

Annual Review Special Edition

Celebrating
success and
achievement
in 2020/21





WELCOME TO THIS SPECIAL EDITION OF THE PROVIDER NEWSLETTER

A message from Councillor Stephen Roe, Executive Support Councillor

"I am delighted to recognise the fantastic achievements that have been made across the Adult Skills and Family Learning Service during 2020/21. Despite the challenges faced by the Covid pandemic, it is impressive to see that the same high quality, successful provision continues to be delivered, positively impacting on the lives of adult learners across Lincolnshire. These achievements are testament to the hard work and dedication of everyone involved in the delivery of this valuable learning programme and I would like to take this opportunity to thank you all for making 2020/21 so successful"



In this edition of the Provider Newsletter we are taking the opportunity to look back at our performance over the past year and to recognise and celebrate success and achievements made across the whole of the Adult Skills and Family Learning Service. Included in this publication is:

- A review of our annual Self Assessment Report which highlights what we do well and in particular how we have responded to the challenges of delivering learning during the Covid pandemic
- A range of data relating to the overall programme that was delivered including aspects such as Equality and Diversity, the geographical spread of provision across Lincolnshire, and the nature and types of courses that were delivered
- Successful online delivery and a look at improvements that have been made by the Service that support all aspects of operational delivery
- A comparison of our actual performance compared to targets across a range of data that measures the impact of our learning programme on improving outcomes for learners. We are also taking the opportunity to share feedback received from learners themselves
- A summary of information gathered through our Community Learning Benchmark Club which allows us to compare our performance in Lincolnshire to that recorded by over 40 different Local Authorities across England who also receive ESFA funding to deliver Community Learning provision
- Targets for 2021/22 as well as a summary of our Quality Improvement Plan for 2021/22 where we set out how we will address areas for further improvement across the Adult Skills and Family Learning Service

The Adult Skills and Family Learning Service would like to take this opportunity to thank all of our providers for your contributions in delivering our highly successful learning programme. We hope you find this publication both interesting and informative

SELF ASSESMENT REPORT 2020/21

INTRODUCTION

Self-assessment is undertaken with reference to Ofsted's Education Inspection Framework which offers a nationally agreed benchmark against which performance can be judged. Lincolnshire County Council (LCC) produces an annual report which acts as an evaluation of the previous academic year's activities and impact. It also identifies where future developments would make the provision even more successful. The programme is designed to meet the specific needs of residents and Employers in Lincolnshire and is provided via a range of commissioned and directly delivered arrangements. The programme supports key strategic priorities of LCC, and is also aligned to the Greater Lincolnshire Local Enterprise Partnership's priority of increasing skills in Lincolnshire and driving economic growth.

Adult learning programmes are judged to be good because:

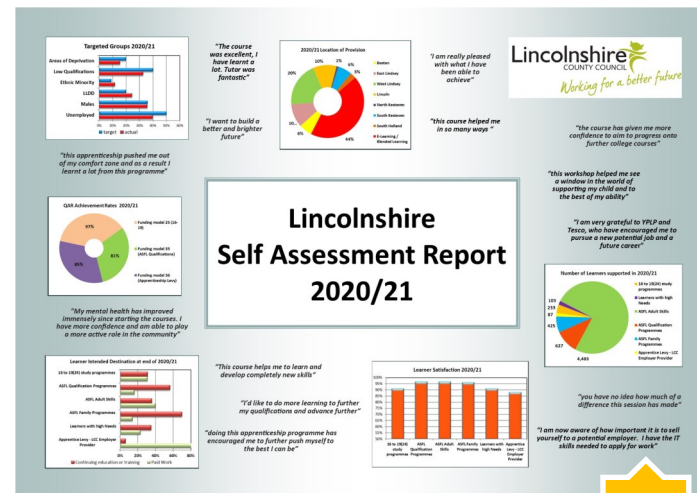
- Curriculum planning is closely aligned with the shared vision of the council and its major stakeholders, focusing on improving the employability and skills of residents
- Robust commissioning procedures ensure that all learners receive consistently high-quality teaching and learning
- Learners undertaking vocational qualifications were supported through a variety of delivery methods to ensure they still achieved their qualifications despite the interruptions as a result of Covid-19.
- Successful partnership working ensures programmes effectively develop employment skills and promote social inclusion
- Training Providers and Family Learning Tutors are highly skilled and experienced
- Family Learning partnerships are highly developed helping to break down barriers and position provision appropriately.
- Tutors provide good opportunities for ESOL learners to have exposure to British life and British values
- 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 venues across the county, maximizing opportunities for participation in learning.
- Attendance is good and learners are provided with opportunities that maximise their options for progression.
- Learners receive good verbal feedback as well as quality impartial and helpful careers advice and guidance
- Learners have a clear grasp of how to remain safe, including when using social media

