this environment. Cameron continues to go to both placements, and has settled in to his NVQ level 2 Gym Instructors qualification with a positive attitude. • His shifts at Oceans have meant that he has to start at 6am. Credit to Cameron, regardless of the weather, Cameron still engages with clients and has the respect of staff and clients alike for his positivity, sense of humour and refreshing personality. This attitude has led to Cameron being offered a zero contract offer of paid work even before he qualifies. YPLP staff will continue to support Cameron to achieve his qualification and therefore his dream of becoming a PT. Feedback from both managers at the leisure facilities have been very positive. • <i>"Cameron works hard when he is at the club and has a positive attitude. We have started to work on Physiology and Anatomy which forms part of his Gym Instructor level 2 qualification. The customers and staff have taken to Cameron and he has fitted in very well here, happy to have him on board"</i> – Grantham Tennis Club • <i>"Cameron has been part of the team for over a year. The staff and customers really enjoy working with Cameron. He is a very friendly and bubbly person. We have been so impressed with Cameron that we are now happy to offer him paid employment"</i> – Oceans Fitness Centre
YP6	<p>Freddie has successfully completed his Placement at Ruskington Library</p> <ul style="list-style-type: none"> • Freddie started volunteering at Ruskington Library in November 2018 where he was fully job coached for the first 6 months, learning the daily routine and his individual tasks which increase over time. During the past 4 months Freddie's job coaching has been withdrawn and Freddie has completed travel training to and from home to Ruskington and is able to access placement fully independently. • Freddie throughout placement was able demonstrate his ability to manage his frustrations and although a structured time out was in place this has not been used by Freddie for the past 6 months and was only a small number of times during his first few months at placement. Freddie's has been able to develop his ability to cope with change and frustrations unintentionally cause by others during this placement and this has a positive impact at YPLP. • Freddie's initial job role was to put away the books that have arrived to the Library in the correct categories filed alphabetically in order of surname, over time Freddie tasks increased and he became a very supportive to the other volunteers helping them to complete various tasks and would ask for more tasks once his were complete. To support Freddie's development his completed an additional day to collect the books that were due to leave the library. Freddie didn't want to learn the completer but was able to understand the process. • The first few months Freddie found it frustrating that he could not remember the Library sections and they did change the layout during his placement but as Freddie was part of this process he coped well with the changes and took pride in supporting other volunteers when they forgot the new layout. Over the past 12 months Freddie has introducing himself to new volunteers, communicated his needs and dealt with various changes throughout his placement and really enjoyed being part of the team. • Freddie has made some great progress learning employability skills and personal development. Over the past 18 months with the initial intensive support and slow withdrawal offered by YPLP to understand and self-manage his frustrations; Freddie has made huge progress in both YPLP and placement. Well done Freddie!
YP7	<p>Josh is making great strides towards independence and work at YPLP</p> <ul style="list-style-type: none"> • Josh is 16 years old. Josh's difficulties include global development delay, which affects his ability to access a curriculum offered by a general FE or School provision. In his previous school, Josh spent a considerable time out of the classroom environment. • Josh started attending YPLP in August 2019. To begin with Josh was very tearful and struggled to join the group sessions. Josh also did not know anyone at YPLP and found making new friendships difficult. Josh initially developed good working relationships with staff, who he felt comfortable

	<p>to talk to and from whom he welcomed support from to settle into the group.</p> <ul style="list-style-type: none"> • Josh is now able to contribute to group sessions and share his ideas, he also doesn't require this initial support. Through his keen interest in football, Josh made new friends. He will spend time with them at lunch and tea break, he has also developed his social communication during this time, and also learnt new boundaries, with friendships and environment. Josh states <i>"I got friends that I talk to"</i> • Josh continues to work hard during his sessions, especially in Maths and English, which he finds particularly difficult. He has made progress in all his sessions, and is increasing his knowledge and confidence in his own abilities in all areas. • Josh has recently started a work placement, working with the horses at Hogsthorpe riding stables. Josh will get up for work whatever the weather, and will always do the best he can to support the team in the yard. He enjoys mucking out the horses and cleaning the indoor riding school. Josh continues to receive job coach support, but he is increasing in his confidence and independence, taking on new tasks each week. Josh is so keen he has asked to attend more each week! Josh's employer thinks he is an asset to the team and thinks he has made great progress. • Attending the stables was not easy, as Josh's Dad could not take him. Josh needed to take on the new challenge of taking the bus. With support from home and YPLP Josh learnt the route. This was a huge step for Josh who had always travelled with Dad and never been in the community alone. With only a couple of weeks support he can now do this independently. He confidently stops the bus to get on and get off. He knows how to keep himself safe, and takes great pride in his new found independence skills.
YP8	<p>Kieran is part of the YPLP council and is growing into a lovely young man</p> <ul style="list-style-type: none"> • Kieran is in his second year of a Pathway to Employment study programme at YPLP. During Kieran's first year he lost his way a little and his behaviour became very concerning. This was having a detrimental effect on Kieran's learning. With support, Kieran overcame this barrier to his learning and his attitude changed into a more focused and disciplined one. Kieran set himself some goals and set about working towards them in a determined way. • Kieran's hard work paid off and he achieved his English Level 2, Maths Level 2, Customer Service Award and Digital Employability. Kieran also gained a work experience placement at St Barnabas Hospice Shop and Café where he has done exceptionally well. Kieran's goals for his second year are as follows; to move onto paid employment and to improve GCSE grades. • Kieran has already smashed his goal of paid employment as he has been offered a contract at Primark where he works on Saturdays. Once again this is down to Kieran's efforts as he proved to Primark what a hard working young man he is. Kieran is working hard on his English and Maths and really wants to improve his life chances. • Kieran has struggled over the last year with debt due to an addiction to gambling and had some issues with food. Kieran overcame the first barrier by asking for help. With support, Kieran took responsibility and contacted gambling companies getting them to ban him from their sites and apps. Kieran also realised he needed to change his eating habits and joined Slimming World where he has lost half a stone already! • Kieran has stated, although he likes retail, he would also like to try other employment opportunities. Kieran has secured a placement at The Garth School in Spalding where he will be supporting children with special educational needs. • Kieran represents the Spalding site on the YPLP council which is a credit to his hard work and leadership skills. Kieran is a very popular and caring member of the Spalding site. We are proud of Kieran for overcoming some difficulties in his life and becoming a hardworking, focused young man.
YP9	<p>Lee has made huge progress with his attendance at YPLP and at his work placement</p> <ul style="list-style-type: none"> • Lee is 17 years old. He currently lives in supported accommodation in Boston. He is independent in most areas of his life and presents as quite a solitary young person. Lee started attending YPLP in February 2019. To begin with Lee was reserved and apprehensive and not quite sure if YPLP was going to work for him. Initially his attendance was sporadic and at best only attending one morning per week. • This year Lee has shown great improvement with his attendance and engagement at YPLP. With support from staff Lee has identified a learning plan that will enable him to work towards achieving his full potential this academic year. Lee has developed good working relationships with YPLP staff and will seek advice and support when he is finding things difficult, particularly within his home life. Lee has become more engaged and integrated within the group. This has enabled him to start to make friendships which are extending out of the learning environment. Gradually Lee has been letting his guard down and his keen sense of humour is starting to emerge.

	<ul style="list-style-type: none"> • In September 2019, after a successful interview, Lee started a work experience placement at Sense in Boston. On his first day he was a bit anxious but with the support of a job coach he quickly settled in and got up to speed with his new role. So much so he only required job coach support for a couple of sessions. The manager has said of Lee that he is a valued member of the team and that he is developing robust retail skills. Lee is now looking to extend his hours at Sense and is exploring new opportunities for further work experience placements. • Lee has a talent in art and produces some exceptional artwork which he designs himself. He would like to incorporate this skill within a work role and he is currently being supported to find a placement that will enable him to work in this industry. • Lee certainly has the ability to achieve whatever goals he sets
YP10	<p>Michael begins first ever Work Experience with YPLP</p> <ul style="list-style-type: none"> • Michael continues his education on a Pathway to Independence study programme at YPLP. Michael is very pleasant young person that has brilliant vocabulary and knowledgeable mind. Michael enjoys History, Politics and likes to research people and places. Michael likes to debate certain topics and gives great information when explaining answers. Michael's hard work paid off and he achieved GCSE Math's 4 which he was very proud of achieving. • Michael has had any work experience mainly due to his anxieties. He did try a taster day at Deeping library but this wasn't the correct job match. After several conversations with the Employment officer Michael decided he was ready to try a different work experience. Michael went for a visit at Chater valley farm with Craig and was impressed with the beautiful scenery and relaxed approached by the managers. The Farm has pigs and horses as well as chickens and geese. The cattle on the farm are treated to tasty hay and classical music although Michael says he prefers Heavy metal! • Michael's and Emma the Job Coach had a bit of nightmare on Michaels first day when the car broke down. This might have been a major setback in previous times from Michael but he took it all in good faith and was able to go the following week. Michael tasks on the farm included feeding the pigs and putting the hay in the cattle feeders, Cleaning out the horses and keeping the farm tidy. • At the end of his first day Michael thanked YPLP for the opportunity and said that he would like to continue the following week. Michael filled out his work experience diary and researched some history about the farm and its links to spiritualism. • Well Done Michael keep up the good work you have come a very long way!
YP11	<p>Scott after a successful work experience now as a paid job!</p> <ul style="list-style-type: none"> • Scott is at YPLP on a Traineeship and studying Level 1 Math's and Level 2 English Functional skills. Scott has been working really hard to reduce his anxiety levels, as well as boosting his confidence. Scott set himself some goals and set about working towards them in a determined way. • After putting together a comprehensive CV with the YPLP team Scott and the Employment Officer set about delivering them to local retail outlets in Holbeach. • Scott didn't have much success in his own location but was given the opportunity at Savers in Spalding. After completing a Health and Safety induction Scott was given work experience on a Monday, Wednesday and Friday 9-12pm. Scott's role was to help with the deliveries, stock up the shelves and auditing. A job coach supported Scott until he felt comfortable with the tasks and settled in with his new colleagues. Chris (Scott's manager) was very impressed with Scott's attitude and work ethic and after 3 weeks in the job encouraged him to apply for a paid position. • Scott filled out the application form at YPLP and submitted it alongside his CV. After a few HR hiccups that were of no fault of Scott's he finally signed his paid contract of 16 hours per week. Since he has started the paid job Scott has also been working on the tills something that YPLP staff helped him with on his education days. This is very much a huge step in progress as this is something that Scott thought would be possible even 3 months ago. • Scott said <i>'I really like having a paid job and enjoy working on the tills and doing deliveries. Thanks to YPLP my dreams have come true. I found it difficult in my first work experience but the hard work as paid off'.</i> • YPLP are very proud of Scott's achievement Craig the Employment Officer said <i>"Scott has really tried hard to overcome his problems and has become a valued member of the savers team. This proves that Work experience and Traineeships really do work in gaining paid outcomes. It will be sad to see Scott leave us but leaves will all his targets achieved".</i> • Well done Scott!

ASPECT OF PROVISION : ADULT LEARNING PROGRAMMES

Case Study Ref	Detail
ASFL1	<p>3 Counties Accounts Training Service – Buddy Scheme - Laura</p> <ul style="list-style-type: none"> • Since beginning our course Laura has been diagnosed with Essential Tremors and has begun her course of medication that she will need to take for the rest of her life. It has been a real struggle for Laura to learn to take it easy along with the determination to carry on achieving to gain employment and to keep Shaw Trust off her back. Laura says: • <i>"Before I started studying level one bookkeeping with 3cats I felt disheartened with regards to employment. I had applied for a number of jobs and felt that I hadn't been getting anywhere. I thought that by studying with 3cats it would help me to stand out from the crowd and would help me gain employment. Studying with 3cats has taken me on a journey so far from I imagined it would be when I first signed up. I have learnt no end not only on bookkeeping but about myself too. Kym has been an absolute asset to the company, she really cares about her learners and goes above and beyond to help them to reach their maximum potential. When I completed level one I felt a sense of relief and satisfaction, It truly felt like it was a team effort. Moving forward to level two whilst seemed a little daunting I knew that it was a step that i would relish in, I also knew that I had support should I need it."</i> • <i>"I'm feeling far more positive with regards to my future employment prospects, although I am also aware that any reservations I may have are absolutely no reflection on the learning that I have received from but are merely a reflection on the currant pandemic crisis"</i>
ASFL2	<p>3 Counties Accounts Training Service – Buddy Scheme - Casey</p> <ul style="list-style-type: none"> • Casey has got cerebral palsy and was finding her relationship with JCP challenging when she first started with 3cats in 2017. JCP did not seem to be supportive and understanding of Casey's disability. JCP were asking her to attend interviews and training in places she found difficult to get to, such as Nottingham or wasn't suited/able to do i.e standing jobs. • Casey had a very low self-esteem when she first started with 3Cats. 3Cats supported her with the challenge of JCP and she has completed multiple courses with 3cats which has benefited her personally. Her self-esteem and confidence has risen. • Recently, 3cats asked Casey to be a 'buddy' for another learner who was experiencing difficulties due to learning disabilities. Casey and the other learner have formed a bond and have been able to support each other during this period. The learner that Casey was a 'buddy' to has now got a job. Casey hasn't expressed where she would like to be professionally but has found a safe space in which to learn at 3cats and a voluntary role that is aspiration to the other learners
ASFL3	<p>3 Counties Accounts Training Service – statement by Ian Morley</p> <ul style="list-style-type: none"> • <i>"Having completed manual Bookkeeping Level 1 in early December, I was given confidence to carry on with studying for manual Bookkeeping Level 2</i> • <i>With guidance from 3 Cats I passed manual Bookkeeping Level 2. This invigorated me to carry on studying and start computerised Bookkeeping Level 1. This would give me knowledge of Sage 50 Accounting system. Passing manual Bookkeeping course first acted as a foundation and gave me incentive to carry on studying. I highly recommend 3 CATS to anyone"</i>
ASFL4	<p>3 Counties Accounts Training Service – statement by Susan Lewin</p> <ul style="list-style-type: none"> • <i>"Before starting the above course in February 2020 my employment prospects seemed very poor – I had applied for various jobs, but nothing positive had been forthcoming – and it left me feeling useless. From the first lesson of the course I feel very uplifted and positive. Every time I complete a level and am able to move onto the next one it makes me feel better about myself and that I am capable of achievement.</i> • <i>My future employment prospects look a whole lot better than before I started the course and I feel that once I have completed and passed the course the right job will be waiting for me.</i>

