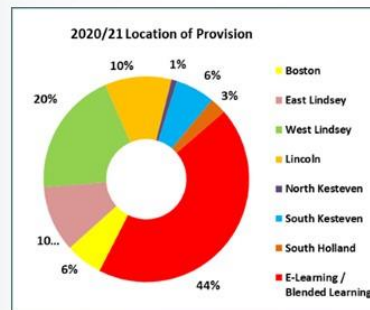


"The course was excellent, I have learnt a lot. Tutor was fantastic"

"I want to build a better and brighter future"



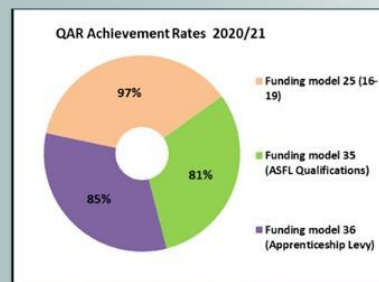
"I am really pleased with what I have been able to achieve"

"this course helped me in so many ways"



"the course has given me more confidence to aim to progress onto further college courses"

"this apprenticeship pushed me out of my comfort zone and as a result I learnt a lot from this programme"

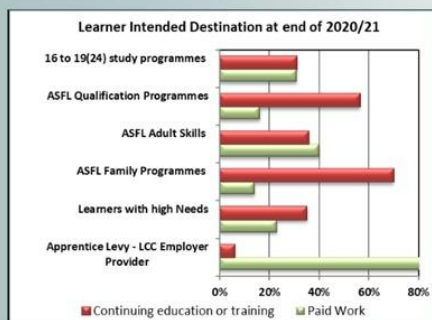


"My mental health has improved immensely since starting the courses. I have more confidence and am able to play a more active role in the community"

Lincolnshire Self Assessment Report 2020/21

"this workshop helped me see a window in the world of supporting my child and to the best of my ability"

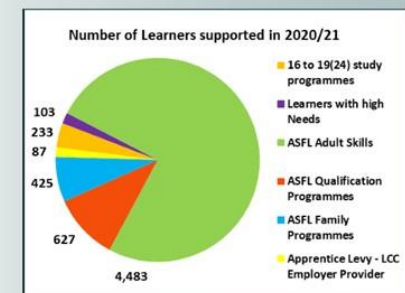
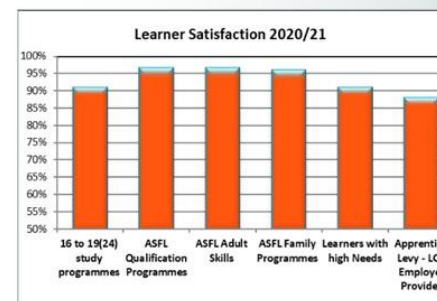
"I am very grateful to YPLP and Tesco, who have encouraged me to pursue a new potential job and a future career"



"This course helps me to learn and develop completely new skills"

"I'd like to do more learning to further my qualifications and advance further"

"doing this apprenticeship programme has encouraged me to further push myself to the best I can be"



"you have no idea how much of a difference this session has made"

"I am now aware of how important it is to sell yourself to a potential employer. I have the IT skills needed to apply for work"



Contributors



Lincolnshire County Council - Self-Assessment Report 2020/21 - Authorisation

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*Note : * See document entitled "SAR 2020-21 Authorisation" for formal signatures of approval*

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1. Vision

Our vision is that learning is recognised by our residents and employees as an essential part of creating a better future for themselves and for the Lincolnshire community. The County Council raises achievements and aspirations by providing high quality learning opportunities, both externally via Education & Skills Funding Agency (ESFA) funded programmes, and internally via Apprenticeship provision, in a safe environment that enable learners to progress according to their ability, needs and interests.

2. Context

- 2.1 The planning of the provision in scope of this report focuses on improving the employability, skills and well-being of residents across deprived rural and coastal areas of Lincolnshire. The council's strategy of 'growing its own' staff has been a key driver in developing its apprenticeship provision, particularly in 'hard to recruit to' and 'hard to retain' areas.
- 2.2 The council aims to create the right conditions for individuals to learn and be ready to fill future jobs and progress in their careers; businesses should then be more productive because they fill their job vacancies in an effective way.
- 2.3 In 2020, the Greater Lincolnshire economy supported 516,000 jobs, was home to 37,650 businesses (enterprises), and generated over £20bn in Gross Value added (GVA) (see note 1)
- 2.4 Greater Lincolnshire's GVA per head, and levels of productivity (GVA per job, and GVA per hour worked) are lower than the national average.
- 2.5 Resident employment is more concentrated in occupations such as 'Skilled Trades', 'Machine Operatives', and 'Caring and Leisure', with the share of residents in 'Professional' and 'Associate Professional and Technical' occupations being lower than the national share.
- 2.6 Greater Lincolnshire has a population density of just 136 people per sq. km compared to 430 nationally. This level of scarcity means that reaching the critical mass required for service delivery can be difficult, and that some areas are poorly connected by road and public transport infrastructure.

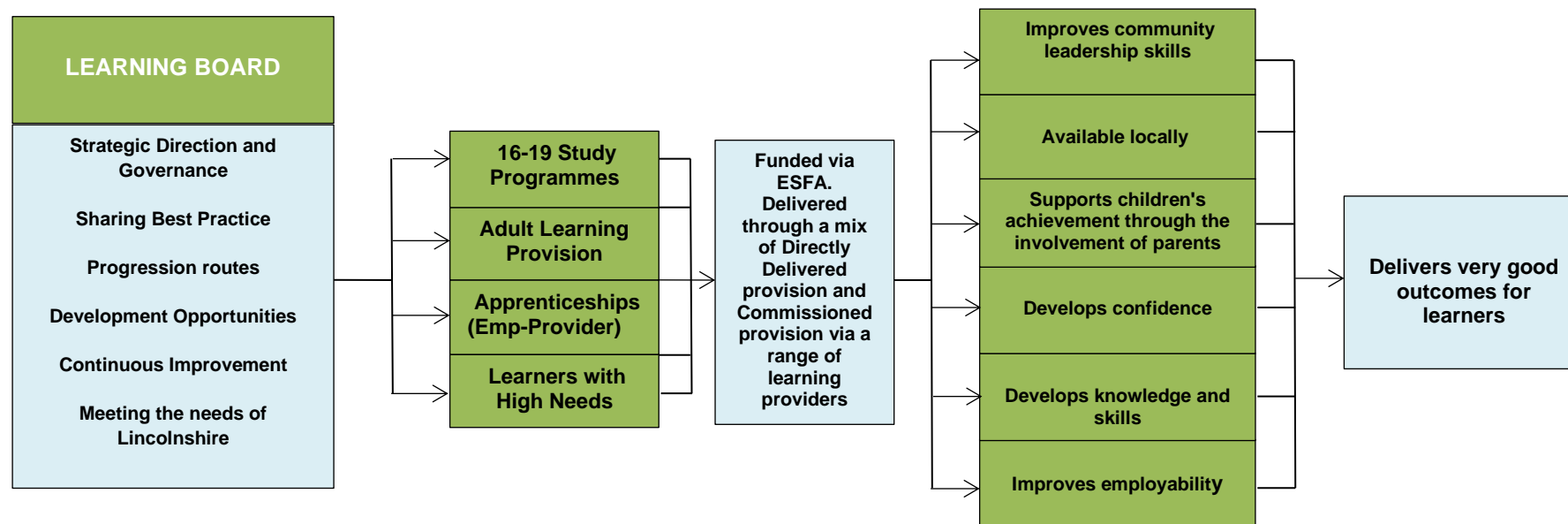
1. Source: Greater Lincolnshire LEP Pre-covid Employment and Skills Analysis 2020)

The key challenges of skills and employment, facing the Provider are summarised as follows:

- Some jobs are at risk of automation, for people working in low and medium skilled jobs, which can be mitigated by understanding what future skills will be required and ensuring the appropriate training opportunities are provided and promoted
- Youth migration and an ageing workforce and population
- Provision and access to training opportunities is patchy
- Skills shortages remain a constraint on business growth, resulting in hard to fill vacancies and skills gaps in the existing workforce
- The adult population has below average qualifications, and need to grow numbers with Level 3, 4 and above
- There is limited demand from Employers, and possibly employees, to grow intermediate and higher skills
- Covid-19 has impacted on Employer demand for training as well as employment opportunities
- General apathy towards learning due to lockdown and impending economic impact on households

