

## Appendix 2: Adult Learning Programmes

Good

### Context

- Adult Skills, wellbeing and qualification provision is provided through 18 sub-contracted partners as shown in the table below. Between August 2022 and July 2023, a total of 7,089 unique learners were engaged on Adult Learning Programmes. This provision delivered 859 qualifications.

Provider Type	Names
Third Sector and Community Interest Companies	Abbey Access Training Centre; Community Learning in Partnership (CLIP); Taylorlortex; Gainsborough Trinity Foundation; Riverside Access and Training Centre Gainsborough
Trusts	Lincoln Pelican Trust; Seagull Recycling Ltd; Children's Links
Training Organisations	Soteria Solutions; ESH Consultancy; Three Counties Accounts Training Services (3CATs); East Lindsey Information Technology Centre (First College); Train4; Skills 365, LAGAT College
FE Colleges / Secondary Schools	Boston College; Grantham College; Lincoln College

- A wide range of Adult Learning courses are offered, via the four strands of Adult Skills, Wellbeing, Family Learning and qualification provision. 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 2-hours duration, to 40-week long qualification courses. 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.
- 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.

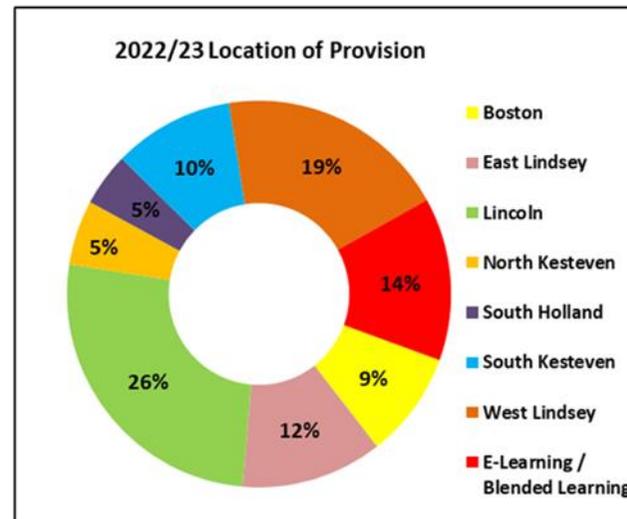
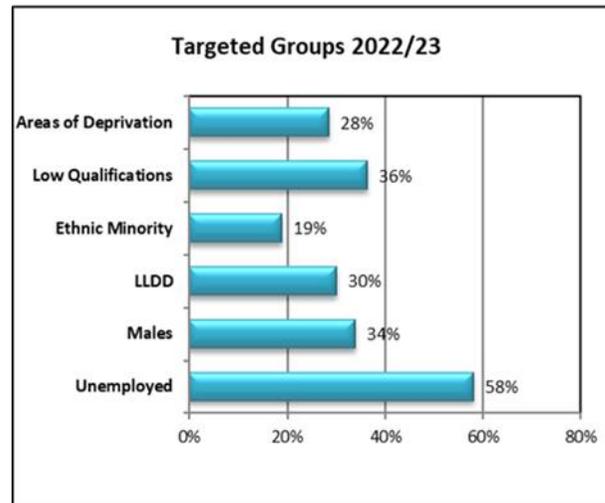
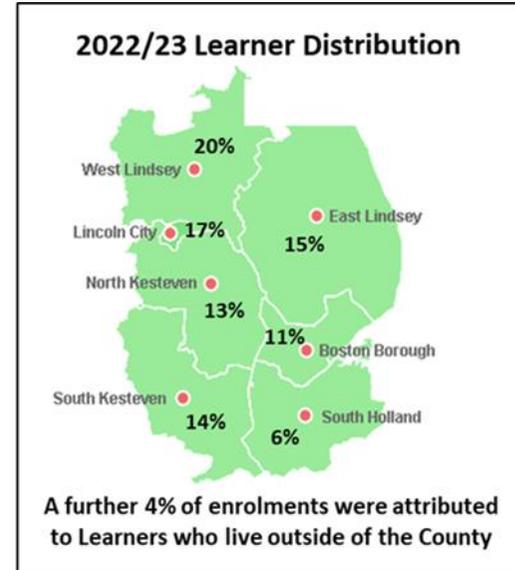
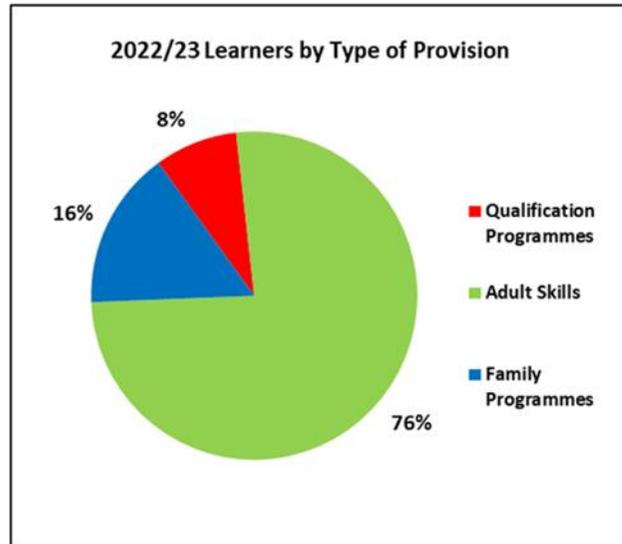
### **Adult learning programmes are good because:**