ASFL5	<p>3 Counties Accounts Training Service – statement by Julie Kettle</p> <ul style="list-style-type: none"> • <i>"Currently studying Manual Bookkeeping Levels 1 & 2 with 3cats. Before I started this course, I was not very optimistic regarding my employment prospects. I felt that there was little chance of getting a job due to my age and having been out of the workplace for some years.</i> • <i>Studying for this qualification has given me a new interest and 3cats provide excellent tuition along with extensive online support. When I completed and passed Level 1 it gave me a great sense of achievement. It also motivated me to immediately start with Level 2, which I hope to complete in the near future.</i> • <i>Studying with 3cats has made me feel a lot more optimistic about future employment prospects and has broadened my horizons with the type of work that I can apply for."</i>
ASFL6	<p>3 Counties Accounts Training Service –statement by Ian Lipscombe</p> <ul style="list-style-type: none"> • <i>"Before I started this course I had not considered Book keeping as a career and was limited to my previous experience which was limiting my possibilities. As I have always been interested in maths it seemed an ideal opportunity to try something new and expand my skills.</i> • <i>Although initially I was worried that, having not studied much in the last few years, I would find it difficult to get back in to things. However, the fact that David and especially Kym at 3cats are very good at teaching everyone at their own level and pace meant that I was immediately put at my ease and started to enjoy the course right from the start. Help is always on hand when I get stuck.</i> • <i>What I quickly realised also was how good it feels to complete a module and realise that you are learning and achieving something new. Passing an exam is even more satisfying! I think the proof is that I want to be doing more and look forward to the classes, even now that they are on line due to the unusual circumstances we all find ourselves in. These circumstances mean that there is little prospect of finding employment in the near future, but, conversely, I have the time to learn new skills which will open up a new avenue for me to explore when things return to normal"</i>
ASFL7	<p>Abbey Access Training - John Burton</p> <ul style="list-style-type: none"> • John came to us to gain up to date employability skills and qualifications and build on his confidence. He had been out of work for over a year due to family issues and moving from Grimsby to Lincoln. John heard about our programme from a friend who had previously attended our course. • John started with us with very low confidence and suffered with depression. He was very anxious when he first started. Support given to him throughout the course, enabled him to build in his confidence and he was able to talk to us about his problems and where he wanted to go next • John completed all the employability skills; improving his CV and learning how to update in the future and also learned how search on line to apply for jobs. John's Confidence and state of mind had improved immensely and he has secured a placement to gain more qualifications within Gardening at Green Synergy with an up to date CV, cover and speculative letter and new skills learnt to job search. • John is in a much better place than when he first started the programme. He is more content within himself and is looking forward to the future.
ASFL8	<p>Abbey Access Training – Rachael Wilson</p> <ul style="list-style-type: none"> • Rachael came to us to gain up to date employability skills and qualifications and build on her confidence. She had been out of work due to her Mental Health, suffering with anxiety and depression. Rachael heard about our programme from a friend who had previously attended our course. Whilst on the programme Rachael attended our programme in four days completing an employability course • Rachael started with us with very low confidence and suffered severely with her anxiety and depression. She was very anxious when she first started. Support given to her throughout the course, enabled her to build in her confidence and her mental health improved. Rachael completed all the employability skills; improving her CV and learning how to update in the future and also learned how search on line to apply for jobs. • Rachael showed a high interest in Gardening. Therefore, we looked at other courses to progress Rachael onto and applied at Green Synergy. Where she secured a place. This has helped boost Rachael's confidence in many ways and we noticed that she was not anxious about continuing onto another course. She looked forward to gaining more experience. • Not only has the programme helped Rachael gain new employability skills, it helped her seek other opportunities that were available within the area. It has also enabled her to improve on her Mental health and feel less anxious about her next course. She was thankful for everything we had done for her

ASFL9	<p>Abbey Access Training – Shane Marshland</p> <ul style="list-style-type: none"> • Shane came to us to gain up to date employability skills and qualifications and build on his confidence. Shane wanted to gain experience within the Construction. Shane heard about our programme from a friend who had previously attended our course. • Whilst on the programme Shane attended our programme in three weeks completing 69 hours- achieving an employability course, creating an up to date CV, cover and Speculative letter. He learnt new skills on how to job search. He then went onto complete our 'Get into Construction' course and completed; His CSCS card, Site Safety, Asbestos Awareness, Manual Handling and Fire Safety. Given him the qualifications needed to secure a position in Construction • Shane lacked confidence as he knew very little about construction. Support given to him throughout the course, enabled him to build in his confidence and her mental health improved. Shane completed all the employability skills; improving his CV and learning how to update in the future and also learned how search on line to apply for jobs. Shane completed all his qualifications whilst with us and supported other learners too. • His support to the others learners were seen within the classroom too, as he was very supportive with them and he also took one of the younger lads under his wing and showed him that he could succeed without kicking off all the time. Not only has the programme helped Shane gain new employability skills and qualification's. It has made him aware of which avenue he wants to continue on. He now wants to be a Bricklayer. • He was thankful for everything we had done for him.
ASFL10	<p>Boston College – Mr Blades</p> <ul style="list-style-type: none"> • Mr Blades lives in Spalding and is in his 80's. He enrolled on the Basic ICT course in Summer 2019. This was a four-week course and covers four units looking at Word, E-mails and Internet. I was the tutor for this course and this is when I first got to know Mr Blades. • After being involved in a car accident and suffering a personal tragedy as a result, Mr Blades was left with mental and physical health difficulties. He decided that he needed to get out of the house, meet people and become more active in general if he was going to ever begin to feel better. Mr Blades enrolled onto the Basic IT course as he wanted to learn more about IT. He struggled at first as his memory had been affected by his car accident. He was not going to let it defeat him and he asked me if he could take the workbook home as his Grandson was going to help him go over what he had learnt in the class to help him retain the information. • Mr Blades successfully completed the course and went onto to enrol in other PCDL courses, Developing Confidence & Understanding Stress, Relaxation & Meditation, Mindfulness for Beginners, Emotional Intelligence & Resilience. • At the start of each course Mr Blades would stand up introduce himself and apologise! He had very poor hearing (currently awaiting new hearing aids) and he didn't want people to think that he was being rude if he didn't answer them. His hearing loss was a real source of sadness to him and he told me that by not hearing what is going on around him he misses out on so much. He didn't need to worry as the students all supported him and during group work and activities, they made sure that he was not left out and that his views and ideas were heard and acknowledged • Mr Blades is an example of triumph over tragedy. His stoicism and motivation got him out of his house, got him to meet new people, got him to do new and interesting courses. However, it also gave him information! Mr Blades gave as much as he gained. In the classroom he was an active participant. He encouraged his fellow learners and shared his wit and wisdom freely. • The younger students especially gained from him and they would ask him questions "<i>what was Spalding like when you were young</i>" "<i>what did you want to be when you were growing up</i>" – It was during one of these discussions that I realised that he was engaging with young people in their late teens/early 20s; they were hanging onto his every word and totally engaged in the conversation; What age Gap! • During Relaxation & Meditation Mr Blades delivered a meditation session using bells to signal the start and the end and showed us the correct hand positions to use. He also delivered an impromptu Tai Chi session which amazed us all by how far he could squat down without wobbling/falling over.....far better than any of us who were half his age. • By taking this leap of faith and coming into College Mr Blades was meeting people, sharing his knowledge and skills, engaging with people of a variety of ages which all played their part in preventing him from sinking deeper into poor mental health and becoming increasingly more socially isolated. • For me he has been a real asset and I can say that I have learnt so much from him, both personally as well as professionally. He is truly a wonderfully kind, strong and caring individual and it has been my pleasure to get to know.

ASFL11	<p>Boston College – From making Nothing into Something</p> <ul style="list-style-type: none"> • <i>I spent my time caring for others, after a long time unemployed during which my circumstances changed and not for the better, which resulted in me not being happy within myself and it left me feeling I was not getting much lot out of life. I decided I needed to take ownership and up skill to improve my chances of securing a satisfying job</i> • <i>It has been a long time since I was at school so the prospect of college was daunting but with what I had learned in life I could do and pass my life skills onto others, so I started at Boston college, Spalding campus in 2019 and enrolled for several courses which would improve my chances of securing employment. I know that most employers like to see a certificate in things you do nowadays and to also demonstrate that not only you can do it in theory but also you can do it there and then. So it was time to move forward and use my experiences to do all the things that I can do and would like to do, to get a reasonable job that I can for once in my life can be happy with</i> • <i>It has given me self-worth, a reason to get out of my bed in the morning with pride as well as a sense of happiness, knowing I am learning new skills that I hope will mean I can apply for a wider range of jobs and be able to pay my bills and keep my dog Millie. I have made some good friends and still keep in touch after the courses have finished. As you can tell I am now more confident in myself and the way I communicate with others.</i> • <i>I know how to use a personal computer and the different programs for different activities and have a basic understanding of the other office equipment with knowledge on how to use it. Feel I am more confident to navigate and research for myself without Sam showing or helping me with the best way to go, Sam has been a great help for me, she has showed me that interaction from teachers and peers, along with the confidence to have a go yourself can open a new world for you.</i> • <i>I have made new relationships with peers and have enjoyed that side as well as assisting my peers with their work.</i>
ASFL12	<p>Boston College – Delivering under Covid restrictions</p> <ul style="list-style-type: none"> • Boston College originally delivered infection control as a 6-hour face to face group course within the care settings. Due to the lockdown restrictions, we have had to revise the delivery to meet required standards. This has included reviewing all of the learning materials, the presentation and the activities for the course, as well as considering different technical platforms and learning methods (live lessons / recorded webinar / e-learning books etc). • Delivery has been adapted to a 3-hour virtual session via the zoom platform. This was the preferred platform due to the ease of access for the care settings. By keeping live tutor involvement, it also facilitates discussion and question and answers within the course rather than a recorded webinar. It also allows the continuous assessment of the learner's understanding throughout the delivery. • To accommodate the lack of IT equipment in the care settings, the College has arranged for a laptop to be made available for the course where necessary. We have had to implement strict Covid protocols as you would expect, especially with Care settings. This includes cleaning the laptop before delivery, quarantining it on its return for 3 days and then cleaning again. • The sector has been very keen to continue to access training, and this mode of delivery has been well received by the settings as they are able to access the training, can work as a group together and have live tutor support. We will continue with this delivery method for at least the first half of the next academic year. • Feedback received from the learners include: <i>'It was a very informative course and very useful', 'We prefer the short sessions', 'I enjoyed the session'</i>
ASFL13	<p>Children's Links – Get into Childcare</p> <ul style="list-style-type: none"> • The aim was to provide a detailed 6 week course to enable learners to progress onto a childcare course. Delivery took place at Pinchbeck library and hub which is located in a small village in South Holland. 3 Learners attended the course and all really enjoyed it. • One of three learners has English as an additional language and was nervous about attending the course in case she couldn't understand the content and interact with the other attendees. This learner has decided they would like to choose childcare as their career and have signed up with Children's Links to start their level 2 childcare qualification in January 2020 • The second learner is a single parent and has no previous qualifications, she was extremely worried about looking stupid (her words) and if she would be able to start a course without having any prior qualifications. She has decided she would like to choose childcare as their profession and