Grades from 2021 (Ofsted Education Inspection Framework)	Inspection Grade 2019	SAR Grade 2020/21
Overall effectiveness of Provision	Good	Good
Quality of Education	Good	Good
Behaviour and welfare	Outstanding	Good
Personal development	Outstanding	Outstanding
Leadership and Management	Good	Good

OVERALL JUDGEMENT

Our robust quality assurance processes indicate that our Service would continue to retain a grade of 'Good with Outstanding features' should there be an Ofsted Inspection at this time

To access the 2020/21 SAR document then please click here: [Self-Assessment Report – Lincolnshire \(2aspire.org.uk\)](https://2aspire.org.uk)



RESPONDING TO THE CHALLENGE OF COVID 19 Initiatives to support providers and learners

- The introduction of shorter Engagement Contracts to help continue to engage and attract learners who, for a number of reasons, were not able to commit to longer courses
- Support to Providers in changing delivery models or repurposing funding to meet demand and learner needs
- Shared information, peer advice and support on changing models of delivery
- Amended monitoring arrangements to meet changing Provider circumstances, and revised our approach to observations to ensure it was sufficiently flexible
- Introduced online enrolments and a programme of regular website updates
- Developed a schedule of promotional activity on Facebook and Twitter
- Signposted Providers to external sources of support and information
- Uploaded enrolment information onto TERMS on behalf of Providers with capacity problems

HEADLINE DATA 2020/21 Overview of provision

**8,321
enrolments**

**5,535
learners**

At the start of the 2020/21 academic year it was unclear how the covid pandemic would develop and how this would impact on classroom learning. Consequently, our performance against a learner target of 6,601 was initially very poor. However, by delivering an increased programme of e-learning, adopting a flexible approach to provision planning, and introducing on-line enrolment options, then performance in relation to learner numbers started to increase. At the end of the year we had achieved 5,535 learners including 627 who were engaged in qualification programmes, meaning that the target of 614 for that particular sector had actually been exceeded. The introduction of a programme of shorter engagement sessions helped to increase the number of enrolments resulting in 8,321 being achieved by the end of the year. Whilst this is less than the target of 8,956, it is a significant and impressive improvement on the figure of 7,297 recorded in 2019/20.

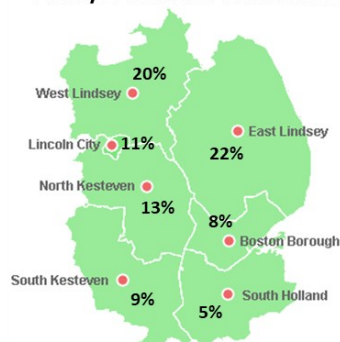
Thank you

**24 learning
providers**

**1,395
courses**

**44%
delivered
on line**

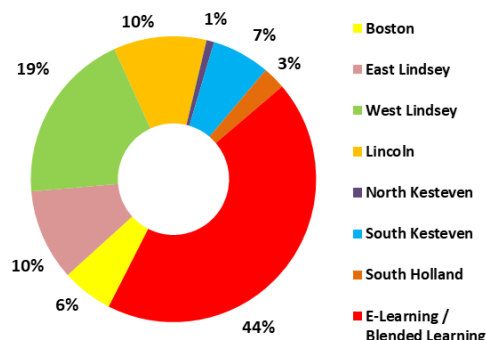
2020/21 Learner Distribution



A further 12% of enrolments were attributed to Learners who live outside of the County

learners most in need. The increase in learners living outside of the County from 6% in recent years to 12% is a direct result of the increase in on line courses in 2020/21

2020/21 Course Locations



based and community venues primarily located within East Lindsey, Lincoln City and West Lindsey.