- 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 their Tutors, and Family Learning Tutors directly employed by the council are highly skilled in teaching practice and subject specialism, planning and delivering high quality learning opportunities with a blended delivery option to maximise participation
- 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 children's attendance and outcomes.
- 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
- The majority of learners on adult and family learning programmes make good progress against, often low, starting points, with many progressing into further, higher level learning as a result.
- 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:**

- The number of qualification programmes delivered through Family Learning courses is declining.
- Qualification Achievement Rate for a small number of providers needs improving
- Tutors do not consistently use information about learners' starting points to demonstrate that learning is planned to meet individual needs
- Increased progression information is necessary to be better able at articulating the impact of our learning programmes

# Headline Data 2022/23



Arrangements	Evidence
<p><b>Curriculum planning</b> 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. To encourage learners to overcome reluctance to engage in classroom learning provision we have developed our programme of introductory courses providing a useful gateway to more formal accredited learning. These have been beneficial in supporting learners to have the confidence to enrol and to have the necessary understanding and skills to support them in the accredited course leading to increased retention and achievement.</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 2022/23 there remains a focus on construction delivery due to the growing demand of vacancies for construction workers. Increased delivery of First Aid, Food Safety and Security qualification courses has supported our Visitor Economy and Retail Sector to attract skilled staff to help fill job vacancies. Additional ESOL provision has been put on, in year, to meet the additional from learners, as well as from local job centres to support learners, for whom English is not their first language, into work.</p> <p>The curriculum is developed with key partners including Employers, the National Careers Service (NCS), Jobs22, Voluntary Centre Services (VCS) and the Department for Work and Pensions (DWP). 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 for 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>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.</p>	<ul style="list-style-type: none"> <li>• Curriculum Strategy</li> <li>• Learning Board meeting notes</li> <li>• Provider SAR reports</li> <li>• Ofsted report</li> <li>• Family Learning SAR report</li> <li>• Supporting Data (Appendix 7)</li> <li>• Learner feedback</li> <li>• <a href="http://www.2aspire.org.uk">www.2aspire.org.uk</a></li> <li>• Benchmark Club data</li> </ul>

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, 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.

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, VCS, schools and academies and Ethnic Minority Travellers Education Team (EMTET).

Through strategic planning we carefully support learners across funding streams and Providers. This includes a recent Foundation Degree graduate who started on our directly delivered Family Learning programme to be able to support her children, then progressed onto an Introduction to Teaching Assistant delivered by one of our training providers, then through relevant qualification courses and paid employment, and then on to a Foundation and then Honours degree in Education Studies. This is an example of how small steps can lead to big changes for people who would never otherwise have considered education and how widening participation works in practice and in the long term.

