

Leicester City Council
Adult Skills and Learning Service
Self-Assessment Report
2019-20

UKPRN: 10003866

Date: 9th December 2020

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1. Introduction

The sudden lockdown of the country in March 2020 because of COVID-19 has seen the adult education landscape fundamentally change, creating an unprecedented teaching and learning environment. The Leicester Adult Skills and Learning Service (LASALS) has been responsive to meeting the needs of its existing learners, whilst recognising and finding ways to support the increased numbers of adult learners who are unemployed and need retraining in the city of Leicester. The pandemic has created a catalyst for the service to invest in new ways of delivering adult education. However, it is evident that there is a pernicious digital divide that exists, and while technology is a suitable way to facilitate adults' learning in some circumstances, not everyone in the city has reliable access to an Internet connection, nor the digital literacy skills to engage in self-directed learning in a virtual environment.

This self-assessment report will consider the service's performance prior to national lockdown which was announced on 16th March 2020. It will also focus on how the service then responded to both the challenges of delivering a service whilst in national lockdown, as well as during Leicester's extended local lockdown between July-August 2020. In particular, the self-assessment report examines the actions that leaders took to provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders in the city. It will also address how the curriculum was implemented to ensure learners develop appropriate knowledge and skill, as well as the service's approaches to assuring learner and staff wellbeing, and safety.