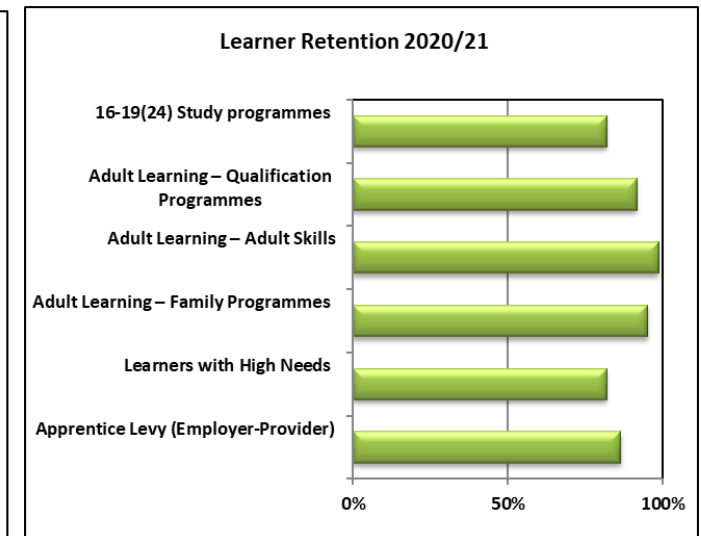
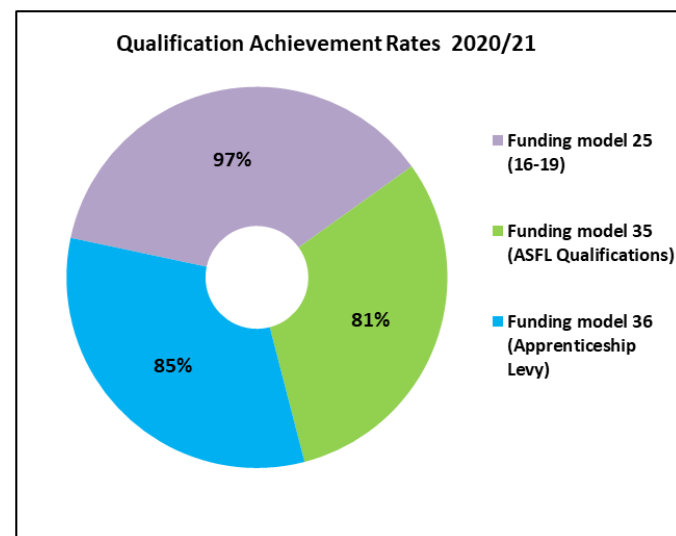
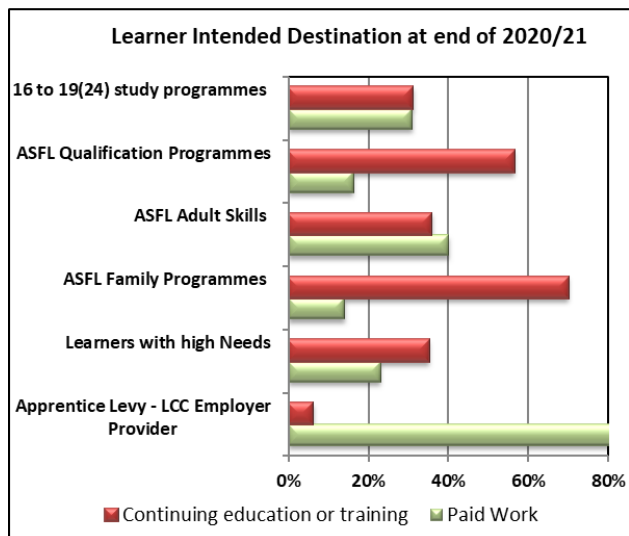
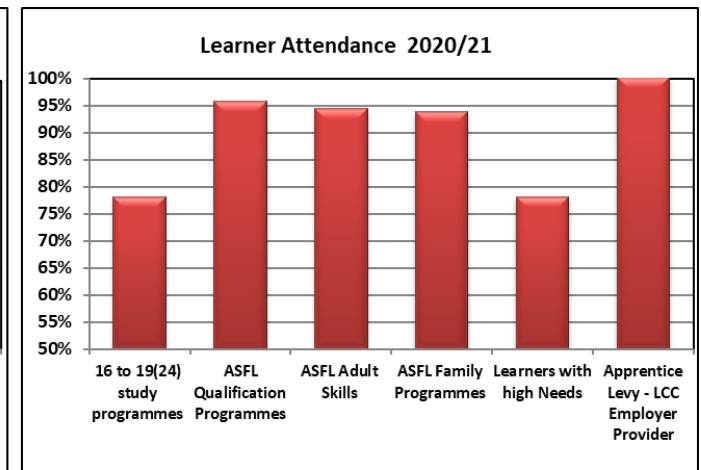
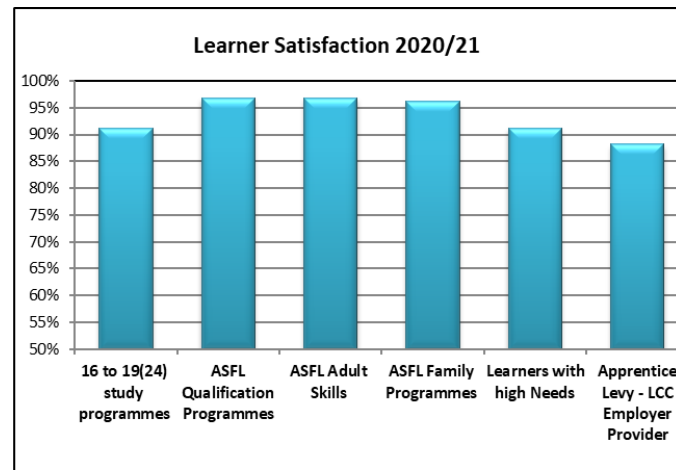
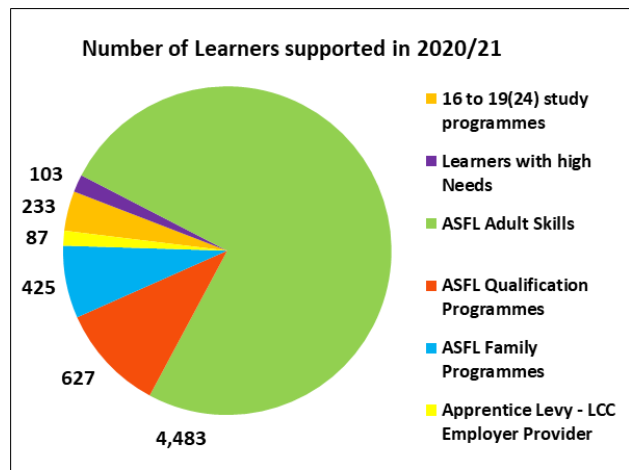
3. Information about the Provider

- 3.1** Lincolnshire County Council receives funding from the ESFA to deliver Adult Skills and Family Learning programmes, as well as 16-19 (24) Study programmes.
- 3.2** Adult Learning programmes are managed by the Adult Skills and Family Learning Service within the Commissioning Group for Economic Growth. The Post 16 provision is managed by the Young People's Learning Provision (YPLP) within the Special Education Needs and Disabilities division of the Children's Services Directorate. The Council's Employer-Provider Apprenticeship programme is managed by HR Services. These three service areas are governed by a joint Learning Board which provides strategic direction and challenge, helping officers to shape provision and priorities, and monitor distribution, delivery and quality of provision. Joined up working around quality improvement, performance and self-assessment encourages the sharing of best practice.
- 3.3** The combined grades awarded through self-assessment for overall effectiveness of provision, quality of education, behaviour and welfare, personal development, leadership and management, reflect the balance of provision with the Adult Learning programmes drawing down the highest amount of annual funding (circa £2 million) and the Employer-Provider Apprenticeship programme the smallest (circa £135k), see grade table page 9.
- 3.3** Clear, strategic direction is provided by leaders and managers and strong support is in place from Senior Management to develop and grow the provision described in this report.



- 3.4** Adult Learning programmes are planned and delivered via a range of commissioned and directly delivered arrangements, to support the delivery of key strategic priorities of Lincolnshire County Council, as well as alignment to the Greater Lincolnshire Local Enterprise Partnership's (LEP) priority of increasing skills in Lincolnshire and driving economic growth. The subsequent programme is designed to meet the specific needs of residents and Employers in Lincolnshire. The Greater Lincolnshire LEP has identified six priority sectors of agri-food, engineering, manufacturing, the visitor economy, health and social care, and ports and logistics. Funding is concentrated in areas of market failure. The Council continues to deliver, and now funds, a small Family Learning programme at Lincoln Prison of 15 learners. For funding purposes this sits outside of the ESFA programme but has been included in these reporting arrangements for completeness.
- 3.5** YPLP programmes are directly delivered in seven sites across the county to support young people aged 16-24 to be able to access an alternative to mainstream further education in their local area. In 2020/21, 233 learners, including 103 with high needs, were engaged in Study Programmes
- 3.6** In the 2020/2021 academic year the provision engaged with 89 apprentices
- 3.7** This Self-Assessment Report has been aligned to Ofsted's Education Inspection Framework dated August 2021

4. Learner Engagement



4.1 2020/21 data supporting the information provided in this document is outlined in Appendix 1

5. What is it like to be a learner in Lincolnshire?

- 5.1 Learners develop excellent employability, personal and social skills that enhance their prospects of finding and staying in work.
- 5.2 Young people on study programmes develop skills and confidence that bring them much closer to the job market and make them more independent. Most, including those with high needs, progress to further study at a higher level. A few gain employment or voluntary work. Case studies demonstrating the impact of this provision are provided in the Impact Report, Appendix 2.
- 5.3 Learners achieve high levels of occupationally specific courses to enhance their employability. Progress to the next stage of their education or into jobs that meet local needs is good for most learners. Most learners on study programmes, including those with an EHC plan and those with high needs, progress to further learning programmes
- 5.4 Across the wide range of Adult Learning courses taught, learners have a good experience. Staff are kind, care about learners, and are always available to listen to learners' concerns which helps to improve learners' confidence and levels of self-esteem. Learners develop a wide range of additional personal skills and knowledge which have a significant impact on their lives. For example, they feel capable of applying for a job or supporting their child with homework. Tutors know their learners well and are skilled at guiding each one to learn new knowledge and skills.
- 5.5 Entry level Adult Learning provision provides good progression pathways to a wide range of further education courses.
- 5.6 All apprentices are colleagues within LCC, and we ensure this is reflected in the way we work together throughout the apprenticeship. Learner's mental health & wellbeing is a genuine focus for all staff, with any issues or concerns being sensitively managed and supported. Learners are encouraged to share their journey and a strong ethos of shared practice and learning is created. Due to the broad portfolio of roles within the council, all apprentices are provided with a holistic view of the local authority which opens up career pathway clarification and progression opportunities throughout their journey. A large majority of learners remain with Lincolnshire County Council after they have completed their apprenticeship.
- 5.7 Learners feel safe in their learning environment and know what to do if they feel unsafe. They have a clear grasp of how to remain safe, including when using social media and online.
- 5.8 Learners felt very supported during the period of Covid-19 due to the adjustments made to maintain learning and ensure learner safety, as outlined in Section 10.

6. Grade Tables

Grades up to 2018 (Ofsted Common Inspection Framework)	Inspection Grade 2015/16	SAR Grade 2016/17	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20	SAR Grade 2020/21
Overall effectiveness of Provision	2	2	2	2	Not applicable	Not applicable	Not applicable
Effectiveness of Leadership and Management	2	2	2	2	Not applicable	Not applicable	Not applicable
Quality of Teaching, Learning and Assessment	2	2	2	2	Not applicable	Not applicable	Not applicable
Personal development, behaviour and welfare	2	2	1	1	Not applicable	Not applicable	Not applicable
Outcomes for learners	2	2	2	2	Not applicable	Not applicable	Not applicable
Grades from 2019 (Ofsted Education Inspection Framework)	Inspection Grade 2015/16	SAR Grade 2016/17	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20	SAR Grade 2020/21
Overall effectiveness of Provision	Not applicable	Not applicable	Not applicable	2	2	2	2
Quality of Education	Not applicable	Not applicable	Not applicable	2	2	2	2
Behaviour and welfare	Not applicable	Not applicable	Not applicable	1	1	1	2
Personal development	Not applicable	Not applicable	Not applicable	1	1	1	1
Leadership and Management	Not applicable	Not applicable	Not applicable	2	2	2	2
Types of provision	Inspection Grade 2015/16	SAR Grade 2016/17	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20	SAR Grade 2020/21
16 to 19 study programmes	2	2	2	2	2	2	2
Apprenticeships	2	2	2	2	2	2	2
Adult Learning Programmes	2	2	2	2	2	2	2
Learners with high needs	2	2	2	2	2	2	2

7. The quality of education – Intent

Good

We are good because:

- 7.1 Leaders and governors ensure that adults and young people in Lincolnshire are served well by the range of educational and training provision offered by the council. The council's clear and ambitious strategy to create an aspirational culture and better future for residents is being realised through the carefully planned range of provision. The achievement of personal learning goals, despite learners' frequently low starting points reflects this strategy well.
- 7.2 Adult Learning curriculum planning aligns closely with the shared vision of the council and its major stakeholders, including the LEP. This vision focuses on improving the employability and skills of residents across deprived rural and coastal areas of Lincolnshire, in particular where there isn't Further Education provision. This drive to meet the diverse needs of the most disadvantaged communities supports the council in preparing learners positively for the next steps in their careers.
- 7.3 Leaders and governors provide residents in the most disadvantaged areas with excellent opportunities to attend learning venues close to their homes, as well as via online learning programmes. Maps provided in Appendix 4 demonstrate the spread of provision.
- 7.4 YPLP offer young people, including those with high needs, who are at risk of not being in education, training or employment, programmes which promote preparation for adulthood and employability. Programmes are planned to increase young peoples' skills supporting them to prepare for adulthood, and so, increasing their ability to become independent and contributory members of their local community. As part of their programme young people are able to undertake relevant and appropriate qualifications and access high quality work placements with external Employers improving their chances of future sustained employment.
- 7.5 The council's strategy of 'grow your own' has been a key driver in specific apprenticeship standards being delivered by in-house specialists who are able to develop the skills, knowledge and experience required for local authority roles.
- 7.6 All apprenticeship programmes are developed with City & Guilds/ILM methodologies. The apprenticeship teaching provision has a wealth of occupational experience and continues to develop each other through frequent meetings and supervision. Regular professional discussions, observations and witness testimonies are undertaken with the apprentice to gauge their initial understanding, general application of skills and knowledge and assess their ability to recall previously taught concepts, facts and personal experiences.
- 7.7 Partnership work across the county is outstanding. Leaders collaborate very effectively with high-quality subcontractors to plan the adult curriculum. As a result, Lincolnshire residents, including those with few or no formal qualifications, participate in education and develop skills and qualifications that improve their life chances. For young people, including those with high needs, high-quality work placements with local Employers as well as a range of council departments improve their chances of future sustained employment.

