

LINCOLNSHIRE QUALITY IMPROVEMENT PLAN 2020/21

Position as at end of Academic Year

Improvement Aspect	Improvement Priority	How	End Date	Status	Comment on progress (as at end of July 2021)
Adult Skills and Family Learning, Study Programmes and Apprenticeships (combined)					
Intent	Reviewing delivery methodology across Adult Learning, Apprenticeships and 16-19 Study Programmes to ensure it will enable learners to retain key learning into long memory.	Review teaching and learning methods and activities in SoW, in all areas, to ensure good use of kinaesthetic delivery methods and practical activities to embed key learning into long memory. Review SoW, Adult Learning and YPLP, to ensure skills are being revisited, reinforced, built on and applied throughout the learner's programme. Management to check the effectiveness through quality monitoring processes	31/07/2021		<p>16-19 Study Programme: OTLAs for all teaching staff completed and reobservations for those that did not meet the required standard. The Tuition Fund was used to give additional support learners on top of their timetabled sessions on a 1:1 or small group basis</p> <p>Apprenticeships: All apprenticeship programmes are developed with City & Guilds/ILM methodologies. Centre leads and delivery staff have a wealth of occupational experience and continue 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.</p> <p>Adult Learning: OTLAs undertaken for all staff teaching on the Adult Learning programme; a mixture of face to face and online observations have been undertaken. Learning Walks have also been in place to quality monitor the provision delivered.</p>
Implementation	Increased individual stretch and challenge through building on learners' and apprentices' skills and knowledge.	Tutor training, feedback from OTLA and Learning Walks. Management to check impact through quality monitoring activities, progression data, learner evaluation and case studies	31/07/2021		<p>16-19 Study Programme: OTLAs continued to demonstrate that learners are stretched and challenged within sessions. The easing of lockdown restrictions allowed learners to make further progress towards their targets for employment and independence towards the end of the academic year.</p> <p>Apprenticeship case studies are undertaken (generally) on completion of the apprenticeship where very positive feedback is received, with apprenticeships exceeding expectations. Destination data is collected post completion, with most learners choosing to remain and progress within the Council. All apprentices complete a robust record of prior learning assessment and as a result each learner's programme is unique and tailored to them, this highlights specific focus points for each learner (strengths, weaknesses, recommendations, Maths and English up-skilling/Functional Skills requirements). To date all apprenticeship who have completed their apprenticeship have achieved a distinction.</p> <p>Adult Learning: Variety of different methods in place to ensure stretch and challenge which are checked on via OTLA and Learning Walks.</p>
Impact	To ensure the delivery models and curriculum adapt effectively, to meet the required changing needs of the service, learners and Stakeholders, as the local economy recovers from Covid-19	Adult Learning to develop Tutor training, information in Tutor and Provider newsletters and reinforce through termly 1-1s/OTLA and learning walk feedback and learner feedback. YPLP to introduce a Learner Council with representatives from each of the sites. Review Apprenticeship feedback at IQA	31/07/2021		<p>16-19 Study Programme: The easing of restrictions meant a return to face-to-face delivery for the majority of our learners, but adaptations were made for those that still were not able to attend. Due to restrictions and people's concerns some work experience placements were not able to continue as hoped so alternatives, for example, outside placements were sourced to ensure that learners still had the opportunity to succeed. Adaptions were made to the curriculum to support young people to transition back following lockdown.</p> <p>Apprenticeships: The Council has focused a lot of resource around Health & Wellbeing of 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. All delivery remains online with workshops/one to ones/observations/professional discussions being conducted through this method. This has not impacted on the learning and development of the apprentices nor the results of the BS centre. 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.</p> <p>Adult Learning: Significant investment in curriculum changes to ensure provision meets learner needs. Providers issued with engagement contracts as well as introduction of workshops in FL to meet learners' changing circumstances and approaches to learning. This has resulted in an 18% increase in enrolments, compared to 2019/20, on our non-accredited programme</p>