	<p>has also signed up with Children's Links to start their level 2 childcare qualification in January 2020</p> <ul style="list-style-type: none"> The third learner has 3 children, with one being under one year old. She is keen to start a career in childcare but is waiting till her youngest child can access funding to start nursery. In the meantime she would like to take courses in Maths and English in preparation for commencing a childcare course. I have signposted and forwarded her the details of Lincolnshire County Council courses running in south Holland in 2020
ASFL14	<p>Children's Links – BBO and AEB Get into Childcare Course</p> <ul style="list-style-type: none"> The aim of the course was to support people in to employment and training, and to develop the skills, confidence and motivation of learners and provide them with an overview of childcare settings, roles and requirements. Roy was referred to Children's Links by Job Centre Plus in October 2019. Over time he revealed more of his previous history. He had lost his family, livelihood and home and had spent some time living in his car before finding social housing. He is in his sixties and despite being keen to get back into work and attending several courses felt that his age was a big barrier. At BBO job club he was made aware of the numbers of age friendly employers and was supported to make friends and build his confidence. When the Get into Childcare course information was shared with all the job club participants Roy was keen to try something new. The 4 week Get into Childcare course introduces the learners to the various childcare roles and establishments that there are. It explains the qualifications and skills that are needed and provides an introduction to some of requirements such as risk assessments and observations. It also covers the pros and cons of the sector and progression routes into and within it. Roy enjoyed the course, was engaged throughout and participated in all activities and discussions. He really enjoyed the child observations activity and requested that it be done again during the end session. He demonstrated a good understanding of the roles and responsibilities of working with children and came to see how his skills could be transferred to a school environment. During the progression discussion we explored ways in which he could find employment or a voluntary role in a school environment. To help with this he is looking at updating his maths and English. He continues to be supported through job club and the training officer who delivered the Get into Childcare course has been liaising with his BBO officer to support this. The lockdown due to the coronavirus has put a temporary halt on progress as he has no access to the internet. Roy says <i>"Job Club has given me a purpose and a sense of belonging. I can now see how my skills could be used in a school"</i>
ASFL15	<p>CLIP – Learner of the year Nomination – Hannah Green</p> <ul style="list-style-type: none"> Hannah joined CLIP in 16/17 to do her Functional Maths Level 2 qualification, which she passed. She then progressed to GCSE Maths in 17/18, but due to personal circumstances she was unable to continue. Hannah joined again in 18/19 to re-start her GCSE Maths, however, again due to family reasons Hannah had to withdraw. Hannah commenced her GCSE Maths again this academic year and has successfully completed the course Hannah has shown great perseverance in achieving her goals, unfortunately, her dad became unwell and Hannah choose to put her learning on hold to support her mum and care for her dad. Hannah unfortunately, had to withdraw again in 18/19 as her dad sadly passed away, but Hannah has refused to give up on her dreams and wanted to make her dad proud of her. Hannah joined the course again this year and has fully embraced the opportunity and completed the course, and hopefully achieved later this year when the results come out. As well as dealing with the above family difficulties, Hannah was diagnosed with Autism only 5 years ago, at aged 21 and had struggled through school. At school they attributed this to her being quiet so did not get the support she needed to achieved her GCSEs. Whilst at CLIP we have worked with Hannah to assess her additional needs and she has found this has helped her and now has evidence for future learning in relation to special exam considerations and ongoing support. Hannah has grown in confidence, and GCSE Maths results pending, Hannah has been accepted at Lincoln College to do Access to Higher Education – Science from September. She has also been in touch with the University regarding progressing to a degree in Physics the following year. Hannah has not been able to proceed with her career goals up until the point she completed her GCSE Maths so this has really enabled her to move forward.

ASFL16	<p>CLIP – Learner of the year Nomination – Sue</p> <ul style="list-style-type: none"> Sue began her learning journey with CLIP in 2018 when she enrolled on Functional Skills Maths and English Level 2. In 2019, Sue chose to continue to learn with CLIP and made the decision to enrol on both GCSE English and Maths. Both are very demanding courses requiring dedication and commitment from any student who enrolls Sue's absolute dedication to learning was evident from the outset and her 100% attendance and very high level of attainment is further illustrative of that commitment to learning. As Sue's English teacher, I can attest to her enthusiasm for the subject, her valid contributions during lesson and in addition, her supportive approach of other students' progress within the group – Sue's keenness was often contagious, contributing to the overall positive learning environment of the classroom. I am reliably informed by Sue's maths teacher, Rebekah Spowage, that my experience of Sue as a student was mirrored within maths lesson along with again, a very high level of attainment. Sue's academic accomplishments are all the more impressive when consideration is given to the fact that she has continued to work as Police Officer within the community whilst completing what are two very demanding qualifications. Sue has grown in confidence week on week and developed a real passion for reading English, analytical skills and story writing which she informs me will shape any further learning she embarks upon. It has been a pleasure to teach Sue, witness her development and progress throughout the academic year and be in the presence of such a congenial student.Well done Sue!
ASFL17	<p>CLIP – Widening Participation</p> <ul style="list-style-type: none"> This year we ran the Level 2 Counselling qualification in two locations – the first was a 'normal' course delivered in Market Rasen on a Saturday morning over the course of a year. The second was run on a Saturday afternoon in Grimsby and it was run for people engaged with a project for sex workers in the locality, both those working with the women, and the women themselves. The course enabled women who often had exceedingly poor previous experiences of education to engage in an extended learning experience, and for many it was transformative. One of the women, over the course of the year, found new accommodation, stopped working in the sex industry completely, and started watching the History Channel! She now believes that she is capable of study at a higher level, and is exploring her opportunities. This is not just due to the L2 Counselling course (or the motivational and supportive focus of the tutor), but it played a significant role.
ASFL18	<p>ESH Consultancy & Training Ltd - “This has changed everything for us”</p> <ul style="list-style-type: none"> The Stop Understand Move On course encapsulates much the learning Sarah and Ed have acquired over many years academically and also practically. They have two children of their own, one of whom has struggled a great deal with anxiety, depression, self-harm and suicidal tendencies. It is not being promoted as a parenting course, instead the schools we have partnered with have invited people to come along with the expectation that as a result of attending they will understand themselves and their children better. The learning outcomes include learning how to communicate more effectively and how to “hit the pause button” i.e in the busyness of the life, emotions and challenges how we go about learning to RESPOND to things rather than (OVER)REACT. This learner story is not from one individual, instead we wanted to collate the comments from many of the learners who appear to have been really impacted by this course. We are not great at celebrating successes and never want to fall in to the trap of arrogance or ignorance. That said, we are recognise that it is important to acknowledge the difference the Family Learning funding is making. There are lots of other Providers doing some amazing work, many of whom we signpost to. We often recommend Triple P and other approaches to those we come into contact with, but Stop Understand Move On seems to be hitting a niche. We have been overwhelmed by the response to this course. Not only have we been staggered by the breadth of society represented on the courses, we have appreciated how the challenges of raising children and family life as a whole has been a great “leveller” We have witnesses a letting go of pretences, ego's, bravado and as someone put it so eloquently; <i>“I don't have to wear my mask and pretend I've got it all together because I know we all struggle sometimes.”</i> Here are just a few of the comments from one course; <i>“What a wonderful course. I have thoroughly enjoyed the way in which it was delivered. Fun and thought provoking providing useful tools to make everyday life much easier. A really good four weeks which will have a positive impact of my family life”</i>

	<ul style="list-style-type: none"> • <i>"To be honest I could spend hours listening to you both. All very relevant and honest...I've picked up a lot more than a few, lots of key points that I will defiantly be able to use in my family and some I've already implemented. Thank you both!"</i> • <i>"...I think that all parents need to come to it...I feel more confident that I can use some of the techniques learnt with my daughter – THANK YOU!"</i> • <i>"Enjoyable, informative, motivational and most of all genuine and positive. Five stars. Keep it up,"</i>
ASFL19	<p>First College – Learner of the year Nomination – Angela Smith</p> <ul style="list-style-type: none"> • Angela Smith started Functional Skills with us in September, she is currently working toward her Level 1 Maths after completing two LCC PCDL courses with us. Angela has come from strength to strength. She always gives 110% when she at the centre, she completes the work given to her every lesson and takes work home to get extra revision done. Angie had been through a very tough time but she still found the time, and motivation, to keep going and join us at the Louth Learning Centre. Angie wanted to enrol at the centre, as she wanted to better herself and gain qualifications to help her own self development and to help with employment. She has gained confidence since the start of her journey of the centre • Angela has come from strength to strength and continuously give make effort on developing her skills when she's at the centre. She is always up for a challenge when it comes to learning new strategies for her Maths work. Angela is a pleasure to have in the centre, she is polite and puts a smile on your face. Angie is a very high spirited lady, who brings a smile to the team whenever she attends. It has been, and always will be, a credit to teach Angie and we hope to get Angie to where she wants to be in life. • From the LCC course Angie took part in, in September, Angie was able to identify her strengths and weaknesses for functional skills, whilst also identifying what her favourite techniques for learning are. This then gave Angie the courage to continue her studies with the learning centre and progress onto her accredited course, Level 1 Maths. This course has had a positive impact on her life, you can tell when Angie completes a piece of work she is happy with herself and it give her a self-confidence a boost
ASFL20	<p>First College – Learner of the year Nomination – Alvin Grimmet</p> <ul style="list-style-type: none"> • Alvin came to college to gain IT, Health and Safety, First Aid and English qualifications. He felt that he needed additional qualifications to enhance his employability prospects. • During Alvin's time at college, he has managed to achieve qualifications in IT at Level 2, Health and Safety in Construction Level 1 and Level 3 First Aid. He is working towards achieving his Level 2 English Functional Skills qualification. Whilst at college he had grown in confidence and is now more comfortable around others and he is communicating well in groups. He has also had some work experience at Morrison's supermarket and now feels able to gain employment in a similar environment. Through his English training, he has created a new CV and written a new formal cover letter to send to potential employers • Alvin has achieved new qualifications and attends college regularly to build on his skills and knowledge. He is looking to achieve his English qualification in the New Year. Alvin says <i>"I am enjoying my time at college and I am grateful for the opportunity to gain necessary qualifications. I am proud of my achievements so far and look forward to completing my English training"</i>
ASFL21	<p>First College – From Care to Admin</p> <ul style="list-style-type: none"> • Liz has worked as a nurse for 30 years which she loved. She had to come out of work to care for a sick relative. They have recently passed away so now Liz wanted to start looking to go back to work. She thought that she would like a career change at this stage in her life and wanted to complete the Business and Administration course. She has not worked with First College and has not completed any qualifications recently so was feeling really nervous about it all • Since Liz has started the course, she's been producing really high-quality work and has been really enjoying it. She is also enjoying having something to do during lockdown. She has been enjoying has been really creative with her evidence she creates. Liz has been feeling much more confident and has really challenged herself on the course. Not only in Business and Administration, but in IT skills too.

ASFL22	<p>First College – Landed the perfect job at Kenwick Golf Club</p> <ul style="list-style-type: none"> • John has been with us to complete various training. John contacted me and asked if I could help him with his CV and cover letter for a job that he was interested in applying for. He attended 1 day for help creating a CV and cover letter and sending it to an employer. It was a new learner on an LCC contract. John has not done any training under this contact before. • John attended a CV and cover letter session with us where I told him about what his CV and Cover Letter should include and how you should tailor it to each employer. He took all of this information in and was really positive and interested in learning. He created these documents and applied for a job that he really wanted at Kenwick Golf Club. • John went to the interview at Kenwick Golf Club and when meeting with his potential boss, they got on really well instantly. The interview was very informal, but John had a good feeling about it after he left. He received a call later on from the employer asking him if he would come back and do a trial day. John went back and completed a few hours with the employer looking at what he would potentially be doing. He said that he would be in contact to let him know if he was successful. He received a call on 09/03/2020 to say that he had been and to ask him when he could start. John has accepted the job offer and will be working in a job that he really loves • The learner came into the centre to tell me the good news and to give me a card to say thank you for all of my help. He gave me all of the details then. He has also been emailing me at every stage to let me know what has been happening.
ASFL23	<p>First College – Learner of the year Nomination – Laura Thompson</p> <ul style="list-style-type: none"> • Laura Thompson works for Lincolnshire Partnership NHS Foundation Trust as an administrator. The course she completed was Functional Skills Level 2 Mathematics and she completed the course over 2 months. In her own words Laura said <i>“I was keen to improve myself by obtaining this qualification. Ever since leaving school 10 years ago and coming out with a GCSE D in Mathematics, I never thought after all that time I would get the opportunity to do it again, or even be able to pick it up all over again.”</i> • I feel Laura showed real dedication and commitment to her learning whilst pregnant, working part-time and looking after her young child. • Laura’s confidence in her ability at Maths increased greatly and on her return from maternity leave, she wishes to complete an NVQ Level 3 in Business Administration. Laura’s own words are <i>“I have an overall sense of contentment knowing I now have the qualification and it will help me in applying for other jobs and other qualifications. I am now hoping to complete an NVQ Level 3 in Business Administration when I return to work from maternity leave and eventually work my way up in LPFT.”</i>
ASFL24	<p>First College – Going from strength to strength - Teena Andrews</p> <ul style="list-style-type: none"> • Teena has recently moved into the area and attended First College, during her time with us she has completed several short courses on Positive Motivation and preparing for work to build up her confidence and meet other people, she did this through our employability team. • Teena has completed the Food Safety and Allergen Awareness Courses with us and since doing these she decided to join and progress her leaning to the Level 2 Professional Cookery Course with us and has attended every week since September giving her a lot more confidence and motivation. She is putting together an excellent portfolio of work and her cooking skills have developed to a high standard. • From starting the Level 2 Professional Cookery Course Teena was given the opportunity to do some work experience in our school meals kitchen which she accepted. This has boosted her confidence, team work and communication skills and can also now be added to her CV. • During her cookery course, First College invited one of our large Employers to our training kitchen which have learners on the same course as Teena to judge the cakes they had made and decorated for one of the unit assessments. Our employer was very impressed with the quality of what Teena had produced and contacted us to offer Teena employment over the summer season in Skegness. • Due to the COVID-19 situation Teena was unable to start her seasonal employment. She has though been able to show the transferable skills learnt at First College to a Retail Employer and has secured employment with a Supermarket Chain.