- 7.8** The council's business continuity strategy ensured learning was maintained throughout the period of Covid-19 by making adjustments to delivery models and curriculum, as necessary, to meet the changing needs of its communities.

This area needs to improve further:

- To increase the use of local labour market information in the planning of young peoples programmes
- To improve the alignment of the minority of subcontracted providers to the goals of our Adult Learning provision

8. The quality of education – Implementation	Good
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We are good because:

- 8.1** Tutors are determined to help learners to make good progress from their frequently low starting points and to achieve their full potential. They use their extensive skills and experience to build productive relationships and a secure and welcoming environment where learners feel safe and are motivated and enjoy learning.
- 8.2** Tutors, trainers and Training Providers maximise training and support to develop a blended approach to delivery to minimise the impact of Covid-19 on their provision, enabling learners to continue to receive good quality provision, and one to one support where needed.
- 8.3** All apprenticeship trainers are in regular contact with both the apprentice and their respective line manager and continue to adapt and change their provision to meet the needs of their learners; delivery is reviewed on a regular basis and learners are consulted to ensure full buy in.
- 8.4** Tutors plan lessons carefully and use a good range of teaching approaches to motivate and enthuse learners. As a result, most learners make good progress and achieve their personal goals. They gain useful qualifications and practical skills that help them to find employment.
- 8.5** Tutors work hard to devise teaching strategies that meet the needs of learners from widely differing educational and social backgrounds. They try alternative approaches to meet these learners' needs and to help them progress. For example, learners who were previously anxious about speaking in public become confident in expressing their views to their peers and asking questions in class.
- 8.6** In Family Learning, parents become more confident in their own abilities and are better able to effectively support their child's development. Apprentices gain a good range of vocational skills and additional qualifications and experience. This benefits their Employers and expands

their future career opportunities. Adult learners develop an enthusiasm to continue their learning, and many progress to further education or training.

- 8.7** Tutors know their learners well and work hard to encourage and support their development. As a result, learners grow in confidence and make at least the progress expected of them, and often much faster progress than anticipated. For example, on the 16-19 study programmes, tutors provide sensitive and personalised support for learners with complex personal, behavioural, and learning needs. Working closely with parents and carers, they act carefully to address and resolve any concerns.
- 8.8** Tutors use the available information on learners to design programmes that meet their needs well. They use a comprehensive range of strategies to identify carefully these needs. For example, on Family Learning programmes, learners complete a detailed skills health check to help identify their strengths and agree suitable personal goals. As a result, learners enjoy their learning and make at least the progress expected.
- 8.9** Tutors give learners frequent, encouraging feedback, and most learners can explain what they need to do to improve. As a result, learners recognise their progress and take pride in their achievements.
- 8.10** Tutors monitor and assess learners' knowledge and understanding frequently to ensure they are learning and making progress. Adult learners on non-accredited programmes record their progress accurately in personal learning diaries. In Family Learning, learners often highlight their achievements very effectively in their diaries by including photographs of the activities they have completed with their child.
- 8.11** On study programmes, learners receive regular and suitably frequent reviews where tutors provide on-going advice on progression opportunities. Tutors support learners who have high needs very effectively to identify suitable next steps. They then help learners over an extended period to make a smooth transition into further education and training or paid employment. As a result, a high proportion of learners with high needs progress into further education and training, supported internships or employment.
- 8.12** Tutors have extensive and up to date vocational experience. They present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check learners' understanding systematically, identify misconceptions and provide clear, direct feedback. Where appropriate, tutors encourage learners to use subject-specific, professional and technical vocabulary.
- 8.13** Case studies indicate that expectations of the apprenticeship programme are exceeded with apprentices championing the programme as an exceptionally positive experience. Destination data is collected post completion, with most learners choosing to remain and progress within the Council.
- 8.14** All apprentices complete a robust record of prior learning assessment and as a result each learner's programme is unique and tailored to them, highlighting specific focus points for each learner (strengths, weaknesses, recommendations, Maths and English up-

skilling/Functional Skills requirements). To date all apprentices who have completed their apprenticeship have achieved a distinction.

- 8.15** Learners on study programmes benefit from high-quality work experience that considerably enhances their confidence and ability to deal with conflict, social interaction and work pressures. They gain a good awareness of the range of employability skills that they will need to succeed in the job market. The work experience also motivates learners to consider carefully their next steps.
- 8.16** Learners on study programmes benefit from high-quality enrichment activities such as community fund-raising activity and charitable work.
- 8.17** Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future.

9. The quality of education – Impact	Good
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We are good because:

- 9.1** Learners' starting points are exceptionally diverse, particularly for those on study programmes and adult learners referred by Jobcentre Plus staff to LCC's employability courses. With the exception of apprentices, almost all have multiple and complex barriers to learning as a result of long-term unemployment, mental health difficulties, or a history of offending behaviour or substance misuse. Despite this, almost all complete their programme and make good progress relative to their starting points, which are often low.
- 9.2** No significant gaps exist in the performance of different groups of learners. Managers respond swiftly to the few occasions when their analysis of performance identifies any disparities, such as the slightly higher achievement of women and learners with a learning difficulty and/or disability on adult learning programmes. Learners in subcontracted provision perform as well as their peers in directly delivered provision.
- 9.3** Evidence from case studies and actual progression data indicates that learners on adult programmes progress to other courses and that many become committed, lifelong learners. 72% of learners who left YPLP in 2020/21 moved onto a positive destination. Case studies demonstrating the impact of this provision are provided in the Impact Report, Appendix 2.
- 9.4** Qualification achievement rates on accredited adult programmes, overall, are high. Adult learners and young learners on study programmes following non-accredited courses achieve suitably challenging learning aims and objectives.
- 9.5** The Council has focused a lot of resource around Health & Wellbeing on all staff members including apprentices. Both centres are in regular contact with learners to ensure that they were/are on track on their programmes and support continues to be undertaken along

with regular centre meetings with the training delivery team to provide updates and highlight any changes. In the main delivery remains online with workshops, one to ones and professional discussions being conducted through this method. Within the Business Administrator and Customer Service Practitioner Apprenticeships we have reintroduced face to face observations in the workplace; the impact on learning has been positive and has not affected results for the apprentices

- 9.6** As the Team Leader cohort work in a variety of directorates, a Microsoft Teams Group for each cohort has been set up as a forum for learners and the centre team to interact, raise questions and share updates - this remains a very active group. Team leading workshops take place every 2 weeks through online delivery, where all apprentices are required to attend, these are recorded so that learners can review and revise the sessions.
- 9.7** The provision continued to positively impact on its learners, despite the ongoing impact of Covid-19, due to substantial adaptations to curriculum and delivery methods, ensuring learners changing needs continue to be identified and met.

This area needs to improve further:

- To increase the achievement rates for learners undertaking Functional Skills qualifications in English and maths
- To increase the collection of learner progression data to position future improvement planning

10. Behaviours and Attitudes	Good
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The behaviour and attitudes to work and learning of learners and apprentices are good because:

- 10.1** The pandemic has had a substantial impact on the young people enrolled on Study Programmes which has affected, despite increased interventions, the attendance rates for Study Programmes, causing them to decrease from 83% in 2019/20 to 78% in 2020/21. This decrease has resulted in a change in judgement from outstanding to good for Behaviours and Attitudes.
- 10.2** Attendance is good on adult programmes and punctuality is good across all three areas.
- 10.3** We have a high percentage of apprentices on programme who are engaged and enthused; we have seen a positive improvement on learner engagement year on year. All apprentices are employees of Lincolnshire County Council. Behaviour and conduct is observed throughout the apprenticeship journey, with any concerns being appropriately realigned to the Councils core values and behaviours framework. Attendance is monitored for workshops, 2-weekly sessions, enrichment sessions and apprenticeship events, with virtual sessions we follow a 'camera on' agreement.

- 10.4** Tutors have high expectations for learners' behaviour and attitudes. In lessons, they successfully promote the British values of tolerance and mutual respect towards others. Learners respond positively by respecting the diversity of their communities, cooperating willingly with their peers and supporting each other enthusiastically in class.
- 10.5** In Family Learning, tutors have consistently provided a positive learning environment and, in collaboration with the host school, have modelled and encouraged a positive attitude to learning resulting in learners striving to develop their knowledge and skills, improved attainment for the children involved, and wider aspirations for the family.
- 10.6** Learners continued to attend courses, both physically and virtually, during the Covid-19 pandemic, demonstrating their commitment to developing skills and knowledge and using learning as a vehicle to support their mental wellbeing.

These areas need to continue to improve:

- To ensure our high expectations of learners' behaviour, conduct and attendance are applied consistently and fairly in all learning activities
- To increase the attendance in some areas and of appropriate learners on 16-19 Study Programmes and to support some learners to recognise how their current behaviour may impact on future life chances

11. Personal Development	Outstanding
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The personal development of learners and apprentices is outstanding because:

- 11.1** Learners receive high-quality impartial advice and guidance throughout their programme. As a result, a good proportion progress into employment, further study or voluntary work.
- 11.2** Leaders and managers have worked tirelessly to promote a positive culture across the council that celebrates learning, achievement and social inclusion. Learners and apprentices benefit from studying and working with committed and supportive tutors who want to see them progress and achieve, regardless of their social background, prior educational attainment or previous life choices. As a result, learners and apprentices develop self-confidence which helps them to better understand their next steps and how to achieve their learning goals.
- 11.3** Leaders and managers are determined that learning will not be impacted by the Covid-19 pandemic. Outstanding adjustments, including the introduction of online provision, and rigorous risk assessments of learning environments, have been made to ensure continuity of provision, personal development and safety of learners across the three areas.