Prior to the start of the 2020/21 academic year, it was anticipated that 29% of courses would be delivered through a blended learning / e-learning route. However, over the course of the year, and in response to the pandemic as well as learner demand, the amount of online learning increased with the result that 44%, representing 610 out of a total of 1,395 courses, were delivered on line. In accordance with the original planned delivery model for 2020/21, the remaining 785 courses were delivered at a range of college

**44%
unemployed**

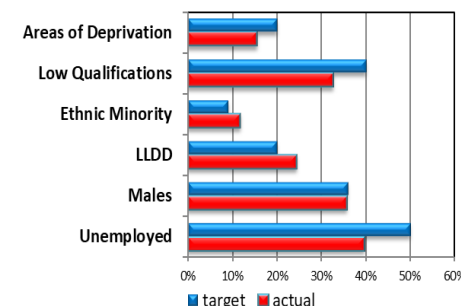
Equality and diversity data shows that the service was highly successful in attracting ethnic minority and LLDD learners with both of these groups exceeding their respective targets of 9% and 20%. In terms of our key priority groups of unemployed learners and learners with low levels of prior achievement, ambitious targets set at the start of the academic year were not met because of the lower than expected

**33%
low prior
attainment**

**36%
males**

number of learners that were engaged on the overall learning programme. However, considering the difficulties faced with recruiting learners as a result of the pandemic, these figures are still very impressive

Targeted Groups 2020/21



What is it like to be a learner in Lincolnshire?

EXTRACT FROM SELF ASSESSMENT REPORT 2020/21

- ★ Learners develop excellent employability and personal and social skills that enhance their prospects of finding and staying in work
- ★ 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
- ★ 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. Tutors know their learners well and are skilled at guiding each one to learn new knowledge and skills.
- ★ 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.

"Loved this course, I learnt so much just wish it was longer, has definitely helped towards my career choices"

"Great instructor, delivered well, took time to answer any questions"

"Such a super place where we come to feel happy and safe"

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

"I now know what an employer will be wanting to see when I am applying for their available roles"

"online courses and video teaching sessions have meant I can continue learning when suitable for me around my family"

"Really useful course; thank you"

"It has helped me improve my general life skills and gain employment"

"Very informative and down to earth teaching"

"Doing this course gave me my motivation back. It also gave me the confidence to look at doing more courses"

"This course helped me in so many ways – It helped me to open up to others and build my confidence"

"The teacher makes the classes informative and enjoyable. I will continue some of the practices at home"

"It's an amazing place and I feel so at home here"

"Very interesting and knowledgeable course. Pleasant and easy to understand Tutor"

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

LEARNER OF THE YEAR 2020/21



Three adult learners have been recognised for their commitment, hard work and determination over the last year.

The 5th annual Lincolnshire County Council 'Learner of the Year' awards were presented by Councillor Stephen Roe, executive support councillor for adult learning at the county council, to Lama Amin, Kim Stopper, and Mark Rawlings on 10th November.

2020/2021 LEARNER SURVEY RESULTS

Headline data from the combined results of the termly Adult Skills and Family Learning Surveys carried out during 2020/21 shows :

- ✓ 99% said they were treated fairly and with respect
- ✓ 97% were satisfied with the teaching on their course
- ✓ 98% felt safe in the learning environment, including protecting themselves on-line
- ✓ 94% said the training they received met their individual needs
- ✓ 94% were satisfied with the development of their confidence as a learner
- ✓ 94% were satisfied with the guidelines they had received in relation to behaviour and conduct on the course
- ✓ 91% felt that the course they attended had enabled them to gain skills to help their future employability
- ✓ 91% felt the course had helped their mental wellbeing
- ✓ 80% felt the course had inspired them to get involved in the community in future
- ✓ 70% felt the course they attended had helped them to improve their English and maths skills

**97%
Learner
satisfaction**

SUCCESSFUL ONLINE DELIVERY

1. Establish a clear strategy to support online delivery

2. Do not underestimate the impact on staff wellbeing and workload. A robust underlying staff training and cpd programme is essential

3. Online learning must be fully integrated into your curriculum offer. Generally, the length of online sessions are shorter than those in the classroom

4. Establish ground rules for the online learning environment and ensure they are understood by all learners

5. Consider your safeguarding arrangements; how do these keep your tutors and your learners safe and how are these communicated?

6. All good teaching, learning and assessment, whether it is in the classroom or online, needs to be adapted to the learning needs of the learners involved and delivered by suitable trained teachers.