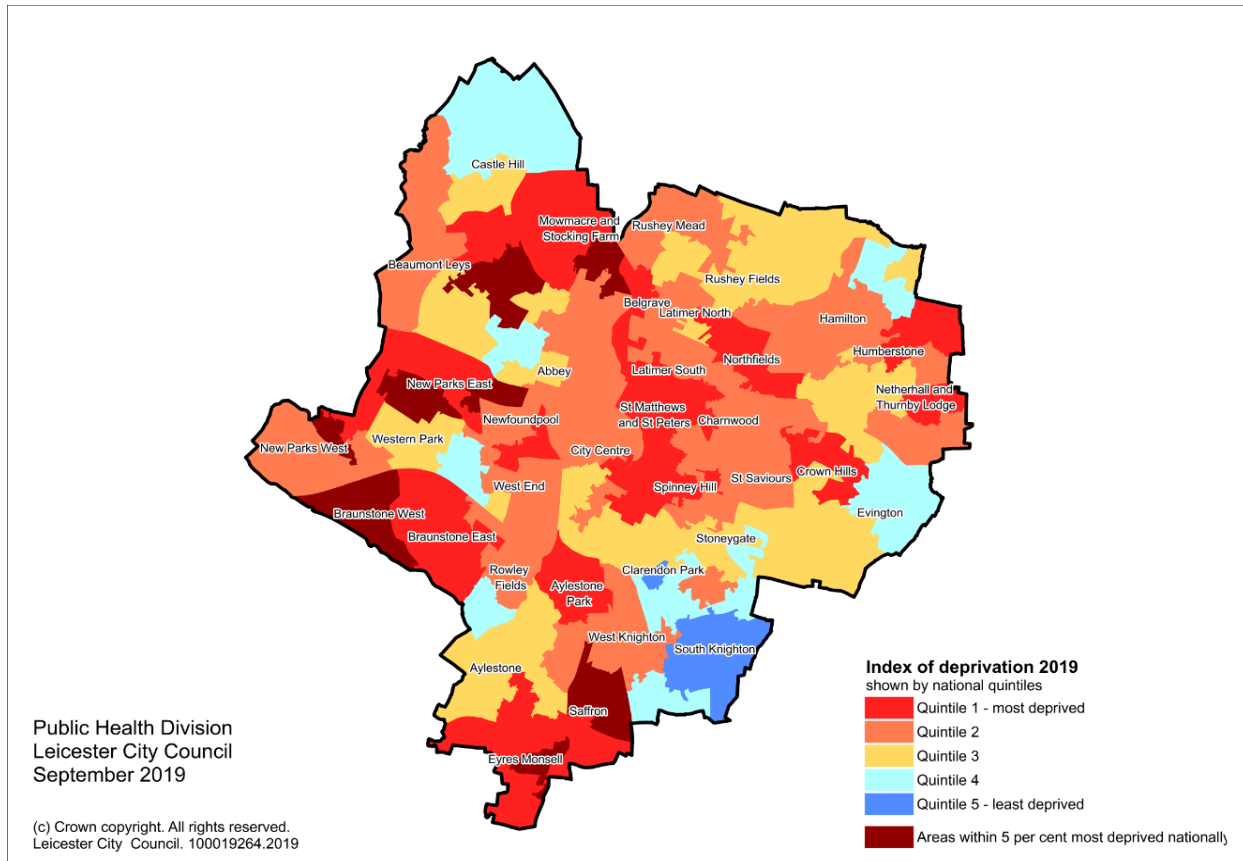
2. The Leicester Context

With around 355,200 residents, Leicester is the ninth largest city in England and the most populous urban centre in the East Midlands. The usual resident population has increased by around 25,600 since the 2011 census. Leicester's population is relatively young compared with England; a third of the city are 29 years old (13% in England) and 12% of the population (42,300) are aged over 65 (18% in England). The large proportion of younger people in Leicester reflects the student population attending Leicester's two universities and inward migration to the city. Population projections estimate older persons will account for an increasingly large proportion of Leicester's population. By 2041 over 65s will make up an estimated 15.9% of the population, compared to 11.9% in 2018, representing a net increase of 23,700.

Leicester is one of the most ethnically and culturally diverse places in Britain. Leicester is also the locality with the highest number of non-UK born residents with 110,843 residents, amounting to 33% of the local population. According to the 2011 census, almost half of Leicester's residents classify themselves as belonging to an ethnic group that is not White. Leicester has one of the country's largest Asian communities (37% of the population), with 28% of all residents defining themselves as of Indian heritage. At 3.8%, Leicester's African community is a notably larger proportion of the population than that for England (1.8%).

Leicester has a high level of deprivation compared to England and is ranked 32nd out of 317 local authority areas in England, on the 2019 national Index of Deprivation (where 1 is worst). In Leicester, 39 lower super output areas are in the 10% most deprived in the country. 35% of Leicester's population live in the most deprived 20% of areas in England and a further 37% live in the 20-40% most deprived areas. Only 2% of the Leicester population live in the 20% least deprived areas. Leicester includes some areas within the 5% most deprived areas nationally. These include areas within: Abbey, Beaumont Leys, Braunstone Park and Rowley Fields, Saffron, Eyres Monsell and Western Park (see Figure 1 below).

Figure 1



There are close links between deprivation and educational attainment, and a key challenge is to raise attainment amongst the most disadvantaged. The Leicester Area Review (March 2017) shows that compared to the national average:

- 28% of Leicester residents are less likely to have a higher level qualification
- 62.2% of Leicester residents are less likely to be qualified to Level 2+
- There are high levels of benefit claimants
- The earnings of Leicester residents are particularly low (See Appendix A: Leicester Education and Employment Profile).

The high level of deprivation in the city, has been exacerbated by both the national and local lockdowns. People living in the more deprived areas have continued to experience COVID-19 mortality rates more than double those living in less deprived areas (ONS, 2019). The impact of living conditions with dense and multi-generational housing, and employment in sectors such as food manufacture and textiles, appear to have created a vulnerability to COVID particularly amongst the BAME communities. Unemployment has risen sharply. Despite the job retention scheme, unemployment levels have already climbed from 7,840 at February 2020 to 17,315 at July 2020. The Institute for Student Employers (2020) has suggested that all types of entry-level roles have been reduced by 23% this year, with the volatile jobs market forecast to shrink further as 15% of employers expect to scale back recruitment further in 2021. The extended lockdown in Leicester has also put additional pressure on local businesses. The hardest hit sections of the economy have included retail, hospitality and the visitor economy with their disproportionately young and female workforce, though older workers needing to learn new (often digital) skills have also been impacted. Vulnerable groups are losing out, competing for jobs against better qualified workers who are also forced to search for new work.