ASFL25	<p>Grantham College – New Beginnings</p> <ul style="list-style-type: none"> • Our learner, Laura, had recently been let go by her employer from a position she had been working for the last twelve years. She had been struggling to find another job since and was referred to our team that run employability courses by the local jobcentre. After an interview she signed up to do three of our short 6 hour employability courses, Online Job Searching and Applications, CV Writing and Cover Letters and Interview Skills and Employment. • Laura had not been a part of any form of classroom based learning since she had been at school and therefore was quite nervous in the first few sessions. These courses are designed to only have a small number of students in the group at one time to allow for more attentive, 1-1 tuition from the tutor. Laura benefitted from this and eventually the group became quite tightly knit and supportive of one and other. Once Laura opened up to the idea of the courses she realised that the process of finding a job had changed quite dramatically in the time she had been with her previous employer. Her interview technique was one of the best in the class however she needed help actually going through the process of creating a new streamlined CV and actually applying for jobs online. • The courses helped Laura gain necessary skills and experience that will aid her in her in searching for another job. Most importantly they gave her the confidence to put herself out there more than she had been previously. • Since completing the courses Laura has confirmed she has had two interviews and has one more lined up after Christmas
ASFL26	<p>Heritage Lincolnshire - Conservation Areas; History, Use & How to Assess them</p> <ul style="list-style-type: none"> • The course was Conservation Areas; History, Use & How to Assess them and it took place one day a week for three weeks. The course was attended by around ten learners – the majority of who were early career professional. I was a new learner hoping to learn more about conservation areas to help me in my role as a conservation project officer. • I recently came into my role as a conservation project officer and had knowledge gaps around the subject of conservation areas. I enrolled in this course to improve my knowledge and enable me to perform my job better. • I was able to develop my knowledge of conservation areas and how to assess them through being taught by an experienced tutor. The course has certainly helped me to develop professionally and perform my job better.
ASFL27	<p>Lincoln College - Julie</p> <ul style="list-style-type: none"> • Julie has been on maternity leave for a year and she has had little contact with other people. This resulted in a lack of confidence. Julie decided that she wanted to do something that would allow her to mix with other people and expand her knowledge. She saw the Introduction to Indian Head Massage course advertised and thought this was an ideal subject of interest. • After enrolling on the course Julie practiced the techniques in a very professional manner and her confidence grew considerably in the first two sessions. Julie has not only grown in confidence but she has now looked at furthering her education and will be enrolling on an accredited course in the subject. • Julie's' tutor said <i>""I am impressed how quickly your confidence has grown and how professional your massage performance looked. I am so pleased that attending this course has prompted you into looking at an accredited course. You have done so well!"</i>
ASFL28	<p>Lincoln College - Feedback from Zoe – Employability Course</p> <ul style="list-style-type: none"> • <i>"I have just had the call to confirm I will be starting work next week as Strategic Procurement Manager for Selfridges (goods not for resale). I'm sitting in Tesco car park bawling my eyes out. I'm so amazed at myself. Thank you so much for the work you did on the course the other week. It really gave me a chance to think about what I'm good at and what I want to do and helped prepare for the interviews."</i>
ASFL29	<p>Lincoln College - Feedback from learners on spreadsheet course</p> <ul style="list-style-type: none"> • <i>"I just wanted to take a moment to let you know what an overwhelmingly positive response we have had to your excel spreadsheets courses. Everybody I've spoken to has told me how much they've enjoyed the course and how useful it's been, particularly how you've made it easy to understand the relevance of how they can use the techniques in their work. Thank you!"</i> • <i>"Really enjoyed yesterday and found it very beneficial. We have been looking for a course like this for years. You have given us much more confidence to use excel for the benefit of ourselves and the force. Myself and Janis are now looking to register for the advanced course in February."</i>

ASFL30	<p>Lincoln College - Feedback from learners engaged on on-line course as a result of Covid 19</p> <ul style="list-style-type: none"> • <i>"We have thoroughly enjoyed the sessions and it has saved so much travel time! Equally, there has been no Lincoln traffic stress!! As working professionals this has been a huge bonus for us! Rosa has been so committed to supporting us and we are pleased the sessions are continuing. It works well with about 6/8 people. I think it's always good to meet people face to face initially, but after that, the remote learning can work incredibly well!"</i> • <i>"Under the circumstances this was a very effective way of continuing the learning. The lessons were well planned and the pre-reading was made available in time. Rosa Nelson worked hard to ensure a good learning experience for all. I think any more than 6 participants would have made interaction harder and given less time for the teacher to get round all the students effectively. Good communication with the college with initial log in issues that were sorted quickly."</i>
ASFL31	<p>New College Stamford – Understanding Autism</p> <ul style="list-style-type: none"> • The Understanding Autism course was advertised in November 2019 because a request had been made to work with the community by providing courses for local schools and a new member of the colleges' support staff was undertaking a masters degree focussing on autism. She was keen to share her knowledge and work with local practitioners. • Ordinarily, the college would only operate a course if it had 7 students enrolled to make the course economically viable but, on this occasion, only 4 students had enrolled but had all expressed how disappointed they would be if the course did not take place. All the students were learning support assistants in schools in and between Grantham and Stamford and had responsibility for pupils who were autistic. In the end only 3 joined the course. They were keen to join because they felt isolated in their small schools as they were provided with little support by the school or the local authority as funding is so scarce and the school could not afford to pay them to take time off from school and pay for training. • They were prepared to pay £20 themselves and could attend in the evening by joining the course at Stamford. As there were only 3 students on the course and the students were actually working with autistic children the course was truly interactive with the tutor providing both theoretical and practical examples but the students contributing fully by giving their own experiences. Thus, both the tutor and all the students gained by sharing experiences and together analysing the problems that the students were facing and together coming up with solutions. • Technically, the college had lost money by running this course but the benefit received by the tutor and in enhancing the student's abilities and thus benefitting their autistic children's enhanced experience meant that it was worth running.
ASFL32	<p>New College Stamford – A Good News Story – Sharing Knowledge, Skills and Expertise</p> <ul style="list-style-type: none"> • Trev. is a manager at a brickworks south of Peterborough . He knows a lot about brickmaking and design but decided to come onto the PCDL Introduction to Bricklaying course at the college to learn about the skills and knowledge required to lay bricks. He then enrolled on the intermediate brick laying course. As a result, Trev now feels that he can do his job better because he now knows how the bricks he helps to make are used, and incidentally he has taking on jobs at home of building up a garden wall and re pointing of brickwork. Trev has said how gaining a knowledge of the terminology of bricks and in the trade skills has helped in a greater understanding of the UK construction industry from production of the materials to the trades themselves. • Tom is the tutor on the PCDL course and also a full time Bricklaying lecturer teaching young men and women about the trade. After talking with Trev he is now much more knowledgeable about how bricks are made and he is passing this expertise onto his full time students. Trev has also supplied samples of the bricks he makes including samples of a new method of brickwork call "Brick slips"; these look like standard size bricks from the face but they are more like a tile that you would get in your bath or kitchen. These can be used to face buildings to give the impression that they are built from bricks • In addition Trev had organised a trip for some of the full time students, planned to go to Peterborough Brickworks April 29th and May 6th, but unfortunately because of the Coronavirus situation this will now be deferred until later in the year. • I wrote to Trev to thank him for the help he has given the college and he noticed that I have a PhD. He advised me that he is just finalising a PhD research proposal for enrolment at Leeds Beckett University for a September start and asked for any advice for someone about to embark on the PhD journey. I intended to pop down to the bricklaying class to seem him for a chat but the Coronavirus situation intervened

ASFL33	<p>Pelican Trust - Sarah</p> <ul style="list-style-type: none"> • Sarah went to the Vales for rehabilitation and support with independent living. She has mental health issues and some learning difficulties. She attended (The Vales) early this year and requested some support with her computer skills. Her Occupational Therapist at the time, contacted us here at Pelican Trust and after meeting her, to discuss what areas she wanted support, she was enrolled on the (HBL) course. • She has worked on altering text (size, font, colour), creating a table of information, using rows, columns and headings. The use of columns and rows has helped her to understand Maths, using (H) Hundreds, (T) Tens and (U) Units. She has learnt to use them to add up figurers, correctly. The combination of the table and numbers can be developed to use as a menu in the future etc. I have shown Sarah how to insert pictures and text boxes to which she can also add images to her table too. Her latest creation has been Christmas card; using a picture and text box to record information relating to Christmas. • As a result of the training that Sarah has achieved, she has asked to extent her volunteering hours in the Discovery House shop and café. She already does two half days but now wants to do full days. I spoke to her supervisor at the shop, and she told me that, Sarah had successfully completed the Basic Food Hygiene course and is developing in confidence and getting along with all the other staff really well. She has made sandwiches, jacket potatoes, served food, also used the till with support. • Sarah can plan, shop for, prepare and cook meals herself, she can go into town on her own and has recently bought Christmas presents for her friends and family. When I asked her what she thought about the support I gave her, her reply was <i>"It has helped me feel good. Good excellent, I like it!"</i>
ASFL34	<p>Pelican Trust – Learner of the year Nomination – James (Jamie) Hutton</p> <ul style="list-style-type: none"> • Jamie is volunteering in the North Hykeham Library working alternate Thursdays from 4pm to 6pm. He shares this role with two others, alternating the jobs to be done. This involves, replacing books to their specified places on the bookshelves and scanning them to see if they are to be returned or reserved, for other borrowers. • He told me that, <i>'It requires me to be really careful on replacing the books that they go in the correct place; they are logged by author, number, fiction or non-fiction. Should they be put in the wrong place then this causes confusion especially if they are logged on the computer as being in the library.'</i> • His training and welfare is provided by the library coordinator. His decision to do something different to working in a Charity shop was arranged after visiting the Volunteer Centre in the Job Centre; thus, he then chose to work in the library. Jamie said <i>"My confidence had developed so I fancied a change."</i> • Jamie came to the Pelican Trust as a learner, to gain confidence, improve his English and Maths and develop his job searching skills. He was successful in that he achieved his Level 1 & 2 in Literacy, resulting in him later confidently attending a different training centre, passing a maths qualification. Whilst developing his job searching skills, he produced a very comprehensive C.V with accompanying cover and speculative letters, to aid in job applications either voluntary or in employment. • Jamie has enrolled on a few of our courses; one in particular has made an impression on him in that he told me that <i>"In line with the Healthy Eating, Healthy Body, Healthy Mind course, I walk to the library, from where I live, as it is good exercise."</i>
ASFL35	<p>RHG Consult - Jo Tolley – Written Wheel</p> <ul style="list-style-type: none"> • Jo was enrolled on a Magazine Journalism Masters course at Nottingham Trent University last September, however, after the first fortnight realised she was in the wrong place and that 7 years in further education was enough! She wanted to get out and make a difference. • Creative author Jo attended a two day Start Your Own Business course last September in fact she attended twice, once on her own and a second time with a note taker, Jo is an amazing woman who lives with quadriplegic cerebral palsy and is determined to promote disability awareness. • She loved writing and had already started her blog "The Written Wheel" Jo knew she wanted to start her own business. A friend mentioned the Princes Trust who in turn directed Jo to the RHG SYOB course as a good starting point. Jo was so inspired by the course and Emily the instructor that she wanted to attend again with a note taker to ensure she got thing she needed out of the workshop. Further to that she was directed back to the Princes Trust who have awarded her some grant funding and a business mentor for two years who Jo is in regular contact