7. Learners' starting points. How will you manage this? Do you require a digital initial assessment?

8. Online lessons need more energy and creativity to keep learners interested and motivated. Provide an area where learners can access session resources

9. Ensure good learner support to keep learners engaged and motivated

10. Encourage your tutors and learners to experiment and share your successes with others

11. Carry out online observations and learning walks to understand what is working well and to share with your team

12. Provide opportunities for tutors to examine, explore and reflect on their practice collectively to help develop confidence and a community of practice

13. Make use of free tools and resources

14. Talk to your Project Officer for further support

RESOURCES FOR TUTORS

- * [Digital 5-Minute Lesson Plan](#)
allows teachers to create lesson content and share it with others.
- * [Grammarly](#)
is an essential plug-in for checking documents.
- * [GDrive \(or GSuite\)](#)
as a perfect online solution for storing files (e.g. Google Docs and Google Slides) and pretty much everything else. You no longer need to carry a USB around and if you need to share a file, you don't even need to download it! You can just share the hyperlink and provide the end user with a view, comment or edit access hyperlink.
- * [Prolio](#)
is a great free tool for setting individual targets for learners in a quick, fun and interactive way. You can customise specific targets and issue them to selected learners.
- * [LendEd](#)
offers a search database for technology resources. It's definitely worth a browse...
- * [ESFA College Collaboration Fund](#)
bank of resources free for the wider FE Sector to access at [Resources: College collaboration fund \(CCF\) - GOV.UK \(www.gov.uk\)](#)

CPD

A range of free CPD resources can be accessed through the following links

[Essential Digital Skills CPD programme - The Education and Training Foundation \(et-foundation.co.uk\)](#)

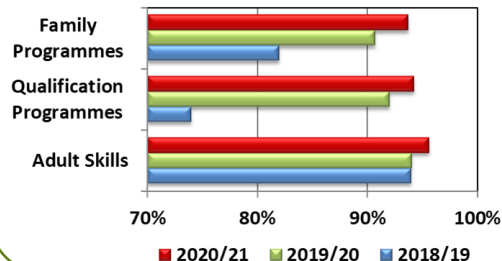
[CPD training and resources in FE - The Education and Training Foundation \(et-foundation.co.uk\)](#)

[8 free CPD courses for teachers working from home \(edtechnology.co.uk\)](#)

[Get Help with Remote Education - GOV.UK](#)

HEADLINE DATA 2020/21 Impact on Learners

Attendance rates 2018/19 to 2020/21



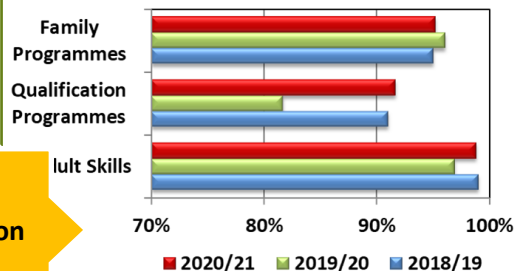
Attendance rates have increased year on year since 2018/19, with the overall rate for 2020/21 now standing at 94%. In all cases, targets set for 2020/21 year have been exceeded, and in some areas significantly; for example the target for Family Learning provision was 82% but achieved 94%.

Retention rates are also high, having recorded an overall rate of 97% in 2020/21. All sectors have performed well with the exception of Lot 4b (English and maths) which achieved only 70% compared to a target of 91%. This is an area for improvement for 2021/22

94% Attendance Rate

97% Retention rate

Retention rates 2018/19 to 2020/21



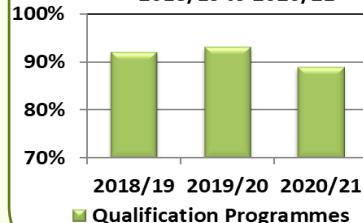
89% Qualification pass rate

98% Success rate

1,766 qualifications achieved

During 2020/21 a total of 1,766 qualifications were achieved by Adults on LCC courses, with the majority of these being delivered through our ESFA programme.

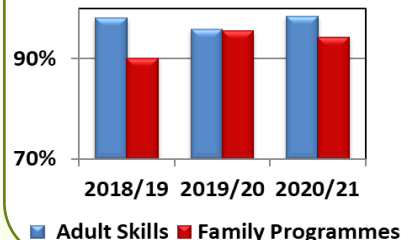
Qualification Pass rates 2018/19 to 2020/21



High qualification pass rates continue to be recorded across much of the qualification programme. There was a dip however in 2020/21, resulting in a lower overall rate of 89%.