3. Leicester Adult Skills and Learning Service: Keeping Leicester Learning

The service supports the council's ambition to re-engage more adults on the margins of the labour market and to further develop suitable skills progression pathways that can effectively respond to local labour market needs. It provides learning opportunities that enable all adults, irrespective of background, to develop their skills and improve their wellbeing for themselves, their families and their communities. It also actively targets learners who are low skilled; have no or low qualification levels; are living in poverty; unemployed, workless or vulnerable to social exclusion; and adults with learning difficulties and/or disabilities and mental ill health. Courses are shaped by learners' needs which are identified through working with learners and effective networking and partnership arrangements across the city.

Leicester City Council holds contracts with the Education Skills Funding Agency (ESFA) to provide the Adult Education Budget and Community Learning. Up until March 2020, courses were delivered in 115 community settings across the city to help residents access learning and training. Enrolment and learner numbers were very good between September 2019-March 2020 (See Appendix B). Courses are normally run at entry level to Level 3 and include qualifications in English, maths and ESOL, digital and finance skills, and Early Years, Education and Care courses. Community Learning includes personal and community development learning (PCDL) in deprived communities through courses such as employability and ICT, Arts, Humanities and Languages, and the Family Learning programme. There is also a well-established REMIT programme for those with mental health issues seeking learning both for employability and wellbeing.

The Council's Economic Recovery Plan (November 2020), developed in response to the pandemic to meet the specific needs of the region and its economic structure, recognises the critical role that the service has in improving the lives of Leicester residents by working in partnership to raise aspirations, build achievement and protect the most vulnerable. The impact of COVID-19 means that the service's Skills for Work team will have a vital role to play in supporting (re)training, required for those individuals made redundant from contracting sectors, to equip them with the skills to enter a new sector. The team will work with the council led Employment Hub, Futures and DWP to develop its online support offer, including new 'virtual' jobs fairs and a new redundancy and recruitment service. The service will also have a role to play to combatting staff and residents' loneliness as well as wellbeing and mental health issues.

4. The Self-Assessment and Quality Improvement Process

The service is committed to continuous quality improvement through the process of reflective practice, self-assessment, improvement planning and monitoring through the curriculum self-assessment reports and the service's quality improvement plan (QIP). The service self-assessment report (SAR) is aligned and referenced to the new Ofsted Education Inspection Framework (EIF) (2019) and informs its commissioning, management and delivery planning of adult learning. Information and evidence are gathered across the year from a variety of sources and underpins judgements about the quality of the provision and outcomes for learners. Evidence gathered includes:

- Performance data presented at Mid-term Monitoring meetings and Standards Committee that illustrate key performance and impact on learners
- Views of service users such as learners and employers via end of course evaluations and satisfaction surveys
- Reports on the observation of teaching, learning and assessment and continuing professional development (CPD) action plans
- Curriculum QIPs and Curriculum SARs moderation and judgements (see Appendix C)
- Awarding-body monitoring and reporting on quality
- Monitoring of progress against curriculum level and service level quality improvement plans
- Internal and external moderation of self-assessment
- Ofsted Monitoring Report (October 2020)

5. Progress against 2018/19 Key Actions to Move the Service towards Outstanding

In last year's SAR three key actions were identified. Progress has been made as follows:

- (i) *Ensure RARPA-P moderation processes are robust at both curriculum and service level*
The RARPA-P policy has been revised to incorporate service-level moderation which is undertaken by members of the Curriculum Management Team. This has been complemented by staff training to look at online/blended delivery and assessment, highlighting the importance of providing an environment that is consistent when dealing with learners both face-to-face and online.
- (ii) *Monitor and assess the impact of staff CPD on the quality of teaching, learning and assessment*
Mechanisms for the evaluation of impact on tutors, teaching, and learners' learning and achievement, (not merely evaluation of the event) is planned alongside the CPD. Evaluation undertaken feeds back into the individual and service planning cycle. Staff are asked to analyse the impact of their learning for practice as part of their CPD record. The impact of new learning, knowledge and skills is assessed via OTLA processes, including peer observation, which are also moderated at service level.
- (iii) *Improve the collection and analysis of 'end-point' and destinations data at all levels of the organisation to determine the progress(ion) that learners have made from their starting points*
The service still needs to be more systematic in how it assesses learners' end point and destinations data. However, evidence from OTLAs indicates that curriculum plans for learners include:
- Highlighting sections of the course that learners need to dedicate more time to
 - Suggesting 'stretch and challenge' activities where high prior knowledge is present
 - Providing suggestions of new personalised learning content (including relevant work-based scenarios)
 - Creating individualised developmental targets for learners
 - Providing information for support staff so they can provide tailored support
 - Structuring learners' study time more productively based on their prior knowledge

These approaches have better targeted learners' course curriculum towards higher levels of individual progression and achievement.