- 11.4** Many learners have significant barriers to learning when they begin their studies. The majority of these have a learning difficulty and/or disability, and many suffer from mental health conditions such as anxiety and depression. Over half of the 233 young people on study programmes are in receipt of an education, health and care (EHC) plan and of these, 105 are in receipt of high-needs funding. Many have a history of substance misuse, offending or family instability. The exceptional level of care and support provided by tutors and support staff ensures that despite these obstacles, most learners go on to progress and achieve their learning goals.
- 11.5** Learners receive good initial and on-going information, advice and guidance. This helps them to choose the most suitable programmes to meet their personal goals and to progress into further study or employment. For example, on adult learning programmes, tutors regularly and frequently discuss with learners the opportunities available to them to continue their learning or to progress into employment. Consequently, adult learners make informed choices about their future steps
- 11.6** The majority of staff undertaking the Customer Service Practitioner Apprenticeship, are new to the Council, during their apprenticeship journey they are encouraged to apply for higher level positions, this is supported by both their line manager and the training team; retention and progression of apprentices at Lincolnshire County Council is very positive.
- 11.7** The Team Leader/Supervisor Apprenticeships helps to grow and develop new and existing members of the Councils' management team and provides them with the tools and skills they need for their job roles now and for the future
- 11.8** The apprenticeship provision provides valuable enrichment opportunities to all apprentices. All apprentices who sit within the Business Support function attend exciting enrichment opportunities; the Team Leader / Supervisor apprentices attend a different enrichment programme that helps to enhance their learning. Within the context of this improvement priority, enrichment sessions include a variety of guest speakers sharing details of their service areas and the opportunities that are available.
- 11.9** Learner health and well-being is a priority. Learners and apprentices, including those with high needs, know how to keep themselves safe. They know to whom they should report a concern about their safety or welfare. They have a good awareness of how to stay safe online and when using social media.
- 11.10** LCC's tutors and managers implement the 'Prevent' duty strategy well and tutors integrate topics related to British values during lessons where appropriate. Apprentices have a well-developed understanding of the risks posed by radical and extremist ideologies. Most can articulate clearly their understanding of British values. Study programme learners and those on adult programmes have a suitable, if basic, understanding of these risks.

This area needs to continue to improve:

- To continue to prepare learners for future success in education, employment or training, by providing up to date and local relevant careers guidance that reflects the changes to the world of work as a result of Covid-19 and Brexit.

12. Leadership and management

Good

Leadership and management is good because:

- 12.1** Leaders promote high expectations of learners regardless of their background. They have rigorous processes to drive improvement, including through regular and frequent monitoring during the programme. Consequently, most learners, including those with high needs, make good progress from very low starting points.
- 12.2** Leaders' robust commissioning procedures for selecting and monitoring subcontractors ensure that learners attending subcontracted provision receive the same consistently high-quality teaching and learning as those attending directly delivered provision.
- 12.3** Learning Operational Group has been very effective over the lockdown period and regular tri-provision meetings occur on a quarterly basis to share ideas, areas of commonality and drive improvements. Set agenda items include The FE and Skills Safeguarding Policy which is regularly reviewed and updated by the group. Feedback, working together and sharing of experiences helps to shape and guide the provision moving forward.
- 12.4** The Talent & Early Careers team have set up an Apprenticeship Ambassador Forum to better engage and promote apprenticeship opportunities in the wider community.
- 12.5** Leaders and managers use their knowledge of the quality of education to inform the planning of professional development activities for staff. Managers use a range of methods, including observation, moderation of work and frequent staff development opportunities to performance manage staff. They monitor the quality of teaching and learning of all delivery staff, resulting in good-quality teaching that benefits learners.
- 12.6** Managers are mindful of workload, and staff value the support that they receive to enable them to deliver programmes that meet learners' needs. Managers listen to staff and involve them in the design and planning of the curriculum. Staff feel valued and find their work rewarding.
- 12.7** Despite the hard work of leaders and managers, Functional Skills achievement rates in English and maths have reduced in year. An additional layer of Provider scrutiny, as well as joint working between Adult Learning and YPLP will be introduced to improve achievement rates in 2021/22
- 12.8** Robust and supportive management of subcontractors means that adult learners experience good quality provision. Subcontractors value the support they receive to ensure they are delivering relevant, sustainable provision that contributes to improving lives. Managers closely monitor the performance of subcontractors and take swift and effective action to deal with identified dips in performance.

- 12.9** Leaders and managers have created an aspirational culture providing high quality provision which supports learners to fulfil their potential. The service was inspected in June 2019 and continues to maintain its overall grading of 'Good'. This culture is supported by the Quality Improvement Plan (QIP) helping to drive the service towards an overall grade of 'Outstanding'.
- 12.10** Self-assessment is robust and supported by good-quality information from monitoring activity and surveys throughout the year. Leaders seek the views of partners, including subcontractors and staff. Managers make good use of learner and employer feedback to identify and respond to areas for improvement.
- 12.11** Responsive leadership and management of the three programmes continued to minimise the impact of Covid-19 on programme delivery. Information regarding how the council has continued to meet the needs of learners and apprentices in the 2020/21 Covid-19 period is provided at Appendix 6.
- 12.12** Due to a 5% decrease in attendance on Study Programmes the judgement for Behaviour and Attitudes has reduced to 'Good'. Managers are working with staff to increase learner attendance to pre-Covid rates
- 12.13** Governance is very effective. Two elected members have responsibility for the council's learning programmes, understand their role and carry this out effectively. They take a very close interest in the quality of service that learners receive. One attends LCC's Learning Board meetings and offers regular challenge on the direction and performance of the service, helping to ensure continuous and sustainable improvement. LCC's executive council holds the learning board to account through regular and thorough scrutiny by elected council members.

Safeguarding

- 12.14** The arrangements for safeguarding are effective. A clear and effective approach to safeguarding recognises the vulnerability of many learners and ensures that learners are, and feel, safe. Learners know what to do if they feel unsafe. Managers act swiftly when necessary to ensure learners' safety and welfare. All LCC staff are required to undertake annual training and confirm that the I.T. Acceptable Use Policy has been read and understood; an annual test forms part of the Information Assurance training to assess and confirm understanding.
- 12.15** All staff working with learners are checked on their suitability to work with young people and vulnerable adults. Where staff are required to work on learner data basic DBS checks have been undertaken. Leaders ensure staff undertake high quality training so that they have a good understanding of safeguarding issues, including in relation to the 'Prevent' duty. A dedicated 'Prevent' duty officer supports subcontractors and council staff to develop effective approaches to identifying and tackling radicalisation and extremism.

- 12.16** Staff respond quickly to any changes in circumstances to ensure learners have the support they need to stay safe and well, with regular health and well-being checks. Where learner's vulnerability had increased whilst they were learning from home, they were offered further remote or face to face pastoral support through outdoor visits, and /or access to the face-to-face provision if this was deemed the safest option. Referrals are also made to appropriate support agencies.
- 12.17** Online safety is prioritised. Robust training, policies and procedures are in place to ensure tutors and learners are safe online.
- 12.18** Health and Wellbeing of all apprentices has been at the heart of our decision making and the forefront of our training. Specific pages have been developed on our intranet and modules on Stress Awareness and Personal Resilience have been developed and hosted on our Learning Management System. All apprentices are encouraged to participate with cameras on, individual learners are regularly contacted, and health and wellbeing information is regularly distributed, the Employee Support & Counselling team also attended enrichment sessions to promote the service. Within the Team Leader Cohorts LCC's Health & Wellbeing policy and initiatives are discussed and embedded into the curriculum where apprentices gain a pragmatic understanding of wellbeing for themselves and their teams.

This area needs to improve further:

- To extend the work with local communities and Employers to shape the programme for a post-Covid-19 and post-Brexit economic landscape.
- Utilising the feedback collected to showcase the impact of the programmes delivered through the three areas to demonstrate the fantastic outcomes achieved and help to widen participation and local employer and community engagement
- To increase Functional Skills achievement rates through joint working between Adult Learning and YPLP

13. Education programmes for young people

Good

Context

- The Young People's Learning Provision (YPLP) delivers their Education and Skills Funding Agency contract at seven Lincolnshire sites: Grantham, Lincoln, Boston, Spalding, Louth, Skegness and Ruskington.
- YPLP support young people on Study Programmes, Supported Internships and Traineeships on a roll on roll off basis.
- YPLP offer young people, including those with high needs, who are at risk of not being in education, training or employment, programmes which promote preparation for adulthood and employability.
- In 2020/21 YPLP supported 233 young people on study programmes. Over half of these learners have an Education, Health and Care Plan and over a third have high needs.
- Learners study non-accredited units in a range of Preparing for Adulthood subjects, with employability being a key area of focus. They also study functional skills and GCSE qualifications in English and maths and can opt to study additional units that lead to qualifications.

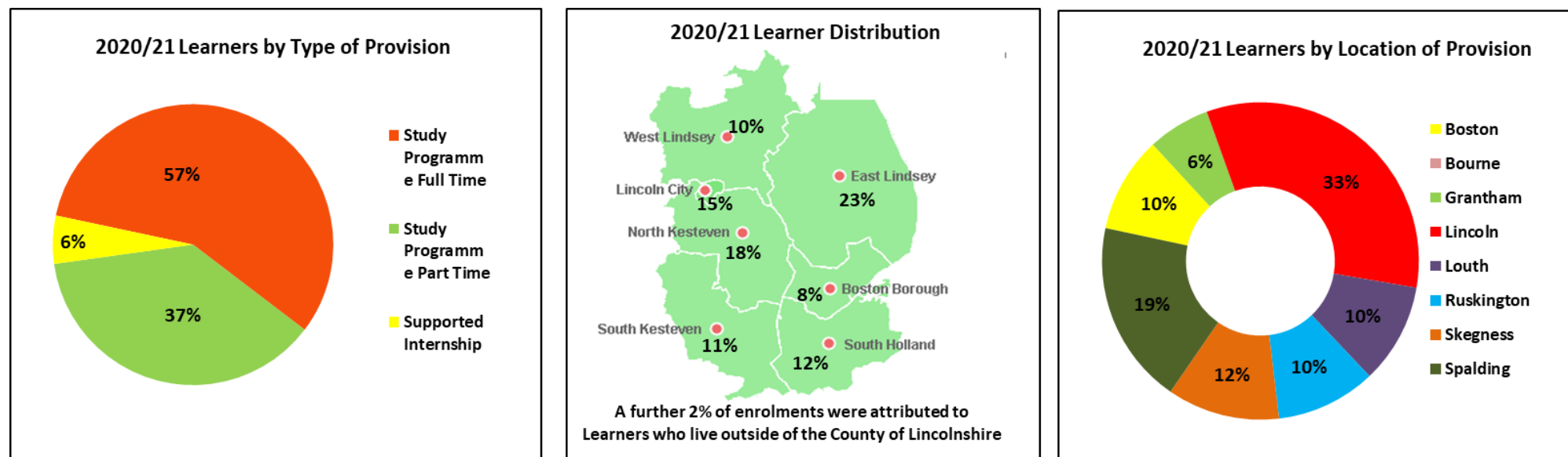
Education programmes for young people are good because:

- Learners build on prior attainment and make good progress and move on to a higher level of qualification, employment or supported internship when they are ready to do so.
- Leaders promote high expectations of learners regardless of their background.
- Learners benefit from high-quality work placements and enrichment activities such as community fund-raising activity and charitable work which increases their chances of future employment and increases confidence and enhances their social skills.
- Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future.
- Learners receive high quality holistic support to continue to engage in education during difficult times.
- Learners feel safe and understand what to do if they are at risk.