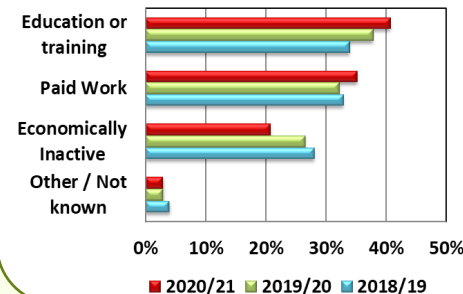
The SAR has highlighted that low results for some English and maths provision, in particular, is an area for improvement for 2021/22

Success rates 2018/19 to 2020/21



Success rates across non-accredited provision, continue to be consistently high having achieved an overall figure of 98.3% for 2020/21, which is the highest rate recorded over the past

Intended destinations 2018/19 to 2020/21



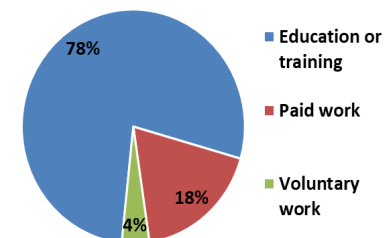
Intended destination data collected at the end of each course shows a year on

76% Intend to progress onto positive destinations

year increase in the percentage of learners who plan to continue onto further education or learning. Overall, when combining that data with the number of learners who intended to gain paid employment, then results show that 76% of learners intend to progress onto positive destinations in 2020/21, compared to 67% in 2018/19 and 70% in 2019/20.

Obtaining actual progression data was previously highlighted as an area to develop. Consequently, a pilot exercise was carried out in 2020/21 where providers being asked to provide actual progression data on a termly basis. The initial sample size was small, but results show that 96% of the learners that took part had actually gained employment, or moved onto further learning since undertaking their course

Actual Learner Progression 2020/21



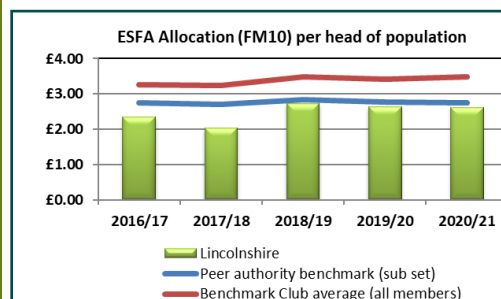
2020/21 COMMUNITY LEARNING BENCHMARK CLUB

INTRODUCTION

This informal Club was initiated in 2009 by the Adult Learning Service to access a range of current and historical data, (that was not available within any published national data sets), relating to community learning non-qualification programmes delivered under the ESFA's funding model 10 (FM10).

From an initial membership of 14, the popularity of the Club has grown year on year with a record number of 44 local authorities participating in the 20/21 exercise. Members are spread across all parts of England from as far as North Tyneside to Cornwall, and Blackpool to Bournemouth. A full range of authorities are represented including County Councils, London Boroughs, Unitary Authorities and Metropolitan Districts, several of whom now receive devolved funding to supplement their reduced ESFA FM10 grants. As well as providing a source of data, the club has enabled us to establish a valuable peer network that supports the sharing of good practice.

The results of the 2020/21 data collection exercise have recently been published and shared with club members and like Lincolnshire, most of them refer to this benchmark data in their own Self Assessment Reports. In line with Club rules, data referred to in this article does not identify individual local authorities. For comparative purposes, Lincolnshire data has been compared to that received from 7 other County Councils,

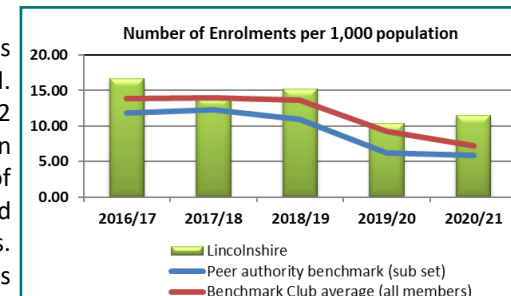


Year on year, benchmark data shows that our peer group of County Councils generally receive lower levels of ESFA grant in terms of allocation per head of population. In 2020/21 the benchmark average was £3.49 whereas our peer group average was £2.75. Lincolnshire received £2.63. Despite receiving lower levels of