Where appropriate, and available, IT equipment is loaned to learners to support participation in distance learning.

The service's website, [www.2aspire.org.uk](http://www.2aspire.org.uk), continues to be 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.

- 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 9)
- Benchmark Club data
- [www.2aspire.org.uk](http://www.2aspire.org.uk)
- Supporting Data (Appendix 7)

<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 <b>stronger communities</b>. 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, for example, working with Parkinsons UK to develop appropriately detailed and informative courses (Boston College).</p> <p>Increased support provided for learners with mental ill health issues, including providing details of key mental health services that learners can access, interventions to support learners to access directly statutory mental health services within Lincolnshire and 'check ins' with learners who have been at risk of worsening ill health.</p> <p>One of our training providers now hosts the Community Connector/Wellbeing Hub for Mablethorpe on behalf of the NHS, which offers additional support and opportunities for our learners through the Wellbeing route.</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"> <li>• Provider SAR reports</li> <li>• Learner feedback</li> <li>• Impact Report (Case Studies) (Appendix 8)</li> </ul>
<p><b>Partnership working</b> 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, for example excel training to employees at PayPlan in Grantham.</p> <p>Effective partnership arrangements with JCP allows for the delivery of Sector Based Work Academies across Lincolnshire where local unemployed people gained valuable employability skills to aid their employment opportunities through a range of Adult Learning courses linked to job outcomes.</p>	<ul style="list-style-type: none"> <li>• 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 (Lincoln College), Early Years Alliance (ESH), Ending Domestic Abuse Now (EDAN) (ESH), City of Lincoln Council (Lincoln College), Care Sector Employers, Parkinsons UK (Boston College), Construction and Security Employers (Train4),</li> </ul>

Employment was gained by a proportion of the learners involved, with employers including Citizens Advice, No. 17 Coffee Shop, Anglian Water and DWP Civil Service recruitment.

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.

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.

YMCA - Nomad Trust, Leap Housing, NACRO (Abbey Access Centre), 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), Jobs22, Futures (3CATS), Bishop Grosseteste University (LAGAT College), Lincolnshire Library Service (Skills365)

- Provider / Family Learning SAR reports.
- Observation records / Learning Walk
- Ofsted report (June 2019)

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.

All learners are assessed at the start of each course to ascertain what they hope to achieve and why they have chosen the course. The well planned and sequenced curriculum allows learners to develop the new knowledge and skills they need. For example, on Family Learning programmes, learners complete a detailed skills health check and tutors collate holistic information of aspects that impact the learner (caring responsibilities, health etc). to help identify their strengths and agree suitable personal goals. Tutors use assessment well to determine further learning and support needs as well as to inform the setting of personal targets. In a small number of cases Tutors do not consistently use information about learners' starting points in their planning to demonstrate that learning is planned to meet individual needs. This is identified as an area for improvement in the 2022/23 Quality Improvement Plan and improvements will be monitored through quality assurance activity.

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 the course, progress is evaluated, and next steps discussed. In end of course surveys 94% of respondents said they would rate their progress on the course as good or excellent.

A soft skills pilot has taken place in Family Learning to measure the impact of the programme in this area. Initial results are very encouraging. They provide the service with useful data to help demonstrate the effectiveness of the programme and to benchmark tutor performance to support future improvements.

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.

- Provider SAR reports
- Observation records / Learning Walks
- Learner feedback
- Quality Survey feedback
- Quality Assurance mechanisms
- [www.2aspire.org.uk](http://www.2aspire.org.uk)
- Family Learning SAR reports
- Tutor training records
- Impact Report (Case Studies) (Appendix 8)
- Quality monitoring (SoW/Session Plan/PLR) records

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.

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.

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.

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. Online training, buddying and mentoring is provided for Tutors and providers alike ensuring online delivery incorporates safe working practices throughout.

100% of learners surveyed in 22/23 on Adult Learning programmes said they felt safe on their course.

- Quality 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