Education programmes for young people need to improve further because:

- Learners struggle to pass full external Functional Skills tests at the first attempt, even though most learners are making progress in English and maths and many only achieve partial qualifications in year.
- Attendance in some areas and for a small number of learners on 16-19 Study Programmes needs to be increased. Some progress had been made towards this but due to the Covid pandemic learners struggled to return to the routine of face-to-face learning.
- Local labour market information is not fully utilised in the planning of young people's programmes
- Learners are unable to access their progress and next steps online

Headline Data 2020/21



Arrangements	Evidence
<p>Leaders promote high expectations of learners regardless of their background. They have rigorous processes to drive improvement, including through regular and frequent monitoring during the programme. Consequently, most learners, including those with high needs, make good progress from very low starting points.</p> <p>Leaders ensured that learners were able to continue accessing their programme during the Covid-19 lockdown. A full online learning programme was available for those learners remaining at home during the pandemic</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • ILPs • Support Plans • Behaviour Plans • Progress Reviews • Success Data • Progression Data • Learner Covid-19 risk assessments

<p>Tutors and leaders ensure that provision meets in full the principles of 16 to 19 study programmes. Leaders have carefully developed study programmes that build on each learner's prior attainment and enable them to make good progress and move on to a higher level of qualification, supported internship or employment when they are ready to do so. 48% of learners are continuing at YPLP in 2021/22. 72% of those who transitioned from YPLP in 2020/21 moved onto a positive destination – 31% paid employment, 31% moved onto further education and 10% into voluntary employment.</p> <p>Learners make good progress in developing their skills in English and mathematics, often from very low starting points. Tutors support learners well to develop their confidence to communicate effectively and to use basic number skills in their everyday life. Due to Covid-19 many learners will be continuing with their English and maths qualifications in the next academic year and fewer learners have completed full qualifications than expected in a normal year.</p> <p>Learners benefit from a good range of community activities that support them to gain confidence and improve their communication skills. In 2020/21 fewer learners than planned accessed external work placements due to Covid-19 but 68% still benefited from accessing a high-quality placement to enhance their confidence and employability skills, gaining an understanding of what they need to succeed in the job market.</p>	<ul style="list-style-type: none"> • Individual Study Programmes • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • Work Experience Logs • Case Studies • Observation Records • Case Studies
<p>Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future. Frequent learner reviews allow staff and learners to reflect on progress, re-evaluate if there have been any changes to aspirations or circumstance to ensure that appropriate support is in place to support the learner to move on when they are ready to do so.</p> <p>Employment staff continued to support learners with careers guidance and employability skills during lockdown through online sessions, phone calls and face to face sessions where appropriate to ensure that they remained focus and continued to make progress in this area. As soon as work experience was able to reconvene learners were supported to access placements. Some employers were unable to offer placements as they had prior to lockdown, in this instance alternatives, such as, outdoor placements, were sourced so learners had the opportunity to keep developing their transferable skills and increasing their confidence in the workplace.</p>	<ul style="list-style-type: none"> • Induction Records • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • IAG Observation Records • Case studies

<p>Tutors prepare and deliver effective lessons that motivate, support and challenge learners in developing the skills and knowledge necessary to complete their learning aims. Staff provide excellent support for learners which ensures that most learners progress and achieve well. Most learners have previously failed to thrive at school, and many have personal barriers to learning such as a history of offending behaviour, substance misuse or a difficult home life. Despite these obstacles, staff ensure that each learner has the best possible opportunities to improve their life chances. As a consequence, most learners make considerable gains in their personal, social and employability skills.</p> <p>Tutors continued to support learners well during the Covid-19 pandemic, swiftly adapting to the changes imposed and ensuring that the curriculum and delivery effectively supported learners to look after their mental and physical health and that they continued to make progress.</p>	<ul style="list-style-type: none"> • OTLA Records • LSA Observation Records • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • Progress Tracker • Learner Feedback • Employer Feedback
<p>Attendance is generally good, but leaders and managers recognise that attendance for a small number of learners requires improvement. The Covid pandemic has had a significant impact on some of the young people and they struggled to return to the routine of face-to-face learning following the various lockdowns, various interventions and strategies were implemented to increase attendance, some of which were successful, however the average attendance dropped by 5% to 78% in 2020/21.</p> <p>Most learners conduct themselves well in all areas of their programme. Expectations of learners are aligned to that of Employers and learners are reminded of these throughout their programme. If a learner's conduct falls below expectations interventions are put in place to support them and a reward and recognition system promotes hard work, good conduct, achievements, and success. This combination has a positive impact on learners and encourages appropriate behaviour on the programme.</p> <p>Learners have the opportunity to take part in community activities to test them in different situations and when they are ready, they are able to access high quality work experience placements to further prepare them to move on.</p>	<ul style="list-style-type: none"> • Attendance Data • Induction Records • Learner Handbook • Behaviour Plans • Progress Reviews • Progress Trackers • Work Experience Records • Case Studies • Employer Feedback

<p>Learners feel safe and understand what to do if they are at risk. They know to whom they should report a concern about their safety or welfare. They have a good awareness of how to stay safe online and when using social media. They have an awareness of the dangers of extremism and radicalisation.</p> <p>Learners have been supported to know how to keep themselves as safe as possible during Covid-19 pandemic. Bespoke interventions have been implemented for those learners who have struggled to return to some kind of normality following the various lockdowns over the last 18 months, helping them to regain their confidence and manage anxieties.</p> <p>Staff ensured that learners remained safe during the Covid-19 pandemic with learners receiving additional health and wellbeing checks. Learners' circumstances were effectively monitored, and staff responded quickly to any changes in circumstances to ensure learners had the support needed to stay safe and well.</p> <p>Over the last 12 months there has been an increase in safeguarding concerns for learners. Learners are fully supported with these concerns using a multiagency approach where appropriate.</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • Progress Reviews • Significant Incident Records • Incident, Intervention and Impact Logs • PFA SOW • Learner Work • Record of external training/guest speakers • Case studies • Learner Covid-19 risk assessments
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14. Adult Learning Programmes

Good

Context

- Adult Skills and qualification provision is provided through 22 sub-contracted partners as shown in the table below. Between August 2020 and July 2021 a total of 5,535 unique learners were engaged on Adult Learning Programmes. This provision delivered 1,766 qualifications.

Provider Type	Names
Third Sector and Community Interest Companies	Abbey Access Training Centre; Community Learning in Partnership (CLIP); Taylorltx; RHG Consult; Gainsborough Trinity Foundation; Riverside Access and Training Centre Gainsborough
Trusts	Lincoln Pelican Trust; Seagull Recycling Ltd;
Training Organisations	Soteria Solutions; ESH Consultancy; Three Counties Accounts Training Services (3CATs); East Lindsey Information Technology Centre (First College); Train4
FE Colleges / Secondary Schools	Boston College; Grantham College; Lincoln College; Stamford College; Grimsby Institute of Further & Higher Education; Skegness College of Vocational Training;
Limited Company	1 st Care Training; The Lincolnshire and Rutland Education Business Partnership (EBP); Riverside Training Ltd. (SKA)

- A wide range of Adult Learning courses are offered, via the two strands of Adult Skills and Wellbeing provision, and qualification programmes. This wide-ranging provision encourages engagement with adult learning as well as developing skills and supporting improved employability. Courses include GCSE and Functional Skills maths and English, computerised accounts, Makaton, CV writing and Interview Skills, Customer Service Skills, nursing and social care, health & safety, Paediatric First Aid, construction skills, pilates, modern foreign languages, mental health and wellbeing, digital employability skills and computing.
- Family Programmes are delivered in partnership with schools, children's centres and in community venues across Lincolnshire ranging from 1-week short, engagement workshops of 3-hours duration, to 18-week long courses of 66 hours. Courses include the traditional Keeping up with the Children in literacy, numeracy and ICT, as well as play-based provision such as Learning through Play, Fun with Numbers, etc. All courses offer accreditation, achieving 29 qualifications in year, ranging from portfolio-based accreditation to Functional Skills.
- 11 Traineeship programmes delivered which included Functional Skills maths and English.
- Learning programmes are delivered in schools, military bases and community venues.
- Provision continues to maintain very good value for money.
- High levels of satisfaction, retention, attendance and achievement.

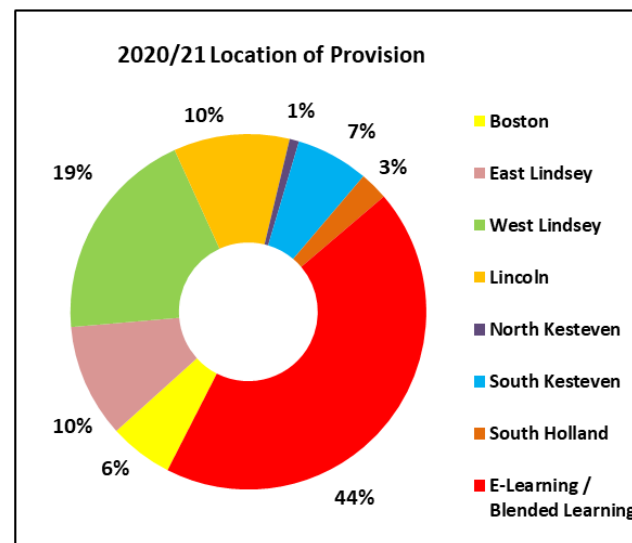
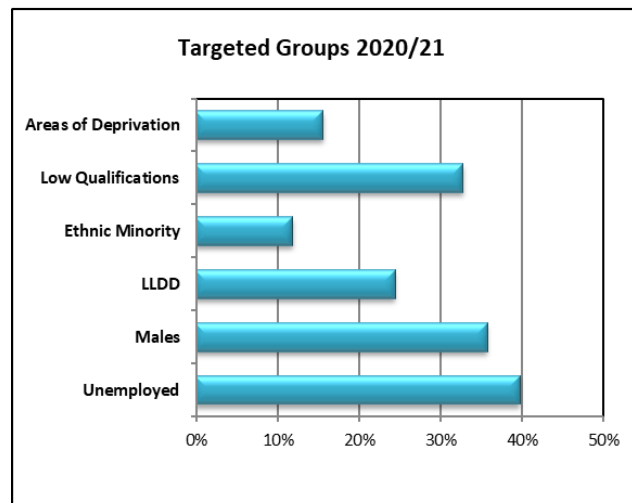
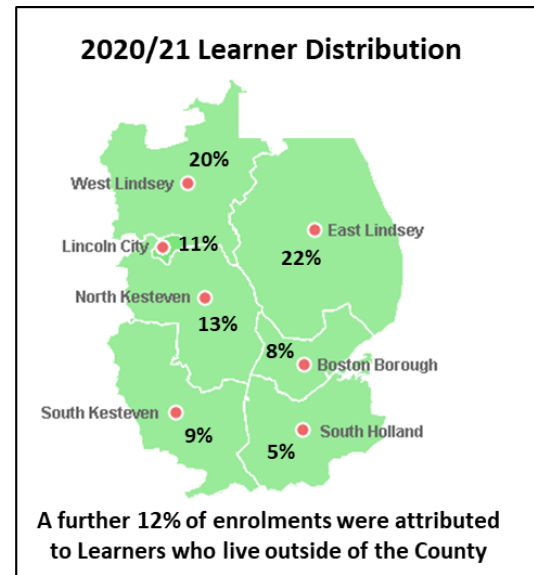
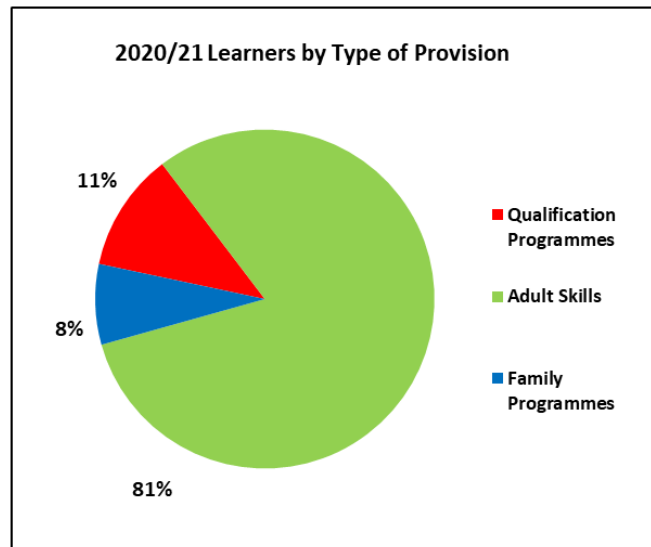
Adult learning programmes are good because:

- Curriculum planning is closely aligned with the shared vision of the council and its major stakeholders, including the LEP, and focuses on improving the employability and skills of residents across deprived rural and coastal areas of Lincolnshire.
- Leaders' robust commissioning procedures for selecting and monitoring subcontractors ensure that learners attending subcontracted provision receive the same consistently high-quality teaching and learning as those attending directly delivered provision.
- Leaders and managers work successfully with local stakeholders and subcontractors to plan programmes that make effective use of the community learning fund to engage with learners, develop employment skills and promote social inclusion.
- Training Providers and Family Learning Tutors are highly skilled, dedicated and experienced providing high quality teaching with a blended delivery option to maximise participation
- Learners undertaking accredited qualifications were supported through a variety of delivery methods including online, distance learning and interactive sessions to ensure they still achieved their qualification despite the interruptions as a result of Covid-19.
- Family Learning school partnerships are highly developed. Good communication, carried out at all stages, ensures a thorough understanding of the school's individual needs and requirements, helping to break down barriers and position provision appropriately.
- Tutors with the correct skills, experience and knowledge are matched effectively with schools' requirements to ensure the required outcomes are met. This is reflected in the positive feedback received from schools helping to improve attendance and outcomes for the children involved.
- Tutors provide good opportunities for ESOL learners to have exposure to British life and institutions and consider how British values compare and contrast with other cultures around the world.
- A culture of learning, aspiration and positive progression is provided in communities where there are traditionally low attainment and employment prospects.
- Learning takes place in a range of accessible venues across the county, many of which are in relatively disadvantaged rural and coastal regions, that maximise opportunities for people in these communities to participate in learning.
- A good range of partnership and referral agencies help to widen participation and reach under-represented groups
- Attendance is good, with learners turning up well prepared, wanting to learn and in return being provided with opportunities that maximise their options for progression. This aids their enjoyment and motivation.
- Learners receive good verbal feedback as well as quality impartial and helpful careers advice and guidance to enable them to make informed decisions about their next steps.
- Learners have a clear grasp of how to remain safe, including when using social media, and online.

Adult learning programmes need to improve further because:

- Engagement of learners to Family Learning courses is inconsistent within schools.
- Embedding of maths within Adult Learning programmes is not yet fully effective across all tutors.
- Recruitment of male learners is declining
- English and maths qualification results need improving
- Learner feedback via LCC surveys has declined over the past year and needs improving

Headline Data 2020/21



Arrangements	Evidence
<p>Curriculum planning is highly responsive to local need and county strategic objectives and focuses on improving the employability and skills of residents across deprived rural and coastal areas of Lincolnshire. This drive to meet the diverse needs of the most disadvantaged communities supports the council in preparing learners positively for the next steps in their careers.</p> <p>Strategic curriculum planning, combined with well-planned learner engagement, ensures learners progress, seamlessly, from non-qualification to qualification provision, and then into employment, maximising outcomes for learners and helping to fill skills gaps.</p> <p>A wide range of English, maths and vocational qualifications are offered in rural and deprived communities providing stepping stones to allow effective progression as well as where there are job vacancies to meet Employer's needs. In 2020/21 there remains a focus on construction delivery due to the growing demand of vacancies for construction workers. Increased delivery of First Aid and Food Safety qualification courses has supported our Visitor Economy and Retail Sector to attract skilled staff to help fill job vacancies.</p> <p>The curriculum is developed with key partners including Employers, the National Careers Service and Job Centre Plus. This means that learning and training options reflect the skills shortages within the community and priority sectors. This ensures that our courses help prepare learners for new or progress in careers, or inspire them to further learning, and increase their confidence when applying for jobs. This is particularly important with our IT provision ensuring that we deliver the content that will support learners' proficiency in their current job role or future job roles.</p> <p>Responding to the pandemic, the continued development of our distance learning programme ensures that we can reach those areas of the county which are deprived of traditional educational resource and learners who are unable to access traditional learning facilities. The service's website, www.2aspire.org.uk, has been refreshed to provide learning at home advice and activities, careers, job hunting advice, information on Jobs Fairs and links to online learning to continue to engage with our learners. Online training, buddying and mentoring is provided for tutors and providers alike ensuring the delivery incorporates safe working practices throughout.</p>	<ul style="list-style-type: none"> • Curriculum Strategy • Learning Board meeting notes • Provider SAR reports • Ofsted report • Family Learning SAR reports • Supporting Data (Appendix 1) • Learner feedback • www.2aspire.org.uk • Benchmark Club data

<p>The service provides a culture of learning, aspiration and positive progression in communities where there are traditionally low engagement, low attainment and employment prospects. Providers with a range of funding streams are carefully chosen to provide access points to other types of provision, both accredited and non-accredited, with stepping stones between levels to widen participation. The programme is integrated with Providers' other projects, e.g. Building Better Opportunities, ensuring that the funding reaches those who are least likely to participate without support. Courses are run in the daytime, evenings, at the weekend and online to help remove barriers to participation. Venues are picked specifically for ease of accessible via public transport.</p> <p>The service works closely with a range of partners to develop referral and progression pathways which are accessible and appropriate for people who may have been out of education for a long time and/or had a negative experience of education previously, those who have additional needs, and those experiencing mental ill health. Targeted partnership working also supports disadvantaged learners, and learners with challenging backgrounds to encourage widening participation. Examples include the Princes Trust, EDAN, DWP, YMCA, Nomad Trust, Housing Associations, Shaw Trust, Jobs22, schools and academies and Ethnic Minority Travellers Education Team (EMTET). Work with the EMTET resulted in the delivery of Emergency First Aid at Work qualifications that are of value in their work with their family run funfairs, enabling them to financially support their families.</p> <p>In many centres significant levels of pastoral support are offered. Responding to the impact of Covid-19 on our learners, provision has been targeted at those who have felt isolated and in need of support. Virtual wellbeing sessions are offered specifically to support those learners struggling with isolation. IT equipment and access to Wi-Fi through the provision of dongles or similar, was provided to our highest need learners to help reduce the impact of the pandemic on our programmes.</p> <p>Through Covid our male participation has been falling and further work is in place to halt this decline.</p>	<ul style="list-style-type: none"> • Learning Board meeting notes • Provider Handbook • Provider SAR reports • Family Learning SAR reports • Family Learning partner review • Learner feedback • Case Studies • Pound Plus report (Appendix 3) • Benchmark Club data • www.2aspire.org.uk • Supporting Data (Appendix 1)
<p>The Community Learning funding is used well to engage with learners furthest away from employment to build confidence, improve wellbeing, learn new skills, develop different interests and build stronger communities. Responding to local and national initiatives, new programmes have successfully been introduced to meet local needs resulting in a wide variety and level of provision.</p> <p>Learners are encouraged to get involved in the various fundraising activities that are organised in Providers' Centres throughout the year to support the local community including fund raising for local charities.</p>	<ul style="list-style-type: none"> • Provider SAR reports • Learner feedback • Impact Report (Case Studies) (Appendix 2)

<p>In end of course surveys 80% of respondents said the course was inspiring them to get involved in the community in the future.</p>	
<p>Partnership working across the county is outstanding. Links with regional jobcentres, including co-location, and other key partners ensure that targeted learners are routinely referred to the range of employability, skills and wellbeing programmes offered, helping learners to develop their confidence and a wide range of skills that equip them well for employment or further study.</p> <p>Strong relationships with Lincolnshire Employers, across different industries, ensures providers keep abreast of the employment and skills development needs, helping to achieve regional learning objectives. Working closely with Employers ensures a range of courses that enable workers in specific industries to update their skills and knowledge in a timely, convenient and affordable way.</p> <p>Effective partnership arrangements with JCP allows for the delivery of Sector Based Work Academies supporting positive progression into employment. Centres routinely share news bulletins and job adverts to promote vacancies to those unemployed learners looking for work. Analysis of job adverts enables Providers to keep up to date with the training needs of local Employers and produce candidates that have the necessary skills for the available job market.</p> <p>Working with the National Careers Service, as well as IAG staff, learners receive good quality impartial and helpful careers advice and guidance to enable them to make informed decisions about next steps. Learners benefit from guest speakers from local further education colleges and Employers. Tutors also provide information about the opportunities available for further courses and employment in the county.</p>	<ul style="list-style-type: none"> • A wide range of partnerships in place including: JCP (all Providers), local schools and children's centres, Early Years and Childcare Support, Ambition Lincoln (Family Learning), Military Personal Learning Advisors, Princes Trust (RHG Consult), Early Years Alliance (ESH), Ending Domestic Abuse Now (EDAN) (ESH), City of Lincoln Council (Lincoln College), Care Sector Employers (Boston College), Construction and Security Employers (Train4), YMCA, Nomad Trust, NACRO (Abbey Access Centre), Building Better Opportunities Partners, VCS, Shaw Trust (CLIP), Ethnic Minority Traveller Education Team (EMTET), (Soteria Solutions), (Lincoln College) (Soteria Solutions), Boston Men's Shed (TaylorITEX), Lincolnshire Police (Lincoln College), Magna Vitae (Seagull), HMP Lincoln and HMP North Sea Camp (Lincolnshire Action Trust) • Provider / Family Learning SAR reports. • Observation records / Learning Walk • Ofsted report (June 2019)