6. Key Strengths of the Service

- Decisive leadership, based on a clear understanding of the threat posed by COVID-19
- Strong leadership, management and governance providing an ambitious vision, combined with targeted quality improvement actions that raise the levels of performance and outcomes for learners
- Rigorous performance management involving staff at all levels in robust analysis of data and timely actions to address any issues
- Outstanding promotion of social inclusion and British Values, including good progress to close targeted achievement gaps
- Very good outcomes for learners relative to their starting points, including the development of personal, social and employability skills and the achievement of relevant qualifications
- Outstanding support for learners who make great gains in self-confidence, take pride in their achievements and develop independent learning skills
- Outstanding work with a range of partners to improve personal and social skills, employability and vocational skills for learners
- Highly effective and innovative response to developing curriculum initiatives and outreach projects

7. Key Actions for 2019-20 to move the Service towards Outstanding

The actions outlined for 2019/20 (see Section 3 above) will continue to be addressed by the service in 2020-21. Following the Ofsted Monitoring Visit in October 2020, two further areas will also need to be addressed so LASALS can continue to deliver a high-quality service during and post COVID-19:

- Supporting staff to work more efficiently online to address workload pressures caused by COVID-19
- A review of online safety to ensure learners and tutors understand the risks, and strategies to mitigate them

8. Quality of Education (the Curriculum) is Good

Intent

Robust leadership, direction and challenge are provided through the setting of a clear and comprehensive strategy to address local need and priorities in line with council strategic priorities. The service has a very clear statement of intent identified through the Service Plan (2019-2023). Performance is good against its key strategic and operational objectives, and an innovative curriculum is developed in all programmes to support learners to succeed. Programmes are also targeted to ensure an effective reach in community settings.

The service offers a programme in which the curriculum is:

(i) Ambitious for all Learners

Leaders make strategic decisions to develop and change the programme and models of delivery with a clear focus on meeting community needs, maintaining high quality provision and mitigating the impact of funding reductions. Leaders and managers have high expectations and create a positive learning environment which enables staff and learners to excel. There is a consistent focus on the quality improvement and enhancement of teaching, learning and assessment and improving outcomes for all groups of learners. A robust and systematic process for assuring the feasibility of curriculum development and implementation is well established. This includes a continuous cycle of quality improvement activities including curriculum review, course approval and programme planning.

The pending national lockdown in March and disruption to classes, has led to an outstanding response by leaders and tutors to delivering a learning model and curricula that continues to meet the needs of learners, both online and via distance learning. This has been supported by a programme of CPD for tutors transitioning from a traditional face-to-face teaching environment to the online environment.

(ii) Coherently Planned and Sequenced

Curriculum design consistently reinforces content allowing learners to retain, develop and apply knowledge and understanding. Each programme contains content which has been identified as most useful for our learners to progress and achieve. Tutors plan the coverage, content, structure and sequencing of the curriculum well so learners develop their skills over a period.

In preparation for national lockdown, tutors worked collaboratively to create themed banks of online resources and teaching materials for learners to access, to ensure they achieved intended learning outcomes. Suggested activities were posted each week and promoted through social media and direct emails to learners. Tutors planned their lessons using a range of approaches that included live one-to-one tutorials, supported by self-paced study materials; live group video lessons that mirror the previous face-to-face timetable; and pre-recorded videos demonstrating practical skills. The key priority has been to build knowledge and skills to get (unconfident) learners online – tutors' commitment and their IT skills have been critical to maintain learner engagement and support subject delivery.