<p>Behaviours and Attitudes</p>	<p>Embed and promote high standards of learner and behaviour across the three different provision types</p>	<p>Ensure our high expectations of learners' behaviour, conduct and attendance are applied consistently and fairly in all learning activities including online and virtual learning environments</p>	<p>31/07/2021</p>		<p>16-19 Study Programme: Attendance continued to be an issue for some learners throughout the academic year, impacted by Covid. Interventions continued to support learners to improve attendance and remain engaged. An increase in safeguarding concerns has been seen since lockdown restrictions eased</p> <p>Apprenticeships: 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.</p> <p>Adult Learning: Increased promotion of Learner Behavioural Policy to ensure learners are aware of behaviour expectations in the online environment. Good information held on the 2aspire website to make potential learners' aware of behaviour requirements and to provide reassurance, where appropriate. No further progress in terms of activities to promote learner behaviour; however, this is checked on via OTLA and Learning Walks and reported through Provider monitoring meetings.</p>
<p>Personal Development</p>	<p>To prepare learners for future success in education, employment or training</p>	<p>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</p>	<p>31/07/2021</p>		<p>16-19 Study Programme: Work experience recommenced in April; however, some placements were not willing to facilitate work experience due to anxieties and other pressures so alternative placements were sort for learners so they were able to continue to improve their employability skills and confidence. Online employability support continued for some learners.</p> <p>Apprenticeships: 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. The aim of the Team Leader/Supervisor Apprenticeships is to grow and develop new and existing members of management staff to provide them with the tools and skills they need for their job roles now and for the future. All apprentices who sit within the Business Support function attend enrichment opportunities, with Team Leader / Supervisor apprentices given the opportunity to attend sessions they are unfamiliar with. 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.</p> <p>Adult Learning: Good availability of careers information provided via 2aspire website and promoted to Providers and Family Learning Tutors in the bi-monthly newsletters .</p> <p>Adult Learning and 16-19 Study Programme : were re-assessed for the Matrix Standard earlier in the academic year with very favourable feedback from the Assessor, Susan Smith, regarding providing information, advice and guidance</p>
<p>Leadership and Management</p>	<p>Embedding sharing of good practice across the three different types of provision so that it becomes to reflect the 'One Council' approach of maximising combined strengths and expertise</p>	<p>Establish a Learning Operational Group with representatives from all areas to meet quarterly to share ideas, areas of commonality and drive improvements</p>	<p>31/07/2021</p>		<p>The LOG Group continues to meet quarterly with some successful outcomes:</p> <ul style="list-style-type: none"> • Excellent outcome for Adult Learning and YPLP from their joint Matrix assessment which highlighted the good practice in and resilience of both services • Shared OTLA & Safeguarding policy developed • YPLP provided advice and shared their provision of lateral flow tests and masks (PPE) with Adult Learning in order to enable this provision to revert back to face to face delivery across the county • Joint working between YPLP and Apprenticeship team to support the Senior Talent and Early Careers Advisor from the In-house Apprenticeship provision complete his IQA Level 4 qualification, which in turn is supporting YPLP with the quality assurance of their Employability Skills qualifications • Quarterly temperature check of the three provisions • Shared calendar of training across the three areas, including training around observations, deep dives and new EIF • Information/raising awareness between the three service areas, for example, sharing of the draft new Hate Crime Policy • Adult Learning are registering Family Learning learners for their maths GCSE in 2021/22 through YPLP's exam board • Sharing of resource between YPLP and Adult Learning for initial assessment (BKSB) • YPLP and Adult Learning jointly working on a Social Value project with Eurovia to facilitate work experience opportunities for SEND learners • Planning for joint 2020/21 Self-Assessment Report and 2021/22 QIP • YPLP and Adult Learning will be included in the new Work Experience Stakeholder Group