	<p>with.</p> <ul style="list-style-type: none"> Jo successfully launched her freelance writing business earlier this year and has a website to show off her blog and portfolio www.writtenwheel.co.uk. She also does some motivational talks and her Ted Talk is featured on the site. Jo blogs about disability and has a column on Community Voices, which highlights disability issues. This features regularly on local website – The Lincolnite. The young entrepreneur has also now secured a part-time job with Lincolnshire Young Voices, which campaigns on behalf of people with Special Educational Needs and Disabilities. RHG have also asked Jo to formulate some blog ideas for a new website to be launched in a few months
ASFL36	<p>RHG Consult – Feedback from learners</p> <ul style="list-style-type: none"> <i>"When I arrived at the training yesterday, I was feeling somewhat emotional and disappointed about a series of events that had happened during the preceding couple of days at work and home and wasn't sure if I was going to get very much out of the session. Your calm demeanour, enthusiasm for the subject and alternative viewpoint put me at my ease and I found the content to be very supportive and useful"</i> <i>"I live on my own and during lockdown have felt at times very alone. The online sessions I have attended have kept me motivated especially with the break out room sessions and working in groups. Mindfulness also helped me to keep my situation in perspective and stay more positive – thank you to all the RHG tutors who have been amazing!"</i>
ASFL37	<p>Riverside training - "What a Difference a Year Makes!"</p> <ul style="list-style-type: none"> Callum was introduced to Riverside Training by a friend during Summer 2019. Through attending our regular Coffee Club, he was subsequently introduced to a variety of courses. Callum was feeling a bit down and low in confidence, so the appropriate courses were recommended to him. He has since completed MENTAL Health, Body Talk, Find Your Mojo and Boost Your Self Esteem. Callum's motivation was that he wanted to learn more about mental health for himself and those closest to him. As a result of attending and completing these courses, Callum's confidence, self-esteem and self-worth gradually began to grow. He also became better able to cope in social settings When Callum arrived on our doorstep, he was feeling low in confidence and had no real direction or purpose in life. His primary hobby was playing on his PlayStation and at the time he felt quite isolated. Through his participation on the courses, we noticed that Callum had a wide range of skills and talents, including the ability to learn very quickly. As a result of this, he was initially invited to volunteer at Gainsborough Food Bank. This led to him becoming involved with, and ultimately volunteering on our Pathways to Wellness programme which supports people experiencing mental, emotional and social health difficulties. During this period his confidence and self-esteem skyrocketed. When an opportunity arose to apply for an apprenticeship on our Building Better Opportunities programme, Callum jumped at it. In January 2020, he was thrilled to learn that he had successfully got the job! He is now thriving in his new role and constantly eager to learn new skills and take on fresh challenges. He is proving to be a highly valuable member of the Team. In Callum's own words, <i>"Coming to Riverside has made such a difference to my life! I can do more now than I ever could before, both at home and at work. I am financially better off which makes a huge difference. Attending the courses and volunteering on both the Food Bank and Pathways helped me to see that everyone can struggle at some point in their life. But, through accessing the right support, anyone can overcome their personal barriers. Without the support I've received through Riverside Training I doubt very much that I would have this job today."</i> Callum celebrated his 22nd Birthday yesterday. He is now looking forward to enjoying what he believes will be his best year so far! He is hugely grateful to Riverside Training for providing him with the support and opportunities he needed to help build his confidence and self-worth, as well as provide him with some direction in life
ASFL38	<p>Riverside – Learner of the year Nomination – JA</p> <ul style="list-style-type: none"> JA initially attended the one day CV Workshop having left her previous job for personal reasons. Following a period of issues with her mental health she felt she had to try and do something positive. Her intention was to simply create a CV Having completed her CV she was surprised at how many skills she had to offer an employer and on reflection decided she wanted to look at other avenues of employment. This resulted in her completing Computer Basics made Easy, IT for Work, and Introduction to Business Admin to give her the additional skills needed within an administration role JA is now much more confident in her IT skills and more importantly in her own ability to sell her skills and value to employers. She is now eager to get back into work and actively looking for new roles

ASFL39	<p>Seagull Recycling – GC - New Horizons</p> <ul style="list-style-type: none"> • GC and her mother met with members of staff at an initial meeting to find out what we do as they had been recommended to us by several people, as well as statutory bodies who partner with us on other projects and programmes. GC was currently attending another organisation but felt that her interests and needs were not being met by the approach to her development and individual needs. We spent a long time discussing the options open to her and finding out her individual needs and interests moving forwards. We also discussed her aspirations for the future and the various organisations locally that may be able to help and support her. • She was interested to hear how the GROW programme offered a wide range of sessions that could support her plans and how the courses can be adapted to meet a wide range of individual learner needs. After several discussion/advice sessions, GC decided that she would join our Volunteer group as she wanted to try several different activities with a special interest in gardening and craft, but also to improve her self confidence and work skills. She doesn't feel that she will ever work but felt it was really useful to have the skills ready so she will be 'job ready'. • GC and her mother arrived on her first day and the intention was for her mother to stay with her to allow her to settle in and become comfortable with the activities, routines and other learners/volunteers. Her mother was quite happy to leave GC with us after the morning tea break as she could see how happy she was with the activities and the bonding with the Centre that was happening. After a month of one attendance per week, GC decided that she would like to build up her days, eventually leading to 3 days per week. She gradually spent longer, and more sessions each week and really settled in with the other volunteers and learners. She has become a valued member of the team. • GC asked if she could try some of the PCDL sessions and after a few discussions, GC decided that as she would be working outdoors on a range of tasks, she would like to try and improve her health and safety skills by undertaking a multi session H&S course. She revelled in the activities and attacked each session with vigour and enthusiasm and it was clear that she was so happy to be involved and treated as an equal by all members of the team that she undertook each session fully and completely in an effort to learn as much as she could. The change in her approach and confidence from the first few times she attended was marked and she has come so far, in no small part to the opportunities offered by the GROW programme. • She was able to practice skills she had been involved in on a more formal, yet still relaxed style to allow GC to build confidence, self-belief and H&S skills, whilst challenging her comfort zone and not adversely affecting progression. GC really enjoyed the sessions and was very pleased that we were able to deliver the sessions in a small group (mostly on a one to one basis) to maximise the impact of the learning and allow her to look forward to the future with from a positive viewpoint. • As a direct result of GC taking part in the PCDL GROW sessions, she showed more confidence and self-belief, whilst clearly demonstrating her increased practical skills by being able to complete jobs on her own in environments she had previously not been involved in or not be able to take part in or complete independently. In addition, the amount of time GC attends per week has increased from a couple of hours to three full days. On Wednesday mornings she has also become involved in the EcoWellness Project by joining with the Art in the Forest Group • GC has said how the Centre and GROW have changed her life and encouraged her to take part in unfamiliar sessions in unfamiliar places with unfamiliar people, but her skills, self-confidence and belief in her abilities have improved so much she feels a lot better equipped to change her life journey going forward into the future. GC and staff meet every week to gain feedback on how she feels and if any changes are needed to her programmes to ensure her attendance remains relevant and interesting, and to make sure her needs are being met at all times. • She has shown demonstrable improvements in her approach to people and activities and her confidence has grown to the point where at times we struggle to stop her talking to people!! This is fab though and we would never want to change this, but being shown by a person who did not want to work in groups, this evidence of a major impact on her life.
ASFL40	<p>Skegness College – Learner of the year Nomination – Rebecca</p> <ul style="list-style-type: none"> • Rebecca Betts previously attended Skegness College for Level 2 hairdressing. She found the course quite challenging and not always able to link theory into practice. However after much perseverance she completed her level 2, completed some work experience during the summer holidays at a relatives salon and returned for Level 3 Hairdressing. This part-time course is for adult learners to either improve their skills from Level 2 or for adult learners that once were hairdressers and want to return to the industry, either in a salon or self-employed. • On returning to college in September she once again did not find the skills and theory easy and although was happy working on mannequin heads

	<p>she struggled in moving onto working with 'real' clients/models. To improve her confidence with clients she was encouraged by the college staff to find a salon placement. She went into a range of salons in Skegness asking for work experience, she was accepted in a salon that has a high proportion of male clients. Her confidence in communicating with clients and her technical skills and passion for the industry, especially men's cutting, has developed immensely.</p> <ul style="list-style-type: none"> • During Rebecca's time in college she has become a popular member of the student population and is seen by her peers and teachers as a supportive member of the college. She is kind, polite, thoughtful, funny and helpful, nothing is too much trouble, she will be missed by students and staff when completes her course this year. • She will complete her Level 3 Diploma in Hairdressing this academic year, with confidence and the technical ability and knowledge to succeed in the industry. She has been offered and accepted a job at her work experience salon, once it re-opens after Covid-19 lockdown
ASFL41	<p>Soteria Solutions – Training supports volunteers</p> <ul style="list-style-type: none"> • In December 2019 a 6 hour Emergency First aid at Work course took place for 12 mature learners who volunteer as street pastors in the Spalding area. Some learners were refreshing their first aid skills and others in the group were new to the subject • The group of volunteers patrol the streets of Spalding at night to offer help and support to those they deem vulnerable. This could be for example a rough sleeper, intoxicated reveller or a lone female. The first aid course gives them the skills and confidence to provide additional support if necessary. Through the work that the group has undertaken in the past, they identified that first aid skills would be useful to them. The course gave the street pastors the skills and knowledge of first aid, together with practical opportunities to build confidence in using those skills should they need to provide additional support and assistance to any vulnerable person that they may meet. • Learner on the course said: <i>"Remain confident & competent to be safe in volunteer role", "I am more confident in what I am able to do, in terms of first aid". "We have covered all aspects of first aid, have done before, this was a good opportunity to revisit and refresh on basic first aid and life care. The course was good and didn't need anything to improve quality. It has given me a better knowledge and supports my confidence in administering first aid"</i>
ASFL42	<p>Soteria Solutions – Perseverance leads to success</p> <ul style="list-style-type: none"> • A new learner, Lucy attended a 6 hour Emergency First Aid at Work course run for volunteers of Spalding Hockey Club and a dementia support group. She hoped to improve her skills to help support her voluntary work. • Lucy has complex disabilities and stated several times during the course that she felt her disabilities would mean she would be unable to complete the practical elements of the course and was therefore attending to gain knowledge only. • Despite her reservations, she was encouraged and supported by the trainer throughout the course to try every practical element to the best of her ability, this lead to her successfully completing all parts of the course and achieving a Level 3 award in first aid, which she will be able to utilise in her voluntary work. • Lucy said <i>" this course has greatly increased my confidence. I have gained lots of knowledge. Thank you"</i>. She also told the trainer at the end of the course that several people had told her that she would not be able to complete the practical parts of the course.
ASFL43	<p>TaylorITEX CIC – Learner of the year Nomination – Margaret</p> <ul style="list-style-type: none"> • This was an ICT course, over 3 weeks delivered in 4 hr sessions for people who are not confident using ICT or those that have a limited understanding of it's capabilities. Focusing on using Microsoft Publisher to create posters, newsletters, greetings cards or other publications. • Margaret, a learner in her later years enrolled on the course after attending recent courses covering Windows 10, Word Processing, and The Google Office. She felt that the amount of knowledge and understanding gained from the previous courses had encouraged her to continue in her learning journey. She had previous knowledge of Publisher but had never really used it to any level before, and as she states <i>"I know what I want to do, but cannot figure out how to do it or sometimes just remember how to do it"</i>, so thought this would be a great way to recap her current knowledge and understanding. • Margaret was a model student. Early to arrive, last to leave and inquisitive throughout. She applied herself to the course and the activities supported others in the group and requested additional explanation to topics and her thoughts as we progressed. She was often forward in her thinking and approach which encouraged great classroom communication with the other learners.

	<ul style="list-style-type: none"> • Margaret often referred to her memory not being as good as what it used to be, but she did not use this as an excuse, rather a reason to take notes, practice the activity several times, and use the course handouts. She is already looking for further courses to attend as she wants to continue her learning towards using her technology better and more confidently • She is currently using her skills to organise her music and video library. Designing posters for her dance classes she attends, and I believe she has gained the confidence to use a music player to convert her vinyl records to MP3 format (which the tutor has been supporting her with through email communication.)
ASFL44	<p>TaylorITEX CIC – Dedication from a nervous learner</p> <ul style="list-style-type: none"> • The learner had been scheduled to take part in a classroom based course ESOL course but due to the Coronavirus pandemic she was referred to an online distance learning course. • The learner found it difficult to communicate/talk to us on the phone as she doesn't have English as her 1st language, and at one point, because of the limitations Covid-19 was impacting upon us, we weren't sure that we had the resources to support her or break through the language barrier. However, we were able to send out course information, an enrolment form, and ZOOM Guidance work sheets to her by post and also by email and thankfully the learners reading skills ensured that we could start. • The learner struggled to log into Zoom properly on the first occasion and was unable to get her audio working. The tutor worked with her and finally she mastered the ZOOM App and found the confidence to talk and take part within the group online sessions quite quickly. It was soon apparent that the learner's speaking skills were better than she was comfortable in saying. • I have watched the learner's confidence grow very quickly over the 6 sessions she has attended: she always emails her homework back to us before the session starts, is happy to speak English throughout (when and where she can), and now also helps other learners if they struggle with things she feels more confident about. • The visual difference in the learner is obvious for the tutor to see. She attends every session and has already asked to start a progression course with us in the next academic year.
ASFL45	<p>TaylorITEX CIC – Returning to Learning – You Might Save Someone's Life</p> <ul style="list-style-type: none"> • Learner A worked as a policeman for 30 years. Following a period of retirement he commenced working for Boston Borough Council looking after the Mayor. In July 2018 he was made redundant from this position, but applied for and was appointed to the newly created position to carry the mace in ceremonial processions, accompanying the Mayor. • On several occasions Learner A asked his employer if he could do a First Aid course, but always got a negative response. Whilst in the Police Service, Learner A completed regular First Aid training, and when taking up another position thought that an update would keep his knowledge of what to do in an emergency situation beneficial. Prior to this course the last training attended was over 20 years ago. • A Facebook advertisement was placed, and brought to the attention of the Emergency Community Group (Boston) and several learners contacted to join the course with Learner A being one of them. • Learner A found the course extremely useful and especially found the demonstration of how to use the defibrillator extremely interesting and being able to practically use this was of great benefit. He feels that the knowledge gained will allow him to use it should any incidents arise in the home situation, whilst at work, or even if an incident occurs when walking down the street.
ASFL46	<p>TaylorITEX CIC – Improve Your Interview Skills – Get That Job</p> <ul style="list-style-type: none"> • Learner B has recently relocated from Bristol to Boston. She has been doing some agency work in the Care Sector whilst looking for a more permanent position. Whilst looking for permanent job vacancies, Learner B noticed the Improve Your Interview Skills – Get That Job course promoted on the Boston Borough Council website. She rang our office and requested to carry out the course, and was sent a letter confirming her place on the course and the course information • Learner B attended the Improve Your Interview Skills – Get That Job course and engaged well and participated in all the activities including the mock interview and the subsequent constructive critique. The following day she had a live interview and was appointed to the position. The learner feels that the attendance on the Interview Skills course and participating in a mock interview really aided her being successful. • Although she has not been out of work for long, attending an interview proved to be scary for the learner and prior to attending the course she felt