<p>Good processes are in place, as well as quality assurance measures, to ensure learners' progress and achievements are recorded, by staff, to inform teaching and appropriate support programmes to help learners reach their goals, as well as support progression.</p> <p>All learners are assessed at the start of each course to ascertain what they hope to achieve and why they have chosen the course. Assessment of current knowledge of the subjects is also carried out at this point. Gaining this knowledge allows teaching, learning, assessment and support to be tailored accordingly, with observation of performance being critical to monitor progress and performance. Tutors use their knowledge of learners' starting point and record their progress and achievement well. The well planned and sequenced curriculum allows learners to build on previous teaching and learning and develop the new knowledge and skills they need.</p> <p>Learner progress is recorded on individual personal learning records (PLRs) which track and map learners' progress against targets set. Learners receive feedback from their tutor on a regular basis to identify any key areas for improvement as well as recognising what progress has been made. At the end of course, starting points are revisited to fully evaluate progress and learning and discuss next steps. In end of course surveys 90% of respondents said they were gaining skills to help their employability in the future.</p> <p>A celebration event is held at the end of the academic year to celebrate the achievements made, both recognising the hard work of the staff and learners involved, as well as showcasing the provision to encourage learner participation. Learner case studies continue to be promoted via social media and on the 2aspire website to raise awareness of the impact of the programme.</p>	<ul style="list-style-type: none"> • Provider SAR reports • Observation records / Learning Walks • Learner feedback • Quality Fortnight feedback • Quality Assurance mechanisms • www.2aspire.org.uk • Family Learning SAR reports • Tutor training records • Impact Report (Case Studies) (Appendix 2) • Quality (SoW/Session records) monitoring Plan/PLR)
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<p>Highly effective arrangements for Safeguarding learners are in place and learner health and well-being is prioritised. Learning takes place in a culture which promotes the protection and safety of all learners and staff. Learners have a clear grasp of how to remain safe, including when using social media. Training venues are risk assessed and provide safe learning environments.</p> <p>Mandatory Safeguarding and Equality and Diversity training for all staff is undertaken, as well as mandatory training on recognising and supporting learners who are at risk of radicalisation or extremism. Staff training is recorded on the service's Single Central Register which is checked on a regular basis for compliance. Safeguarding is a standard agenda item at all provider monitoring meetings, Learning Board and team meetings, and included in the FL tutor newsletter.</p> <p>Tutors, and staff with access to learner data, are DBS checked as appropriate. Safeguarding information is provided in the learner handbook, on the 2aspire website and at course induction to ensure learners know how to raise Safeguarding concerns.</p> <p>Guidance on how to keep learners safe from on-line risks has been reviewed and reinforced in year in response to the increase in online learning resulting from the pandemic. 100% of learners surveyed in 20/21 on Adult Learning programmes said they felt safe on their course.</p>	<ul style="list-style-type: none"> • Quality Fortnight Survey results • Family Learning mid-course results • Family Learning end of course results • Family Learning Partner review • Family Learning Tutor review • Provider SAR reports • Family Learning SAR reports • Observation records • Learner feedback • H&S reports • Staff training records • Safeguarding and near misses incidents log
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15. Apprenticeships

Good

Context

- The Council's in-house provision provides the customer practitioner, business administrator and team leader / supervisor apprenticeship to staff
- During 2020/21 a total of 55 apprentices started an apprenticeship with an additional 33 completing during this academic year
- All learners who have completed their end point assessment have achieved a distinction
- Demonstrated through surveys, destination data and case studies the 'grow your own' model has benefited individuals and our organisation

Apprenticeships are good with elements of outstanding because:

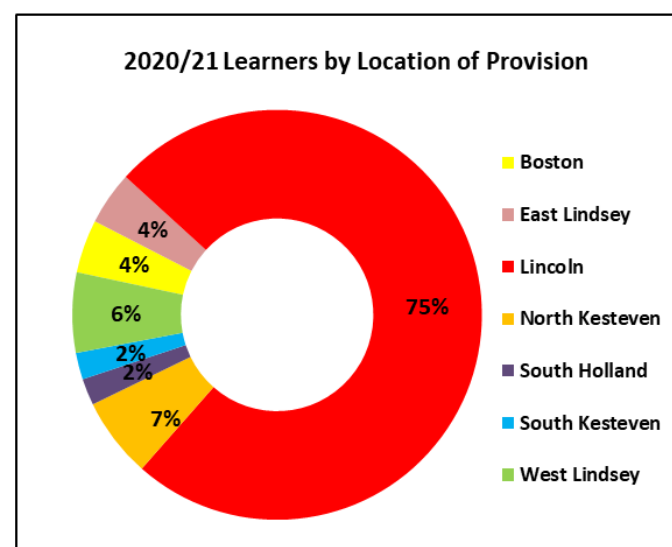
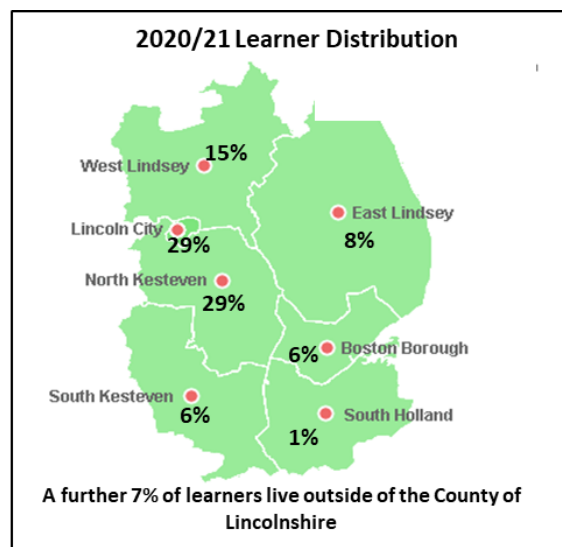
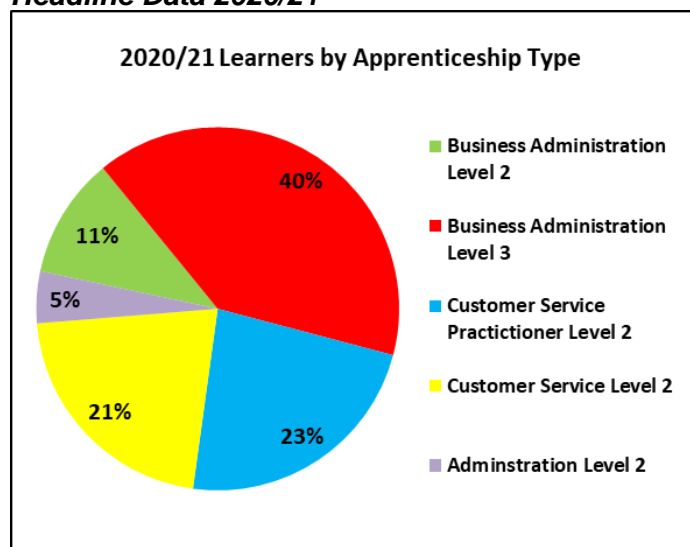
- 89 apprentices have been on programme in 2020/2021. Of the 34 apprentices due to complete, the provision experienced 1 withdrawal and as therefore achieved a 97% completion rate.
- Governance processes are in place with the apprenticeship teaching provision meeting frequently and providing update reports and attending monthly meetings with the Talent & Early Careers Team. Strategic meetings occur every 6 weeks with any urgent issues being actioned as they occur. Apprenticeship provision representatives attend the Learning Operational Group on a quarterly basis where shared and best practices are discussed. Apprenticeship provision representatives also attend The Learning Board who oversee all 3 provisions.
- Several corporate resources are in place for all learners; these include a corporate Learning Management System (Lincs2Learn) which holds a wealth of resources, Microsoft Teams where learners can chat / undertake video calls and an intranet area for Apprentices which is updated monthly. For the specific standards Learning Assistant is used for the Customer Service Practitioner and Business Administration Apprenticeships and Get-to-Gateway is used for the Team Leader/Supervisor Apprenticeship.
- Observations, including virtual observations during the pandemic, reflective accounts, professional discussions, verbal questioning, and witness testimonies are all part of the learning and can be adapted to ensure the learner achieves long-term memory retention. The apprenticeship teaching provision builds a strong and trusting working relationship with apprentices and the apprentice's manager, to ensure the interests and aspirations of the learner are met.
- Face to face observations in Business Administration and Customer Service has been re-introduced
- Surveys and case studies give a strong indication that apprentices are motivated and enthused.
- Enrichment sessions are being refined year on year, sessions have been modified to relate to a virtual audience, this includes stronger public speakers and shorter sessions; overall the apprentices are happier with the virtual model as some were having to travel the length of the county to attend face to face sessions.
 - The Business Support Centre enrichment programme enables the apprentices to learn more about the council as a whole and the different sectors that it covers and available opportunities to progress their careers
 - The Leadership & Management Centre have created a bespoke enrichment programme where apprentices are able to gain a holistic understanding of different services and a deeper knowledge of subjects

- The apprenticeship teaching provision has relevant industry expertise, qualifications and is required to keep up to date with on-going training and subject knowledge. This includes attending standardisation meetings, to create further breadth of knowledge within the provision, standardisation meetings have increased and attendance at City & Guilds training has been undertaken.
- The apprenticeship teaching provision showed a great deal of resilience and flexibility in adapting their delivery and assessment methods to a virtual model during the various lockdowns, this is outlined in the monthly centre lead reports.
- Delivery staff focuses on the Knowledge, Skills and Behaviours for each apprenticeship and provide a holistic, tailored experience.
- Reflection on practices are undertaken regularly through discussion, this results in refinement of the apprenticeship journey with changes being put in place for the next cohort
- The apprenticeship teaching provision goes above and beyond for apprentices, they are extremely supportive and will put in additional meetings to support apprentices to develop and not fall behind in their programme

Apprenticeships need to improve further because:

- As we move into a business-as-usual learning & development delivery model, current models will be assessed with all apprenticeship teaching provision being supported and developed to ensure there is confidence in delivery of best practice learning & development for all apprentices
- Observations and Learning Walks to date have been undertaken by individual centres; to ensure the same high standard of delivery is being met across the provision a standardised process will be implemented. This will support our apprenticeship teaching provision to develop apprentices in a nurtured environment

Headline Data 2020/21



Arrangements	Evidence
<p>Observations, reflective accounts, professional discussions, verbal questioning, and witness testimonies are all part of the learning and can be adapted to ensure the learner achieves long-term memory retention. The apprenticeship teaching provision builds a strong and trusting working relationship with apprentices which are evident in the case studies. Managers are also heavily involved in supporting apprentices. Some learners move from a L2 apprenticeship into a L3 which indicates a positive experience and awareness by the learners of progression opportunities. Surveys indicate that there is a high level of satisfaction from this provision.</p> <p>The apprenticeship teaching provision keeps up to date with CPD which includes regular standardisation meetings. In order to create breadth of knowledge within the team.</p> <p>2 x members of the apprenticeship teaching provision are undertaking a L5 Diploma in Education & Training, 1 x member has completed their L4 Internal Quality Assurance's (IQA) and 1 x member is undertaking the L2 Internal Quality Assurance's (IQA)</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. They also work closely with the apprenticeship teaching provision to ensure their off the job training is mapped and relevant. Each apprentice has protected time to focus on their apprenticeship which has been challenging during the Covid-19 crisis as the learner has been more remote. However, we have been able to adapt so that the learner is still able to experience new environments.</p>	<ul style="list-style-type: none"> • Staff experience (Curriculum Vitae's) • DBS Check • Staff Continuous Professional Development records (CPD) • Outstanding Teaching and Learning Assessments (OTLA) • Learning walk outcomes • Schemes of Work Reviews • Teaching Observation Records • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review • Impact Report (Case Studies) (Appendix 2)