Value for Money

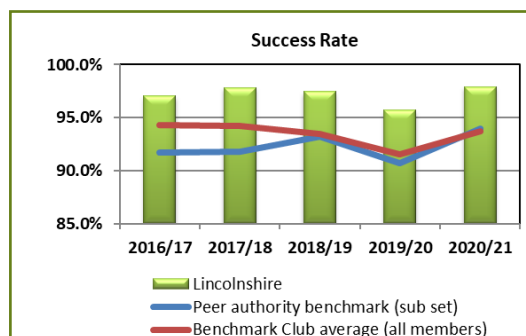
Rank 11th

funding, Lincolnshire performs very well in terms of the number of enrolments that were achieved. In 2020/21 our peer group recorded 5.92 enrolments per 1,000 head of population compared to an overall benchmark average of 7.24. Lincolnshire achieved a figure of 11.48 and was ranked 11th highest out of all club members. Recruitment across all members fell in 2019/20 as a result of Covid



Success Rate

Rank 5th



The quality of provision delivered across Lincolnshire is consistently very high with retention, attendance, satisfaction and success rates always exceeding 91% or over.

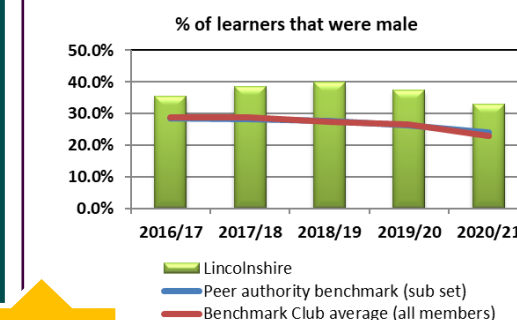
In 2020/21 the benchmark average for success was 94% and a similar figure was recorded for our peer group. Lincolnshire achieved 98% and was ranked 5th highest

out of all club members. When breaking down this data into gender, then Lincolnshire achieved 98% for both male and female learners and was ranked 4th and 5th respectively.

Although high at 97%, satisfaction in Lincolnshire is only ranked 24th highest. Exploring options to obtain feedback from more learners in Lincolnshire is an area for improvement during 2021/22

Targeted provision

Rank 5th



Benchmark data shows that Lincolnshire is a constantly high performer when it comes to attracting male learners.

The benchmark average for 2020/21 shows that 23% of learners were male, with the peer group recording 24%. In Lincolnshire the figure was 33% and was ranked 5th highest out of all club members.

However, trend data does shows the percentage of male learners is reducing and this is has been recognised in the SAR as an area for improvement for 2021/22

IMPROVEMENT PLAN 2021/22

PROGRESS AGAINST AREAS FOR IMPROVEMENT IDENTIFIED BY OFSTED

The 2019 Ofsted inspection found that Lincolnshire County Council, continued to be rated as a 'Good' Provider. Based on their findings, Ofsted highlighted three key areas for improvement (AFI)

AFI 1: Managers should ensure that the different council teams responsible for learning and skills communicate more effectively with each other to develop and share good practice across adult learning, apprenticeship and study programme provision.

Significant Progress to date including

- ✓ Establishment of Learning Operational Group with representatives from all areas who meet quarterly to share ideas and drive improvements
- ✓ Excellent outcome for Adult Learning and YPLP from their joint Matrix assessment
- ✓ Shared OTLA & Safeguarding policy developed, shared calendar of training across the three areas, including training around observations, deep dives and new EIF

AFI 2: Tutors and trainers should ensure that they do not focus solely on the completion of tasks during lessons; they should also challenge learners and apprentices to extend and build on the skills and knowledge they already have.

Significant Progress to date including

- ✓ Target setting support has been provided to Family learning Tutors and Learners, and to Contacted Providers' Tutors through training, handouts and other resources
- ✓ OTLAs undertaken for all tutors teaching on the Adult Learning programme; a mixture of face to face and online observations have been undertaken.
- ✓ Learning Walks support quality monitoring arrangements

AFI 3: Leaders should ensure that more learners gain qualifications in English and mathematics

Limited Progress to date

- ✗ This activity was heavily impacted by Covid-19 and the introduction of tutor assessment grades. Achievement rates on English and maths provision for 2020/21 are below the ESFA threshold and as such this task remains in the Quality Improvement Plan for 2021/22