	<p>quite nervous and lacking in confidence.</p> <ul style="list-style-type: none"> • Being appointed to a position that she gains enjoyment from has been quite a boost to her morale by boosting the learner's confidence and self esteem. Whilst on the course Learner B found the Tutor to be extremely helpful, giving good advice and information of what to expect from an interview to all those attending. The Tutor explained how to dissect and look at the Job Description and how to both answer potential interview questions, particularly about personal skills and qualities and their relation to the proposed position. Also to discuss personal strengths and weaknesses and how to prepare appropriate questions to ask the interviewers. • The learner has commenced working at Nacro as Housing Support Worker, which is a full-time position. Learner B has attended several Induction sessions and is finding the ongoing training to be beneficial. She is enjoying her new challenge, finding it to be a fulfilling position.
ASFL47	<p>TaylorITEX CIC – Never too old to press some buttons</p> <ul style="list-style-type: none"> • Learner C (and her partner) enrolled on our Starting Out in IT course because of a recommendation from a friend. She rang to say that she uses her computer regularly but “really doesn't have a clue...” <i>in regards whether she is doing it correctly or what to do when things go wrong and screen messages appear</i>. She also asked if she was “too old to be on the course” where we replied “Never too old to press some buttons. • She attended a pre-course induction and came with a list of question, queries, and current issues she was having. During the pre-course induction we established what the group required and designed the course around their needs. The course was scheduled for 15 hours, and divided into 5 x 3 hour sessions. • Learner C, as one of the older group members has shown great dedication and a super approach to her learning. Always the first to arrive, always completed any home activity tasks, and always arrived with questions and queries related to course activities. Yes it sometimes takes longer for the info to register, as she says “my memory is not what it used to be”, but practice and repetition of tasks helps her with this. She is a shining light to other older learners. • Learner C's confidence has grown since she has started to understand some of the basics of using her computer. She now has a better understanding of what an Operating System is and how it works has helped her understand where her many files are, but more importantly it helped her identify why her Microsoft Windows Laptop and her iPad tablet computer worked so differently; this was causing much confusion beforehand. She is learning how to set up a Mail Client so that she can manage multiple email accounts.
ASFL48	<p>TaylorITEX CIC – Keen to Learn</p> <ul style="list-style-type: none"> • Learner D attended a 6-week ESOL course from September to October and then an Extending ESOL course immediately afterwards. He came to the UK from Iraq to live with his family just 5 months ago. He had been studying a little by himself but he needed practice, feedback and direction. He is an E1 level learner across the skills areas with writing being his weakest area. In addition to the obvious language needs, the learner also wanted to meet new people, gain some independence and prepare for work. The initial course enquiry was made through a family member as the learner had low level of experience of speaking in English. • Learner D does not live in Boston and he travels about one and a half hours to attend these classes which demonstrates how important they are to him as a learner. Learner D is doing well with his English and it is still very early days in his learning journey. However, he speaks at every opportunity and socialises well at break times. He is very much part of the group and when we had a break for half term he said how much he would miss everybody and the class. The Learner always acknowledges staff team members when he comes into the building and when he departs. He is always early for sessions, despite having a distance to travel. • He is so keen to learn that he has attended other courses too such as CV Workshop and Interview Skills. This has given him valuable vocabulary and language as well as giving him an insight into the world of work in the UK. Learner D now has a life beyond his family home. He has made friendships within the group and has a focus for his learning • Learner D has achieved his targets at the end of each of course and he can now complete forms and answer oral questions about his personal information. He intends to continue studying ESOL in the new year and attend any other courses that are available, so that he can strive to improve his English and future employability.

ASFL49	<p>TaylorITEX CIC – Making Friends Whilst Learning</p> <ul style="list-style-type: none"> • Elzbieta (or Elizabeth as she likes to be called in class) attended a 6-week ESOL course from September to October and then an Extending ESOL course immediately afterwards. She is now attending ESOL Improvers and a Conversational class on Saturday's. Elizabeth joined the course originally to improve her English but also to meet new people and for her general health and well-being. She is retired and suffers several health issues and her husband works so she spends a lot of time home alone feeling isolated and lonely • Elizabeth is a great attender and has rarely missed a class. She is a popular and well liked member of the class and when she did miss the first class of this most recent course, her classmates were concerned and got in touch with her. She is rather like the mum of the group, organising coffee at break time and making sure everyone gets a drink. • Her English is a low level and progress towards targets and outcomes, we would both agree, is slow. However, she now has people to communicate with who don't speak Polish. I know she walks home with another learner from the group and I hear them laughing and 'chatting' across the language barrier. • Elizabeth now has friends and a network of people to meet with and communicate with. She has a reason to leave the house and something to look forward to. It has made a difference to her self-esteem and general well-being without a doubt. It is evident what being part of the ESOL courses means to Elizabeth when you see her laughing with classmates.
ASFL50	<p>Train4 – Jazmine Hollingshead</p> <ul style="list-style-type: none"> • The basic construction skills course lasted 6 weeks and was held in a classroom environment for theory and 2 weeks practical training in a construction training facility. The group are long term unemployed wanting to gain their CSCS card to gain employment within construction with little or no previous experience. • Jazmine came to the course after helping her father do DIY whilst being unemployed. She started with very little knowledge of construction and soon worked her way through the course content gaining a wealth of knowledge. She has shown herself as a very determined person and extremely hard worker as always keen to do more and learn new skills. • Jazmine has shown she is hungry to learn new skills and has developed into a very confident person. 100% was given at all times and this showed when completing her CSCS card test that she passed with ease. All work books completed and gained Health and safety qualifications, IT workskills, Customer service training and employability training. She now has an up to date CV and a new skill set to promote her in the work place. • Jasmine says <i>"Loved this course, I learnt so much just wish it was longer, has definitely helped towards my career choices"</i>
ASFL51	<p>Train4 – Travis Eatock</p> <ul style="list-style-type: none"> • Travis attended the basic construction skills course aimed at long term unemployed wanting to gain their CSCS card to gain employment within construction with little or no previous experience. • Travis attended the course to gain a theory background in construction. He needed to have a CSCS card to work on a building site and gain the basic knowledge for health and safety to enable him to work safely and confidently. Travis started with no previous knowledge in construction so the course gave him the foundations to work on, it also covered employability skills to help him have a better chance of gaining employment. • Travis has gained basic construction skills and grown in confidence. He now has gained Health and safety qualifications and passed the CITB test to gain his CSCS card as well as Asbestos awareness, working at height awareness, Abrasive wheels awareness and is now ready to go into employment. Throughout the course he applied himself and showed that he was a great team member always available to help others • Travis says <i>"It has helped me with my confidence and construction knowledge, really enjoyed the course"</i>
ASFL52	<p>Family Learning – Feedback from Family Learning Tutors</p> <ul style="list-style-type: none"> • (FLRS01AU19 - Accredited ESOL - Carlton Road, Boston - Ian Price) The learner who I would say has achieved the most is Jolanta. Although she can only attend every other week, and given that she started with a low-level of English and hardly any self-confidence, she has come on in leaps and bounds this term. This is in part due to her being more comfortable trying out her language, safe in the knowledge that she

can make mistakes, as well as her working hard to maintain and improve her English. This was most notable when she took her Speaking & Listening exam, which she had to do with me as her partner whilst being observed by Tracie and an NOCN observer.

- **(FLRS03AU19 – Accredited ESOL – Park Academy Boston – IP)** The learner who probably achieved the most, in terms of language development and increase in confidence, is Stoyanka. When she started, she had little confidence in her language knowledge and ability, and remained very quiet throughout. As the course developed, she worked hard at every language point, both in and out of the lessons, and her improvement was noticeable very gradually week-by-week. I also took the time each session to spend a few minutes with her, one-to-one, encouraging and engaging, and each week you could see her come out of her shell. With this improvement, her confidence increased and she now joins in tasks with more language and more confidence.
- **(FLRS04AU19 – Accredited ESOL – Park Academy Boston – Ian Price)** The learner who probably achieved the most, especially in terms of confidence, is Lucyna. She is a very interesting case study, as she actually passed her Level ESOL exams about seven years ago. However, shortly after doing so, she went to work full-time in a factory, working alongside other Polish people, and as a result over the years her English diminished – especially her confidence in her ability. This has led to her being extremely nervous about speaking, because when she does she knows inherently that she is making mistakes and feels that she should know better. This is why she did not want me to enter her for an ESOL exam, for fear of failing at a level she feels she should be able to pass with ease. However, through gentle coaxing, and hard work on both her and my part, she has recovered her basic grammatical ability and in the last few weeks really came into her own. You could almost visibly see her confidence increase, culminating in her taking a practice paper at Entry Level 3, which she passed with ease. A proud moment for her indeed.
- **(FLRS02AU19 – Accredited ESOL – St Mary's Boston – Ian Price)** The learner who probably travelled the further distance, linguistically, would be Sandhu. When he joined the course, he was extremely quiet, and often relied extensively on Google Translate to communicate with me and the others. As the course progressed, however, and his language and confidence improved, he began to take a more active, non-Google role in the lessons, really coming out of his shell. By the end, even though he is Entry 1 level, he was conversing with Level 2 learners, albeit simply, and went on to pass his Reading exam.
- **(FLRS05AU19 – Accredited ESOL – Tower Road - Boston – Ian Price)** It is difficult to single out any one student here as all students have participated fully and made good progress. You could argue that Aisha has encouraged the others and helped keep the pace and focus sharp. At the same time Fathima has perhaps made more progress in developing her confidence and participation. The two new students Alaa and Emtinan have adapted very quickly to the group and the classes and this has enabled them to slot in and immediately participate and make progress. Likewise Lama joining after half term has demonstrated great confidence and by taking risks learnt quickly from her mistakes while contributing to the success of class and making progress.
- **(FARS09AU19 – Story Sacks and Phonics – Park Academy - Boston – Anita Pritchard)** KG was extremely quiet at the initial workshop session, finding it difficult to follow my directions for the paperwork and tasks due to the language barrier. She attended with a friend who did not continue with the course but I was pleased to see KG continued to attend. Although she missed 2 sessions due to work commitments she completed the distance learning tasks. During the course KG gained confidence to engage in general conversation with other learners and by the end was asking questions about the learning. She embraced all the learning in the joint session, taking part in all the activities with her daughter and seeking support when needed. KG was disappointed when she realised it was the last session and keen to continue her Family Learning experience, asking about what would be available after the Christmas break.
- **(FLKM12AU19 – You and Your Child – Isaac Newton, Grantham – Sarah James)** Zoe, a Mum of 4, declared her interest in returning to work as a TA at the beginning of the course. She took on board all the knowledge she could throughout the course, was supportive and encouraging of her fellow learners throughout the course. She has subsequently applied for TA work with an employment agency, has an appointment with CAB lined up and been asked to volunteer in school.
- **(FLKM11AU19 – Lets get Crafty – National CofE Junior School, Grantham – Sarah James)** ChrisTilley barely sees his children due to the shifts. he along with another Mum persistently came back until the course eventually was up and running. He came prepared each week with resources and preplanned with ideas and shared his handy hints/techniques with those who were struggling. His confidence bloomed over the short 5 weeks.
- **(FAMB01AU19 – Storysacks & Phonics – Chapel St Leonards Primary School – Anita Pritchard)** JH joined the course in the second week

and seemed to be uninterested initially. She found some of the learners' confidence challenging and would be reluctant to share her views. While on the course she became aware that her daughter was finding reading a challenge and was receptive to ideas to support her learning at home and listened to ideas from the other learners. JH attended an interview during the course, which she was unsuccessful in obtaining the position. She began the discussion of English skills and volunteering in schools to gain experience, which led to all the learners undertaking the skills test with a view to further accredited courses. JH has spoken to school about becoming a reading volunteer and intends to sign up for the Pediatric First Aid course and Family Fun with Maths after the Christmas break.