<p>The provision has high expectations for learners and embeds the Councils core values into the curriculum. The centre builds the confidence of learners, and they go on to achieve permanent employment, most in higher grade roles. During the 2021/22 academic year managers of apprentices will be surveyed to validate the apprenticeship experience.</p> <p>Managers monitor attendance and punctuality, and the expectation is that any minor issues are proactively addressed at the onset so as not to create a bigger issue in the long term. This is covered during 1:1's. Learners' attendance and punctuality is very good with no issues recorded during this academic year.</p> <p>There are clear policies in place to protect all staff at Lincolnshire County Council. Additionally, a Safeguarding Policy for Further Education and Skills Provision is in place and reviewed annually. Apprentices are informed during their induction about the escalation process should they experience any instances of bullying, peer-on-peer abuse or discrimination. Safeguarding is a standard agenda item at monthly meetings.</p>	<ul style="list-style-type: none"> • Induction Records • Information, Advice & Guidance (IAG) Records • Learner Progress Reviews • Learner Final Reviews • Progression Data • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review
<p>Our enrichment programme is constantly evolving to ensure apprentices receive a greater awareness and a holistic view of good practice across Lincolnshire County Council and partner organisations. Managers give apprentices the opportunities to experience new areas that are of interest to the individual. During the ongoing lockdowns this has been achieved through a virtual experience. This is recorded within their off-the-job training. The skills scan, which is undertaken during the apprentice's induction, identifies areas of strength and improvement. The delivery team work alongside Managers to provide enrichment in these areas.</p> <p>Apprentices are supported by managers and the apprenticeship teaching provision on an individual basis which involves regular check-ins and one-to-ones. Outcomes of the programme indicate apprentices are resilient and confident; this is evident in completion rates and destination data.</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. Apprentices also work closely with the apprenticeship teaching provision who ensure their off the job training is mapped and relevant. Each apprentice has protected time to focus on their apprenticeship. This has had to evolve over the lockdown periods as the learner has been working remotely; however we have been able to adapt so that the learner is still able to experience new environments.</p> <p>All apprentices are introduced to British Values which includes Prevent training, along with Equality & Diversity, including protected characteristics as defined by law. This knowledge is embedded within the programme and is also displayed through their behaviours within their work role.</p>	<ul style="list-style-type: none"> • Induction Records • Enrichment Tracker • Information, Advice & Guidance (IAG) recorded in e-portfolio • Learner Progress Reviews • Learner Final Reviews • Progression Data • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review • Achievement Data

<p>The apprenticeship teaching provision meets monthly in a supportive and Continuous Professional Development (CPD) focused environment. Standard agenda items include. Matters arising, Apprentice Progress update - all staff, Equality and Diversity, Off the job training, Safeguarding and any other business.</p> <p>Standardisation meetings occur regularly. Within the apprenticeship teaching provision 6 provision staff are qualified Internal Quality Assurance's (IQA) and they work together when delivering workshops, refining best practice, and supporting each other. The team is very supportive and work well together. The team attend webinars delivered by the Awarding Body (City & Guilds and ILM) which improves practice and provides depth in subject knowledge. Continuous Professional Development (CPD) is reviewed and refined on a quarterly basis as a minimum.</p> <p>All apprentices are assessed and supported from the beginning of their programme where an Individual Learning Plan (ILP) is developed by the allocated delivery staff member and the apprentice. This is then signed off by the apprentice's manager.</p> <p>The apprenticeship teaching provision, managers and apprentices have 3-way reviews quarterly. The centre lead proactively deals with any escalations and reviews all case studies and surveys to validate effective programme delivery and refine as needed.</p> <p>The apprenticeship teaching provision are supported & developed through observations and Internal Quality Assurance (IQA) of work which includes portfolios, level of experience with knowledge of standards, also taken into account. The feedback is constructive and supportive.</p> <p>The Awarding Body (City & Guilds and ILM) visit the centre annually, the centre has achieved direct claim status for the diploma for Customer Service Practitioner L2, as this diploma supports the Customer Service Practitioner Apprenticeship. The validation process to achieve additional direct claim status for the Business Administrator and Team Leader / Supervisor diplomas will be progressed when the respective first cohorts complete their End Point Assessment (EPA).</p> <p>Line managers and centre lead ensure that the provider is fulfilling statutory duties.</p>	<ul style="list-style-type: none"> • Observations and audits of individualised apprentice programme • Three-way reviews • Monitor against Objectives in-: • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review
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Apprentices have a good understanding of their rights and responsibilities as employees and as citizens. They understand the British values of democracy, individual liberty and the rule of law. They are aware of the risks of radicalisation and extremism and can explain these issues well. Apprentices understand and observe the council's health and safety policies and procedures when at work.

The apprenticeship teaching provision are all DBS cleared and are included in the wider service's Safeguarding Policy that is updated regularly and reviewed annually. A clear escalation route is in place. No issues of Safeguarding concerns have been reported during this academic year. Safeguarding is a priority for the provision and is a standard agenda item at team meetings.

- E-Learning
- Progress Reviews
- Staff Supervisions
- Staff Annual Review
- Staff 6 monthly Review
- Record of external training/guest speakers
- Impact Report (Case Studies) (Appendix 2)

16. Provision for learners with high needs

Good

Context

- The Young People's Learning Provision (YPLP) delivers their Education and Skills Funding Agency contract at seven Lincolnshire sites: Grantham, Lincoln, Boston, Spalding, Louth, Skegness and Ruskington.
- YPLP support young people on non-accredited Study Programmes, Supported Internships and Traineeships on a roll on roll off basis
- In 2020/21 YPLP supported 103 high needs learners.
- Learners study non-accredited units in a range of Preparing for Adulthood subjects, with employability being a key area of focus. They also study Functional Skills and GCSE qualifications in English and maths and can opt to study additional units that lead to qualifications.

Provision for learners with high needs is good because:

- Learners benefit from high-quality work placements and enrichment activities such as community fund-raising activity and charitable work which increases their chances of future employment and increases confidence and enhances their social skills.
- Most learners make good progress, at similar rates to other learners, towards their accredited and non-accredited learning aims and go onto positive next steps.
- Learners receive high quality holistic support to continue to engage in education during difficult times.

Provision for learners with high needs to improve further because:

- Learners struggle to pass full external Functional Skills tests, even though most learners are making progress in English and maths and many only achieve partial qualifications in year.
- Attendance in some areas and for a small number of learners on 16-19 Study Programmes needs to be increased. Some progress had been made towards this but due to the Covid pandemic learners struggled to return to the routine of face-to-face learning.
- Local labour market information is not fully utilised in the planning of young people's programmes
- Learners are unable to access their progress and next steps online

Arrangements	Evidence
<p>Managers ensure that the funding for learners with high needs is used effectively to ensure that individual learning programmes challenge learners to develop their independence, improve their communications skills and prepare themselves for adult life. Learners and staff reflect on learner progress in these areas throughout the programme to check whether support interventions need introducing, increasing or reducing to enable learners to progress.</p> <p>68% of High Needs learners that left YPLP in 2020/21 moved onto a positive destination.</p>	<ul style="list-style-type: none">• Individual study programmes• Support plans• Progress Reviews• Progress Tracker• Provision Audits• EHCP Annual Reviews

<p>YPLP offered additional support to ensure learners were able to continue to access learning, for example, 1:1s were allocated during online sessions. Learners received pastoral support over Zoom or as restrictions eased through socially distanced outside meetings. Once learners were able to they were supported to return to face-to face-delivery.</p>	<ul style="list-style-type: none"> • Support plans • Behaviour plans • Incident, Invention & Impact Logs • Support records • Work experience records • Progress Reviews • Progress Tracker • Learner Covid-19 risk assessments
<p>Learners access accredited and non-accredited learning to support them to progress into adulthood. Accreditation, if appropriate, in English, maths and ICT is offered to all learners. Learners are also able to pick from other employment related qualifications, such as Food Safety, Health and Safety at Work and Customer Service, depending on their aspirations. These qualifications are either delivered internally or outsourced.</p> <p>Non-accredited learning, such as healthy living and community inclusion, and supported external work experience is effectively used to support learners to prepare for adulthood and improve their employability skills.</p>	<ul style="list-style-type: none"> • Individual Study Programmes • ILPs • Progress Reviews • Progress Trackers • Success Data • Destination Data • EHCP Annual Reviews
<p>Procedures for recognising and recording learners' progress and achievement in all areas of the programme are rigorous and purposeful. All relevant staff, Employers and learners input into reviews of progress throughout the programme. Staff effectively support learners to review and reflect on their own progress and identify further areas for development. Most learners make good progress from very low starting points.</p>	<ul style="list-style-type: none"> • ILPs • Progress Reviews • Progress Trackers • Destination Data • EHCP Annual Reviews
<p>Staff are suitably qualified and have the appropriate expertise to support learners. All staff are trained in Therapeutic Crisis Intervention and are expected to complete planned CPD annually. If a training need is identified to support learners; managers react quickly to identify and support staff to attend/complete suitable training for example, staff have received Buccal and diabetes, anaphylactic shock training. Staff are well utilised to support learners to overcome barriers and achieve challenging learning goals.</p>	<ul style="list-style-type: none"> • CPD records • Staff CVs • Team Meeting records • Supervision notes • Appraisals • Support Plans • Support records • EHCP Annual Reviews

<p>Learners benefit from high-quality enrichment activities such as community fund-raising activity and charitable work. Around half of all learners also complete additional qualifications that help to prepare them for employment.</p> <p>Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future. Due to Covid-19 fewer High Needs learners than planned accessed external work placements, with only 45% gaining external placements following lockdown, however, these learners continued to be supported to increase their employability skills through virtual events and community projects once restrictions were eased and returning learners will be prioritised in the next academic year.</p>	<ul style="list-style-type: none"> • Impact Report (Case Studies) (Appendix 2) • ILPs • Progress reviews • Work experience records
<p>Learners with high needs make good progress and achieve at similar rates to all learners on the same programme. Most learners on study programmes, including those with an EHC plan and those with high needs, progress to further learning programmes. 61% of High Needs learners are returning to YPLP in 2021/22. 35% of the learners who have transitioned out of YPLP in 2020/21 are going onto further education and 33% are moving into paid or voluntary work.</p>	<ul style="list-style-type: none"> • ILPs • Progress Reviews • Progress Trackers • Success Data • Destination Data
<p>Learners, including those with high needs, know how to keep themselves safe. They know who they should report a concern to about their safety or welfare. They have a good awareness of how to stay safe online and when using social media.</p> <p>Learners have been supported to know how to keep themselves as safe as possible during Covid-19 pandemic. Bespoke interventions have been implemented for those learners who have struggled to return to some kind of normal following the various lockdowns over the last 18 months, helping them to regain their confidence and manage anxieties.</p> <p>Staff ensured that learners remained safe during the Covid-19 pandemic with learners receiving additional health and wellbeing checks. Learners' circumstances were effectively monitored and staff responded quickly to any changes in circumstances to ensure learners had the support needed to stay safe and well.</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • Progress Reviews • Significant Incident Records • Incident, Intervention and Impact Logs • PFA SOW • Learner Work • Record of external training/guest speakers • Impact Report (Case Studies) (Appendix 2)

17. Glossary

CPD	Continuing Professional Development
CV	Curriculum Vitae
DBS	Disclosure and Barring Service
EHC	Education, Health and Care Plan
EMTET	Ethnic Minority Travellers Education Team
EPA	End Point Assessment
ESFA	Education & Skills Funding Agency
FE	Further Education
FL	Family Learning
FS	Functional Skills
GLLEP	Greater Lincolnshire Local Enterprise Partnership
GVA	Gross Value Added
H&S	Health and Safety
IAG	Information, Advice and Guidance
ICT	Information Communications Technology
ILP	Individual Learning Plan
IQA	Internal Quality Assurance
JCP	Job Centre Plus
LCC	Lincolnshire County Council
LEP	Local Enterprise Partnership
LSA	Learning Support Assistant
Ofsted	Office for Standards in Education
OTLA	Observation of Teaching, Learning and Assessment
PFA	Preparing for Adulthood
PLR	Personal Learning Record
QIP	Quality Improvement Plan
SAR	Self-Assessment Report
SOW	Scheme of Work
YPLP	Young People's Learning Provision