QUALITY IMPROVEMENT PLAN (QIP) 2021/22

As well as ensuring a continued focus is maintained in respect of areas for improvement identified by Ofsted, the QIP also contains development activities identified through the SAR process. With a focus on continual improvement, and a strive to becoming outstanding, QIP actions for 2021/22 include:

- ✦ Prepare learners for future success 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
- ✦ Extend the work with local communities and Employers to shape the programme for a post-Covid-19 and post-Brexit economic landscape
- ✦ Utilise feedback to showcase the impact of the programmes delivered and demonstrate the fantastic outcomes achieved to help widen participation and local employer and community engagement
- ✦ Ensure expectations of learners' behaviour, conduct and attendance are applied consistently and fairly
- ✦ Increase recruitment of male learners
- ✦ Consistent embedding of numeracy to raise awareness of numeracy capabilities and further opportunities.
- ✦ Improve learner feedback rates and further develop learner forums
- ✦ Increase the collection of learner progression data to position future improvement planning
- ✦ Increase the numbers of qualifications delivered through the service
- ✦ Review and enhance the range of dashboards used to provide performance data for a range of audiences
- ✦ Ensure consistency of engagement of learners to Family Learning courses across school
- ✦ Improve the alignment of the minority of subcontracted providers to the goals of Adult Learning provision

OUR SERVICE TARGETS FOR 2021/22 have been approved and agreed as follows:

50%	Unemployed Learners	Qualifications to be achieved by Adults	1400
40%	Learners with low or no qualifications	Qualification Achievement Rate	74%
36%	Male Learners	Qualification Course Retention Rate	80%
25%	Learners in areas of deprivation	Adult Skills and Wellbeing Attendance Rate	92%
20%	Learners with a learning difficulty/disability	Adult Skills and Wellbeing Success Rate	94%
9%	Ethnic Minority Learners	Learner Satisfaction Rate (minimum of)	96%

ROUND UP

As a final thought and 'Worth a Mention'...

With a focus on continually seeking opportunities to improve service delivery, the Adult Skills and Family Service maintain a register of improvements that we have made over the year that affect various aspects of operational and strategic delivery. We call this our WAM Register. Extracts from that register are provided below

Moodle Learning Platform developed for the Family Learning Programme. This enhances our service by providing learners with access to resources and distance learning, as well as an improved management system for tutors.

Supported a new provider with the transition into delivering courses funded via LCC

Provided improved rigour to monthly contract monitoring reports used by the Service by including details of enrolments rolled over from the previous academic year

Working with the Benchmark Club, undertook an analysis of learner engagement strategies which provided useful insights on how this aspect was delivered by other authorities in the wake of Covid 19

To increase the reach to 16-19 year olds, links were made with local businesses to support a careers campaign by providing 'Talking Heads' video.

Creation of Commissioning Process Pack to ensure that all supporting information, pro-forma and guidance in relation to all aspects of the process are readily accessible

Expanded Provider Data Audit process by including additional information in the feedback email highlighting actions that need to be taken as a result of the audit

Addition of 2aspire footfall statistics to monthly monitoring reports to gauge usefulness and effectiveness of the website

Addition of Learner tab on 2aspire to allow online access to Learner Handbook and other policies, and to promote learner stories alongside distance learning and Moodle

Increased service resilience through the creation of an Operational Framework and a suite of process protocol templates

Development of online enrolment forms enables enrolments to be completed before the course starts

Moodle Support Manual created

Development of the Provider Newsletter to include contributions from contracted providers, and to widen the range and type of content to provide a balanced focus on data and information at both a strategic and operational level

Regular updated banners on 2aspire ensure we are able to respond to events and signpost learners to a wider range of information on the 2aspire site

Despite the challenges we faced in 2020/21, the information provided in this newsletter shows that there is much cause for celebration.

Everyone involved in the delivery of the Adult Skills and Family Learning Service, including leaders, managers, staff, learning partners and tutors, have played a vital role in continuing to ensure that learning provision is of the highest possible quality, that learners achieve positive outcomes, and that the services we provide offer exceptional value for money for the residents of Lincolnshire.

As we move through the 2021/22 academic year, we are looking forward to building on the achievements of 2020/21, to addressing improvements that will further improve outcomes for our learners, and to continue our journey towards becoming an 'Outstanding' Provider