Leadership and Management	To engage with local communities and employers to shape the programme for a post-Covid economic landscape		31/07/2021		<p>16-19 Study Programme: Employer engagement has continued throughout not only for work experience but also to ensure that the curriculum is appropriate</p> <p>Apprenticeships: All delivery staff 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. The Talent & Early Careers team have set up an Apprenticeship Ambassador Forum to better engage and promote apprenticeship opportunities in the wider community.</p> <p>Adult Learning : Increased engagement with local communities and employers through work on the Coastal Communities Project and partnership work with Business Lincolnshire. This task to be continued into 2021/22 to reflect the importance of meeting learner needs post Covid and post Brexit.</p>
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Adult Skills and Family Learning					
Impact	Better availability of Adult Learning learner destination data to fully measure the impact of the programme.	Commission J2Research to undertake telephone follow up survey. Progression e-survey for 100% of provision. Collect progression data from providers at termly contract monitoring meetings. Work with providers to ensure progression data is collected, collated and returned to the Adult Learning Service	31/07/2021		Significantly improved supply of progression data through commissioning of J2Research and the in-house provider progression data pilot. The Provider Progression work will continue into the future and be embedded in our business as usual. Further work to be undertaken via progression surveys which sits under task 12.
Implementation	Consistent embedding of numeracy to raise awareness of numeracy capabilities and further opportunities	Tutor and Provider training. Information in Tutor and Provider newsletters. Supplementary information in Tutor and Provider handbooks. Check through OTLA/Learning Walks, Learner feedback	31/7/2021 but now extended to 31/7/2022		No progress since December update. Effectiveness of practices to be tested through Learning Walks in 2021/22. Task carried forward into 2021/22
Implementation	Ensure effective use of learner contributions and experience in class to enrich and broaden learners' skills and knowledge	Tutor and Provider training. Information in Tutor and Provider newsletters. Supplementary information in Tutor and Provider handbooks. Check through OTLA/Learning Walks, Learner feedback	31/07/2021		During 20/21 we have worked hard to develop our online systems including the use of Moodle to both enhance our delivery methods and to broaden how we capture and give feedback and feed forward to learners. During the difficult months of not being able to teach face to face, tutors were able to take advantage of the newly developed Moodle platform to both give and receive learners a more holistic learning experience. Evidence can be seen of valuable learner feedback being captured through the online reflective section which some tutors are utilising within Module. This was complemented by our online external EV visit from NOCN, who was able to see the excellent use of technology that was enhancing the learners learning journey
Impact	Review Learner focus group activity	Introduce a programme of dynamic learner focus groups to help shape the service	31/7/2021 but now extended to 31/7/2022		Continued restrictions in connection with COVID19 has impacted on the ability to deliver the programme of dynamic learner focus groups. Meeting booked 30/9/21 to look at contacting Buckinghamshire (member of the benchmark group) to find out about how they delivered a focus group session via Zoom and whether this is a option for Lincolnshire. Also, to look at when the programme can be delivered on site with Providers to target those Providers where very low responses were received when undertaking quality surveys in 2020-21. Task carried forward into 21/22
Impact	Develop a progression survey that will automatically be emailed to learners at a specified point after course completion (task extended from 2018/19 QIP)	Develop Progression Survey. Pilot Progression Survey. Roll out Progression Survey to become part of day-to-day work	31/7/2021 but now extended to 31/7/2022		Task not started due to continuing impact of Covid and sensitivity around availability of progression opportunities. Task carried forward into 21/22

Impact	Continually develop and deliver improvements in relation to customer surveys	Develop a range of e-surveys to support the collection of feedback from learners, tutors and partners	31/07/2021		Adult Learning and Family Learning e-surveys are live and embedded in working practices as part of business as usual
Impact	Increase achievement rates on English and maths Functional Skills to be significantly above the ESFA threshold	Review achievement rates by Provider by level to establish a starting point. Define target for each level Compare target to achievements by Provider. Develop an action plan for underperforming Providers. Monitor the action plan at contract monitoring meetings	31/7/2021 but now extended to 31/7/2022		Achievement rates on English and maths provision for 2020/21 below the ESFA threshold. Action plan in place for 21/22. Task to remain in the QIP for 2021/22
Impact	Increase the numbers of qualifications delivered through the service	Increase number of qualifications delivered through Family Learning. Information in Tutor newsletter. Tutor support	31/7/2021 but now extended to 31/7/2022		With the continued disruption of Covid, we were not able to run any traditional Family Learning courses within schools or continue with ESOL face to face which also affected our ability to enhance our existing curriculum, however there were a number of learners who went on to achieve their Functional Skills maths and/or English. Total qualifications gained in maths = 7 @entry 3, 3 @level 1 and 2 @ level 2. Qualifications gained in Functional Skills were as follows: 1 learner @ Entry 3, 7@level 1 and 5 'level 2. Task to be rolled over into 2021/22
Leadership and Management	Review and enhance the range of dashboards used to provide performance data for a range of audiences	Develop dashboards at District Council level that reflect the relationship between LEP priorities and the ASFL commissioned learning for that area. Refresh dashboards and produce twice yearly	31/7/2021 but now extended to 31/3/2022		Further developments delayed due to other work pressures; however, data sources were further reviewed, and latest data availability has been confirmed in relation to Job Vacancies and Occupation / Employment data. Base data workbook will be devised and populated in September / October. Task to be rolled over into 21/22
Impact	Continue to promote learning opportunities through 2Aspire and other electronic platforms	Continue to develop 2Aspire as a prime source of information for learners. Develop a linked website where selected courses, not generally available to view by the public, could be displayed along with any associated and relevant learning resources	31/07/2021		Good range of activities in place to promote 2aspire, including newsletters and social media. Linked website now established and in place.
Impact	Business Continuity	Review the service's response to Covid-19 crisis and update Business Continuity Plan accordingly to improve resilience against service interruptions	31/07/2021		Blended programme now in place giving learners the option to learn either in the classroom or online to improve the service's resilience.
Leadership and Management	Engagement of learners to Family Learning courses is inconsistent within schools		31/7/2021 but now extended to 31/3/2022		Despite the hard work during the academic year to increase learner engagement in Family Learning programmes, this still proves to be inconsistent, and the task will be moved to the 2021/22 QIP for further concentrated effort.
Leadership and Management	Widening of participation through the online learning offer is still relatively untested		31/07/2021		A blended programme is now in place giving learners the option to learn either in the classroom or online to improve the service's resilience. Feedback has shown that some learners prefer the online option which fits in with their family commitments. Online provision will be maintained as an essential part of our programme.