- **(FAMB01AU19 – FFwR – Market Rasen C of E Primary – flkm)** Alison is Willow's grandma. They don't live together now, but I think that they did live together when Willow's mum split from her dad. Mum was unable to attend the course due to work. Alison spends a lot of time with Willow after school and at weekends. Willow suffers from anxiety, low self-confidence and struggles with her reading. Alison was very keen to help her with these issues. Over the course she was given lots of activities to do at home with Willow to help her reading and spelling. Alison became more confident in her ability to support her granddaughter and Willow became more confident in taking part in reading activities. Although Willow still finds reading difficult it doesn't scare her as much and she has much more confidence in the joint sessions and in school in general (I was told). Alison is very proud of Willow and I saw her confidence grow and her own anxiety lessen as the course went on.
- **(FLAH03AU19 – Early Start – St Giles Primary – Helen Freeman)** Sinead has been attending FL courses for several years with all of her 3 children. I have taught her at least 3 times. Since the last time she was on a course with me (Spring 2019) and during this course I have seen both her and her son Kelan develop. Kelan's concentration has improved massively. Sinead is more able to control him when he gets distracted and bring him back to the task at hand. On a personal note for her, she has always said that she hates role playing, she won't take part in her children's imaginative play because she feels embarrassed, and she struggles with reading because of her dyslexia. However, on this short course she has played shops with Kelan (and seemed very relaxed doing so) and she has read a book out loud to the whole group. The link teacher even suggested that she come into class to read to Kelan and his classmates. From this I suggested that she volunteer at the school for a couple of hours a week. She was shocked at the idea, but was very flattered I think. I hope that the link teacher will continue to encourage her to help out at school, which could eventually give her the confidence to get to work – which she has said she would like to do.
- **(FLAH08SP19 KUWTK English – Helen Freeman)** Prior to becoming a mum Kayleigh had had fairly unskilled jobs. But since becoming a parent she decided she might like to be a TA. During the course she told me she'd like to volunteer at the school. The link teacher put her in touch with the appropriate member of staff at the school and we were waiting to hear about her progress when the course was stopped due to COVID-19.
- **(FAM01AU19 Magdalen CofE Primary– Anita Pritchard)** KT had suffered a breakdown 2 years ago and revealed during the course that she had initially been very anxious about attending the sessions. She and her son were new to school in reception and joined the initial FL course in Reception with a view to push herself in meeting other parents in school. Early discussions in the course showed that KT had anxiety-she was reluctant to travel anywhere in case there was an incident; she stayed at home rather than socialising and living on a farm also reduced opportunities to meet new friends. She was eager to continue developing the contact she has made with the other parents and was happy to join this course. Although, initially quite vocal during sessions, she has now become more comfortable in the group to listen to others opinions and speak up when she doesn't understand something we are learning rather than being negative and putting up barriers. When one session was cancelled KT was encouraged by other members of the group to go out with them for breakfast. She spoke to me later about how she had enjoyed this and felt 'accepted'. Plans are for this to continue after the course has finished and attend other social events with members of the group.
- **(FLKM02AU19 - Conversational English - Stamford – Sharon Baker)** Priscillia Lebert has achieved the most from the course. She has worked incredibly hard during the course and has completed many extra homework tasks aiming to improve her writing skills. She has sometimes been able to attend due to work commitments but has dropped off and picked up work at the CC when she was unable to get to class. She has managed to secure a full time administration post which sadly means that she will not be able to attend the next ESOL class but this is a position that will use her skills gained from her university studies in France and is a big step forward in her career.
- **(FLKM03AU19 - Accredited ESOL - Stamford – Sharon Baker)** Suzana Monteiro Leopoldino achieved most from this ESOL course. She had very high motivation as she was only attending classes for a short time while she was having a break from her work as an accountant in Brazil.

She worked incredibly hard, taking extra activities for homework and regularly using online resources to support her learning. She used the coursebook at home to extend her learning and often did much more than was expected. She had to take public transport from Bourne to get to the class in Stamford as she was not available on Thursdays for the Bourne class, which again is an indication of her high motivation level. Due to the bus times she often arrived over half an hour early for the class and would use the time to do extra work. She wanted to take an ESOL qualification before she left and worked very hard on practice materials to prepare for her Level 2 assessments. She took her Level 2 Speaking and Listening, Reading and Writing assessments in December 2019 and passed two of the three papers. She is now planning to return to Brazil, having achieved her goal of improving her English and getting a qualification while living with her extended family here.

- **(FLKM04AU19 - Conversational English – Swingbridge – Grantham – Sharon Baker)** The learners who has achieved most is Inga Kristapaitiene. Inga is a very dedicated and highly motivated learner who attended 100% of sessions and completed all homework tasks to the best of her ability. She passed her Level 1 ESOL assessments last academic year and in this course wanted to focus on improving her tenses. She worked really hard using the coursebook and has made really good progress in all her target areas. As well as this, she has updated her CV which will put her in a good position to start applying for jobs in the new year (she is not happy in her current job).
- **(FLKM10AU19 - Conversational English – Spalding Parish School– Sharon Baker)** Ana Daniela Penisoara has achieved the most from this course. Ana is Romanian and works at Gousto in Spalding. She was highly motivated to learn and I felt that, although she appeared to be a beginner learner at the start of the course, she was better than she thought and actually had a lot of latent language from earlier studies. She was exceptionally willing in class and really threw herself into all activities. She did a lot of homework and often came to the next class with relevant questions that she wanted answers to. It was very pleasing to see her confidence grow as the course progressed and she said that by the end of the course she was much more confident at work and felt comfortable talking to her boss in English.
- **FLKM13AU19 - Conversational English – National School Grantham – Sharon Baker)** The learner who has achieved the most is Zsolt Gyorf. It can sometimes be difficult for male ESOL learners in predominantly female classes to feel comfortable but Zsolt took it in his stride and it was wonderful to see his confidence grow from the start of the course to the end. At the start he was reluctant to communicate outside his nationality group but by the end of the course he was happy to mingle at break times and to communicate in English with anyone in the group which was very pleasing.
- **(FLKM15AU19 - Conversational English – Elsea Park Community Centre – Sharon Baker)** The learner who has achieved the most is Maria Aparecida (Cida). Cida is married to a British national and has opportunities to speak English at home and socially but has never studied English in a classroom setting before. She has made great progress in this course with her grammar and vocabulary and also worked really hard on her pronunciation, making great strides with the clarity of her speech. She has taken every opportunity to work at home, using the coursebook and other online materials to reinforce what she has learned in class.
- **(FLKM11AU19 - Let Get Crafty –National – Sarah James)** ChrisTilley barely sees his children due to the shifts. he along with another Mum persistently came back until the course eventually was up and running. He came prepared each week with resources and preplanned with ideas and shared his handy hints/techniques with those who were struggling. His confidence bloomed over the short 5 weeks.
- **(FLKM07AU19 - E-Safety –Elsea Park – Sarah James)** Saba realised her E - Safety 'bad habits' and the possible influence it has on her children. she talked about the open dialogue she has had with her husband. She was able to share her knowledge of cultural clashes with the subject and how she is now confident to discuss these issues with members of her community. Saba has become a lunch time supervisor but wishes to move into child-minding to serve the Muslim community and its specific requirements
- **(FLKM12AU19 - You and your child –Isaac Newton – Sarah James)** Zoe, a Mum of 4, declared her interest in returning to work as a TA at the beginning of the course. She took on board all the knowledge she could throughout the course, was supportive and encouraging of her fellow learners throughout the course. She has subsequently applied for TA work with an employment agency, has an appointment with CAB lined up and been asked to volunteer in school.
- **(FLRS03AU19 - Accredited ESOL –Park Academy– Ian Price)** The learner who probably achieved the most, in terms of language development and increase in confidence, is Sanita. She is a quietly-confident and unassuming learner, but she works hard at every task, in and out of lessons. She has also started watching British TV programmes, without sub-titles, and talks about them to me during the lesson. As a result, I have also started giving her books to read at home (not graded readers but authentic novels), and she has diligently read them all. As a result,

her English has improved greatly.

- **(FLRS04AU19 - Improvers ESOL –Park Academy– Ian Price)** The learner who probably achieved the most, especially in terms of confidence, is Diana. After being very quiet in previous courses, she has suddenly come out of her shell and is engaged more actively and confidently. As a result, her English has improved greatly and it has been a real pleasure to see her emergence into a leading light in the class.
- **(FLRS29AU19 - Accredited ESOL – St Mary's – Ian Price)** The learner who continues to improve – and impress – is Sandhu. When he joined the course in September, he was extremely quiet and shy, and was reluctant to join in without an over-reliance on Google translate. Since January, however, he has worked extremely hard, and has come on leaps and bounds - to the point now where he joins in conversations with the Level 2 learners, and often engages me in side-conversations. As a result, he has progressed well from total Beginner to strong Entry 1 level in a short space of time.
- **(FLKM36SU19 – Beginners ESOL Distance Learning – Sharon Baker)** The learner who has made the most progress is Angelica Fleitas Gonzalez. Angelica had struggled before the lockdown to have time for homework but after giving up her au pair job at the start of lockdown she had more time to concentrate on her English. She worked extremely hard on all tasks sent via the what's app group and made really pleasing progress.
- **(FLKM37SU19 –ESOL Distance Learning – Sharon Baker)** The learner who has made the most progress is Angela Veress. Angela has 5 children and works full time but amazing has managed to complete every piece of work set during this distance learning course, which is truly remarkable. She submitted work for her Level 1 NOCN assessments in speaking and listening, reading and writing and has been successful. As well as this, she has completed an online childcare course! She has also asked for work to complete during the summer break so that she can move forward to her Level 2 qualification next year.
- **(FLKM38SU19 – Beginners ESOL Distance Learning – Sharon Baker)** The learner who has made the most progress is Marina Zmicerevska. Marina has worked extremely hard on all tasks sent via the what's app group and made really pleasing progress. She has a busy home life with 2 school age children and made good use of the websites sent to aid homeschooling eg Twinkl.
- **(FLKM39SU19 – Intermediate ESOL Distance Learning – Sharon Baker)** The learner who has made the most progress is Svetlana Udrisa. Svetlana was very busy with homeschooling her son but also has a part time job at Tesco so was categorised as a key worker. She had many extra hours to do at work but managed to do all tasks for the online group work and submitted work for her Level 2 NOCN assessments in speaking and listening, reading and writing. She has been successful in these and will be awarded her Level 2 full award.
- **(FLKM40SU19 – ESOL Distance Learning – Sharon Baker)** The learner who has made the most progress is Edina Husvet. Edina has been really active on the what's app group and has also submitted work weekly and made the most of opportunities to continue her learning. She appears to have enjoyed having more time to spend with her children and time for herself due to the Covid lockdown.
- **(FLKM41SU19 – Intermediate ESOL Distance Learning – Sharon Baker)** The learner who has made the most progress is Li Juan WU. Li Juan (Christine) has 3 children including one with autism who has severe learning difficulties. I know that she was very concerned about the impact of the Covid 19 lockdown on her family due to the lack of care / schooling opportunities for her autistic child. On top of this she runs a take away business with her husband and they have been extremely busy trying to keep the business running as much as possible during the pandemic. I was delighted that Christine managed to submit work to allow me to assess her for her reading and Speaking and Listening qualifications. She passed her level 1 writing last year but didn't feel confident enough in the other skills to be assessed at the time. She has done really well to overcome her fears and the challenges of Covid 19 to complete and pass her assessments and I know she will be delighted to have achieved them.
- **(FLRS28SU19 – Accredited ESOL– Carlton Road - Ian Price)** The learner who achieved most from this course is Oxana. Displaying her usual commitment and dedication, she has worked extremely hard each week, sending in work in real-time and also submitting extra work. Her writing, especially, has improved to a much-higher level than her current Entry 2 level, notably in the way she has submitted increasingly longer, more ambitious work. This is even more impressive when considering that she is also studying at the local college as well as recently starting another, high-level, online course, in her ambition to progress through the levels and go to university.
- **(FLRS29SU19 – Accredited ESOL– Carlton Road - Ian Price)** The learner who achieved most from this course is Jurgita. Even though she is