(iii) Successfully Adapted, Designed and Developed for Learners Irrespective of Needs and Abilities

The robust initial assessment process ensures tutors are confident in identifying and placing learners at the most appropriate level for their skill set. In addition, the increased flexibility with qualification aims and the

curriculum programmes has empowered tutors to have a far greater individualised approach to providing clear and accurate advice and guidance on the most relevant learning path. During lockdown the service continued with this approach, albeit using one-to-one online support or by booking tutorial appointments in the college. In the last week of classroom-based learning before national lockdown, tutors focussed on getting as many learners as possible accessing their Leicester Learns email accounts and the virtual classroom. Significant individual support has been provided to staff and learners to help them overcome technical and confidence barriers to participation.

The service's COVID-19 survey conducted with 170 learners in May 2020, evidenced that approximately 30% of the learners did not have access to technology; the internet at home was very limited, and/or digital skills and confidence were low. In the first few weeks of lockdown, staff from across the service were transferred to support the different curriculum teams to provide individual support to learners, and to follow up any learners who did not engage with the online offer. Excellent learner support was given to people with very low levels of digital skills to get online and access the teaching resources. In EME, there was excellent timely response to the imminent lockdown with all tutors creating and producing study packs to provide continued engagement with learning. Feedback from learners about this effort has been extremely positive, with many surprising themselves and being able to use the technology for wider social activity during lockdown.

The technology guy that helps was WONDERFUL, he truly was. He helped me sort my phone out which he didn't have to, and his guidelines were so clear, and he was so approachable and kind

In some cases, learners had no internet access at all and usually relied on libraries or other public access provision; others had limited English or literacy or learning disabilities, and some only had access to a shared device, often just a phone, in the home, with children and a partner all trying to work/study from home using that device. For these learners, tutors' created paper-based distance learning packs and provided individual telephone tutorials.

I am quite amazed; I feel that I get a lot more out of this than I thought

A few tutors also struggled with their home technology for teaching online and they were loaned laptops, webcams and other devices from the college. A significant barrier in the first few weeks of lockdown was the overall speed of the internet, which confused and increased the frustration and anxiety of less confident students. Over the academic year this improved significantly.

(iv) Broad and Balanced for all Learners

The service offers learners a broad range of professional, vocational and wellbeing subjects, that prepare them for skills for work and life. A key outcome of the move to online learning in response to COVID-19 has been an investment in digital skills for learners as a life skill, and the embedding of digital skills into the curriculum, as well as progression opportunities to and through vocational and professional qualifications.

Case Study: John – Computing Course

This time last year John was made redundant from a very well-known supermarket chain due to restructuring. He thought he would easily find alternative employment.

How wrong was I. Times had changed. Every job application needed you to have some form of computer literacy. Which I did not have. At one of the group interviews I attended for a simple catering assistant position, the department supervisor started the interview by asking anyone who did not know about spreadsheets and Excel to leave the room and go home. This made me think about my future. There was no alternative. I had to enrol on a computer course.

John enrolled on the Computer course in January. This gave him the skills and confidence to reapply for jobs. In February, he got a job as a Money Travel Advisor and was able to put into use his Excel training, inputting data onto a spreadsheet and moving from page to page. COVID-19 meant that the travel industry came to a standstill and he was no longer needed.

I decided to contact you and ask if the LAEC were still doing courses. To my surprise the online course COMP335DYMS had been set up via video link. I got back on the course and I have loved it. Even in the short time I have been back I have learnt so much more. I am now learning about PowerPoint.

In July John became employed again as a part time assistant. He wasn't expecting that to happen during lockdown.

*Having just a basic knowledge of the computer has helped me find employment. **I can't wait to enrol on the next course in the autumn.** Hopefully by then we will be able to come into college. Self distancing of course. All I can say is what an eventful year I have had. See you again in September.*

As such, the service delivery remains focused on the needs of its learners. This delivery is underpinned by an effective adult education programme which is carefully planned and designed to engage and support individuals and key groups within communities across Leicester.