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Apprenticeships					
Implementation	Delivery staff focus too often on the completion of individual units of the apprenticeship, this limited apprentices' opportunities to develop and extend their existing skills, behaviours and knowledge to enable them to be even more effective in their job role		31/07/21		Learners undertake a robust initial assessment and begin at different starting points which informs their individual learning plan. The provision approaches learning holistically, highlighting strengths, and identifying and supporting any gaps in skills, behaviours, and knowledge. Regular professional discussions, observations and witness testimonies are undertaken to endorse the apprentice's initial understanding, general application of skills and knowledge and the ability to recall ideas, concepts, and facts as well as personal life experiences.
Implementation	Resources, for all apprentices, are sporadic and based on local provision; creating a corporate central repository of resources that apprentices can access will resolve this.		31/07/21		A number of 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 are able to 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.
Leadership & Management	The principles of the corporate Health & Wellbeing Strategy have been available for all employees, including apprentices, and will be further refined to place direct emphasis on the councils' apprentices		31/07/21		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 on our Learning Management System. All apprentices are encouraged to participate with camera's 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.
Leadership & Management	Sporadic levels of interest from a variety of areas in the Council, to deliver Apprenticeship programmes, necessitates the introduction of a solid governance framework to ensure set up and delivery of consistently high-quality provision and outcomes for all involved.		31/07/21		Governance processes are now in place with Centre Leads meeting their Delivery Staff 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.
Intent	The Council will evolve to deliver in-house provision from a number of specialist areas across the Authority, appropriate data needs to be collated seamlessly to validate data integrity and provide analysis to promote growth and efficiencies	Form working group to identify data requirements	31/07/21		Data is collated and submitted on a monthly basis by the Centres. Data Performance Team and the Talent and Early Careers Team quality check the data with any issues / concerns being raised and resolved quickly.
Improvement Aspect	Improvement Priority	How	End Date	Status	Comment on progress (as at end of July 2021)
Young People's Learning Provision					
Impact	Increase the achievements in English and maths qualifications	Monitor implementation of new F/Skills standards. Introduce stepping stones qualifications as an alternative for young people who will not achieve a full qualification in the academic year. Improve exam preparation	31/07/2021		Evidenced based GCSE grades were submitted for those on Maths and English GCSEs. Learners continued to access additional support as needed to catch up and make progress.
Impact	Improve attendance in some areas so that all areas are achieving 90+	Provision Managers and Pastoral Leads to monitor attendance at all sites. Pastoral Leads to work with learners on Behaviour Improvement Plans to increase Attendance. Introduce attendance incentives. Attendance to be monitored by site	31/07/2021		Attendance continued to be an issue for some learners throughout the academic year, impacted by Covid. Interventions continued to support learners to improve attendance and remain engaged.