	<p>of a very good level, she has always been a nervous learner, filled with self-doubt. Also, as she is a single mother, with an extremely active 9 year old, she had very limited time under lockdown to commit to the lessons. That said, she has worked very hard and, as a result of her dedication, she has just passed the last exam of her Level 2 ESOL qualification. This has long-been an ambition of hers, and is also part of her professional development, and it is testimony not only to the distance she has travelled this term but also to all the hard work she has put in since she became one of my learners.</p> <ul style="list-style-type: none"> • (FLRS31SU19 – Accredited ESOL– Carlton Road - Ian Price) The learner who achieved most from the course is undoubtedly Sanita. She engaged fully with every session, sending through work as soon as it was sent, and also sending in further work. Throughout the term, we engaged in a regular correspondence by email, with her asking questions and sending extra work to mark. She also asked for a list of fiction works she could read in English, which she started tackling straight away. As a result of her dedication and commitment, her English – most noticeably seen in her written work - has improved greatly over the months of the course, to a point where she is certainly ready for Entry 3 in the next academic year. • (FLRS31SU19 – Accredited ESOL– Carlton Road - Ian Price) The learner who has achieved most from this course is Virginija. Despite having her own online media business, which she has continued during lockdown, she has been able to send in work regularly, all of a high and impressive standard. Her writing, especially, has improved to a much-higher level, as she has tackled increasingly ambitious work. This confidence and willingness to take risks has paid off handsomely, and she is certainly ready for a big leap upwards in the next academic year. • (FS English – Grantham Jubilee Church - Kate Dickens) A learner in her second year if attendance whose confidence has continued to improve from her first arrival nearly two years ago when she had to be accompanied by a support worker throughout each session. She now happily attends alone, and despite continuing health issues, both physical and mental, and being a single parent/ grandmother's carer, she has achieved well. This year, she attained her Level 1 qualification but was unable to complete it due to the early cessation of the course .Hopefully, this will be attained later in the year. • (HMP Lincoln / HMP North Sea Camp – Being Dad - Natalie & Rachael 30/09,01/10,02/10,03/10/2019) One learner in particular stood out to tutors as gaining most from the course. This learner was enthusiastic and engaged from the beginning. He took part in discussion and tasks, he was often the first one to offer his opinion and experiences in tasks which appeared to encourage his peers to join in and focus on the tasks set by tutors. The learner was made aware part way through the course that there was a high possibility that he would be expected at court for the rest of the week which would result in him missing two classroom sessions. Despite this he was very keen to ensure that he completed the rest of the course and wanted to check with tutors if and how this was possible. He wanted to complete the course fully to ensure he gained the certificate at the end to show his achievement. He was willing to complete work as distance learning and took it upon himself to complete this. He did this during break times and in his own time. He did not let court or his personal issues distract him from learning and completing the course
ASFL53	<p>Family Learning – Feedback from Family Learning Partners</p> <ul style="list-style-type: none"> • (The Magdalen Church of England / Methodist School, Wainfleet) The course was planned carefully to match to age and ability of the children taking part. Feedback from the adult learners was overwhelmingly positive – the tutor was keen for feedback and used this to tailor learning opportunities effectively. Parents have displayed positive attitudes towards their child's learning – and this has been reflected during school closure – when Family Learning parents have engaged in remote learning opportunities both set by the school and those which they have created themselves. I think this is either the 17th or 18th consecutive year that our school has delivered the Family Learning programme. It is part of the DNA of the school and reflects our commitment to working with parents to improve learning outcomes for little people – and their grown-ups! English continues to be at the core of our school improvement and enabling parents to support us on this journey is vital • (Chapel St Leonards Primary School) The parents were very positive and gained a lot from Anita. She was responsive to their needs to was able to address misconceptions and needs as they arose. She was mindful of the needs of our parents. The parents spoke enthusiastically about spending time with their children and gained a lot of phonic knowledge. Anita was led by the needs of the parents and was responsive to their

interests. The group worked well together and it was an important experience for some parents who find social situations difficult. Reading is a big focus for us this year and these sessions not only promoted phonics but also the importance of reading for pleasure and nursery rhymes. It was also a building block in building relationships with parents after a difficult time at the school.

- **(Market Rasen CE Primary School)** The course has been successful in supporting parents with helping their child read which is a high priority for our school. The engagement of the families has been positive and the feed back from parents is they enjoyed the time learning with their children. The course supported parents with ideas to develop their opportunities at home to read with their children. The course definitely helped with developing confidence supporting children reading. Engaging with our parents and developing our role in the wider community is crucial to us as a school and we welcome any opportunities for our children and parents to learn together.
- **(Spalding Parish Church of England Day School)** Parents were complimentary about the course and really enjoyed the course content. Activities were engaging and appropriate to the groups needs. Wellbeing is a whole school agenda and we felt by trying to support our parents we could begin to educate them how best to support their children.
- **(Fosse Way Academy)** The parents that attended were very keen, enthusiastic and responded well to the stimulus. Due to unforeseen circumstance – COVID19 – unfortunately we were not able to complete all the planned sessions – including those that would support our parents to look at further educational opportunities. The parents were given many opportunities' to foster positive relationships as such they made friendships that would not normally have naturally occurred. The overriding message from the course was how much these parents wanted to support their child/ren to get the most from these learning opportunities. Overall it was a privilege to see the confidence levels grow not only from the children but from the adults too
- **(Park Academy)** We have been delighted to be able offer ESOL courses to our parents last year and this year. We have had an excellent response to the courses offered and are happy to have two different ESOL courses running on a weekly basis. Some of our parents have taken up the opportunity to take formal tests as a result of the course, which will result in qualifications to help them when applying for jobs. The improvement in their English language skills will undoubtedly benefit their children as they will be increasingly able to support their child in their education as well as accessing support from agencies such as the GP
- **(Bourne Abbey)** Family learning has helped to integrate families in to our school and develop positive relationships between parents and teachers. Parents are informed of school policies, procedures and expectations not only with regard to behaviour but how children learn and are taught. The crèche has been well used and has been crucial for learners to attend and complete the course. Learners benefitted from a visit in the local community and were able to feel confident working with their children and other adults outside of school. We are looking forward to running our next course in the new year and introducing family learning across the academies trust.
- **(Metheringham School)** Some parents find it difficult to interact with others, therefore it gives opportunities for these parents to talk to other parents who may have the same issues or who could support them in different ways, giving them confidence and self-esteem. Family Learning gives parents and teachers opportunities to communicate and discuss their child if they don't have the time to do this due to work/personal commitments. It also gives parents a positive insight to see how their child is supported in school. Using local community providers can open up positive communications between school and local workers
- **(South View Primary, Crowland)** Family Learning is enabling parents to spend quality, uninterrupted time with their children, focusing on the task in hand and sharing the experience with their children. The children have really looked forward to this time each week. We have enabled new parents to enlarge their friendship group and we are hoping that further courses will attract some of our less confident parents, therefore making the school experience enjoyable for their whole family. Our children have had nans, dads, mums and aunties involved which is fantastic
- **(Isaac Newton Primary School, Grantham)** Learners were really keen to make progress. They assessed their learning using criteria given at the beginning of the session and it was clear that they were making progress from their starting points. Learner were keen to discuss how they will partake in further learning and expressed an interest in during the group about their chosen career paths. The Tutor was able to direct them as appropriate. Learners felt really supported by the tutor who ensured that she focused on the different needs of learners. Family Learning in the school has been beneficial in building links between parents and the school and parents were using the strategies used from the session to support their children with learning. It enabled parents to get together and talk about their children and is offering an opportunity for parents to support their children and to find out how they can become involved accessing adult learning to support their careers

	<ul style="list-style-type: none"> • (St Giles Academy) Family learning helps the school to engage with parents, which ultimately will help with the school aims to improve attendance and to improve outcomes for children. By encouraging positive collaboration between parents and children, relationships will improve and so will the children's confidence and self-esteem. Families are encouraged to be resilient, one of our school values. The participants showed an interest in taking part in a functional skills course, which will help us to become a learning hub for the local community
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ASPECT OF PROVISION : APPRENTICESHIPS - Apprentice Levy (Employer/Provider)	
Ref	Detail
AP1	<p>Callum Moore - Business Support Assistant, Lincolnshire Fire and Rescue</p> <ul style="list-style-type: none"> • Of his experience on the Apprenticeship programme Callum says <i>"Throughout my apprenticeship my Team Leader has supported me by keeping up to date with my progress. They were of particular help in setting targets at the start of my apprenticeship, as well as helping me pick the units that would be most suitable to my job role. I always felt I could go to them if I had a problem with my apprenticeship"</i>. • <i>"I felt constantly supported by my assessor throughout my apprenticeship. Once lockdown was imposed this continued by phone, as they helped me continue to complete my work and 20% in a timely manner"</i> • <i>"The main benefit I have experienced from undertaking my qualification is an increase in self-confidence, meeting lots of new people as well as addressing the public's queries has greatly enhanced this. I have improved my customer service skills and the way I work in a team as a result of my apprenticeship. I have also had to learn how to use some bespoke software which has been very insightful"</i> • <i>"My knowledge of the opportunities within LCC has expanded due to the numerous enrichment sessions, with speakers talking about what departments they work in. The weekly workshops provided a good opportunity to assess my progress. My assessor was always clear on what we were looking to achieve next and this helped me balance my apprenticeship with my other work"</i>
AP2	<p>Helen Dobson – Undertaking Business Administration, based at Lincoln St Giles Family Centre</p> <ul style="list-style-type: none"> • Of her experience on the Apprenticeship programme Helen says <i>" This qualification has definitely helped me develop over the past year. It has allowed me to work out where I want my career to go and also show me the variety of roles within LCC "</i>. • <i>"I have learnt so much about the different sides of Business Support. I was new to the council just before I started this apprenticeship and it has allowed me to learn about all the different departments within LCC and shadow those departments. It has given me more confidence to work on my social skills within my work environment by meeting new people during apprenticeship week and enrichment days. The knowledge I have gained about the different aspects of business support will allow me to further my career in the future"</i> • <i>"I have gained a good level of support from my Team Leader. I am quite an independent worker so will only ask for help when necessary and my team leader was always there to help. I have received an excellent amount of support from my Assessor. Helen has continued to support me throughout my apprenticeship and has guided me through. We had regular catch ups to discuss my progress. Helen was always very supportive and was always available if I needed any help with my work even if it wasn't during my workshops. The workshops were really useful and allowed 1:1 time with Helen to talk through anything"</i> • <i>"My plan is to eventually complete Level 3 when I return from maternity leave. I have really enjoyed doing this apprenticeship and have got so much out of it. I got an amazing amount of support from my assessor and the apprenticeship will benefit me in furthering my career"</i>
AP3	<p>Liam Richardson - Business Support Assistant, Crown House and Blue Badge Team</p> <ul style="list-style-type: none"> • Of his experience on the Apprenticeship programme Liam says <i>"I have developed IT skills and communication skills. These will be important for me in the future as they will be required in my future role that I am due to start in November. Therefore I can apply them to future roles and hopefully hit the ground running"</i> • <i>"The qualification has taught me a range of skills that have helped me to progress successfully in my day to day role, such as IT skills and</i>

	<p>communication. Due to being in an office environment it has helped me to develop good professionalism and confidence in the workplace"</p> <ul style="list-style-type: none"> • "My Team Leader was really helpful and always offered her support if I needed it. Our 121s were great for talking about my progress and I always knew I could talk to her if I needed some support. My assessor Alison was brilliant at motivating me to complete my apprenticeship before my end date. Alison would always offer her support in workshop sessions and would sit with me and talk about my progress which helped me to stay on track. Alison also made workshop sessions positive and enjoyable" • "My experience has been extremely positive and has prepared me well for my permanent position within LCC. It has also taught me valuable skills which I can transfer to future roles" • When asked what were the top 3 benefits of undertaking an apprenticeship Liam said "Gaining transferable skills for future roles, you learn a lot about LCC as a whole organization, and shadowing gives you an opportunity to get your name out there and experience different areas of LCC."
AP4	<p>Sarah Jane Eggleton – Undertaking Level 2 Business Administration, based at Sleaford</p> <ul style="list-style-type: none"> • Of her experience on the Apprenticeship programme Sarah Jane says "Professionally it shows my commitment to learning and the fact that I am still able to study and work toward achieving job related qualifications. Personally it is pleasing to note that I still have the drive and determination to better myself". • "I have had to sit the IT qualification which meant I now have a formal qualification and a better understanding of the use of Excel and Word. Having a recognised pass in this may be of use if I were to apply for an alternative role" • "As I was already employed full time with LCC when I began the qualification the support from my team Leader has been excellent. I was encouraged to start the qualification and have been supported to ensure that I achieve the relevant off the job training and have time during my working week to complete any work and attend enrichment and training days. Weekly workshops have been invaluable in helping with work related questions. Emails with queries are always answered quickly. The feedback on the work submitted is constructive and allows for any amendments or updates to be easily made" • "I am not currently considering another qualification and will be concentrating on my full time role at LCC. Balancing the apprenticeship workload, enrichment days and workshops against my substantive role has been challenging but to be told that I have now successfully completed the qualification has made it all worthwhile!"
AP5	<p>Luke Jones – Career Grade Engineer (Assistant Technician), Technical Services Partnership Roads Team</p> <ul style="list-style-type: none"> • Of his experience on the Apprenticeship programme Luke says "'Previously I have completed Business Administration level 2 and level 3, this has enabled me to develop skills and understanding to progress my career to work in a Service area within LCC. Working within the Technical Service Partnership, this has been a great opportunity for me to start my career as an Engineer. Working and learning in the Design office alongside completing Level 3 diploma Construction in Built Environment has given me vital knowledge and experience as well as further opportunity to successfully apply to undertake the Civil Engineering Degree Apprenticeship at Leeds Beckett University. • I have felt supported throughout my apprenticeship and learner journey from start to finish, especially by other members within my team. It has been a really positive experience for me, working alongside colleagues who have invested their time and effort into progressing my development • In this particular course, it was day release which means that I have been attending college on Thursdays within the regular school term as part of my working week. My team and line manager have fully supported this. • I would definitely recommend an apprenticeship or to look into the vast learning and development that is available to my fellow employees, this alongside the career grade scheme has given me a clear pathway and understanding of how to develop myself and my career • When asked what were the top 3 benefits of undertaking an apprenticeship Luke said "Both the apprenticeship pathway and the career development courses and opportunities have given me a clear direction and understanding of how to develop my career and what I need to do to achieve my goals, the apprenticeship pathway and the career development courses provided me with opportunities to gain vital insights into the industry, learning from colleagues and tutors to develop and enhance me within this role, and upon completion of these courses you gain nationally recognised qualifications