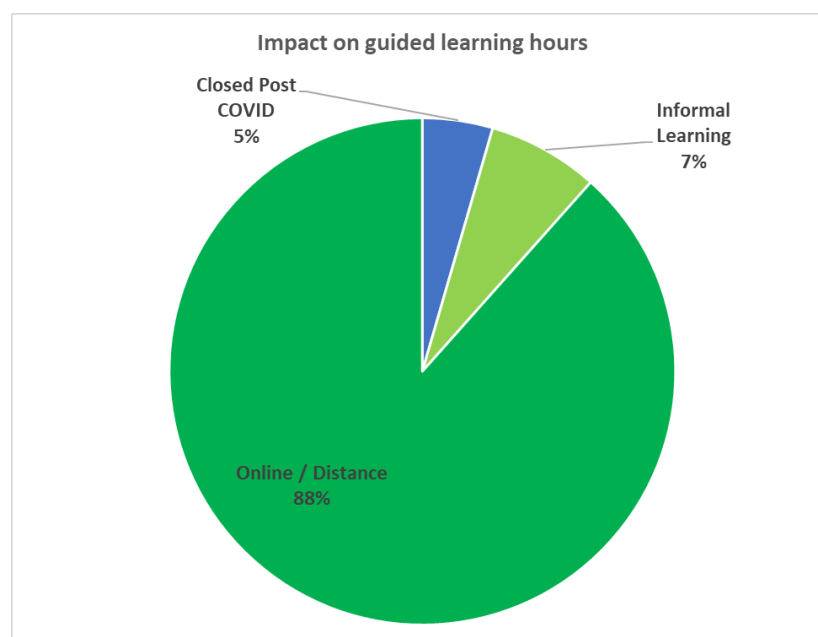
The closure of community venues during national and extended lockdown, impacted on the service's ability to support learners to attain their learning goals and develop personal, social, and employability skills in the community. To overcome this challenge, leaders effectively adapted learning opportunities beyond the classroom, using blended/online approaches to teaching and learning. For example, the REMIT team used Facebook social media to continue to support vulnerable learners' wellbeing and social inclusion:

I think it's good that the group has managed to stay together even during lockdown, and it's made the week a lot more structured, I've felt happier talking to people I know, and it's helped a lot.

January 2020 saw the opening of the Bishopdale Adult Learning Hub, located in the Beaumont Leys area of North West Leicester as a consequence of significant capital commitment from the Council to the service to support the regeneration of deprived areas of the city. As one local resident commented: *There's been nothing for adult learning locally.* The hub provides new opportunities for people to develop their skills and get support and advice about employment and further education opportunities through the implementation of a localised curriculum. The arts provision has also been reallocated to the Hub, offering an inclusive and accessible opportunities for local people to enjoy and develop their artistic and creative skills.

Established partnership working, especially for the Family Learning programme in collaboration with schools, as well as non-accredited delivery in care homes, hostels and other institutions was heavily affected by COVID-19. However, most of this delivery included short or one-day courses and therefore only 5% (700 hours) of provision in terms of learning hours was completely lost (see Figure 1).

Figure 1



Implementation

To support curriculum implementation, an excellent programme of CPD exists for tutors to improve their teaching both at a service and curriculum level. This year the service has significantly invested in staff professional development, financially supporting five recently appointed tutors to complete their PGCE teaching qualifications. Tutors are well qualified in their subjects to support adult learners. This is evidenced by 97% of LASALS learners identifying tutors' knowledge as excellent (LASALS Learner Feedback Survey, 2019-20).

The implementation of OTLA, as well as IAG observations, was postponed during the spring and summer terms because of national and extended lockdown. However, autumn observations/moderation of teaching, learning and assessment up until March 2020, undertaken by the Curriculum Management Team, evidences that teaching and learning is good (See Appendix D: Summary of Observations, and Appendix E: Key Strengths of Observations).

Effective use of learning walks during the spring and summer terms of lockdown for online learning classes, ensured that leaders were visible in the classroom, supporting tutors and learners. Evidence from these learning walks shows that online teaching is very good, with a variety of learning activities to suit all learners, so they are making progress of which they are capable. 92% of learners identified teaching challenge as excellent (LASALS Course Evaluation Feedback 2019-20). Learners reported high levels of satisfaction with their learning experience. LASALS Course Evaluation Survey (2019-20) shows that 96% of learners felt the teaching materials and activities are excellent. 93% of learners also identified that they had gained new skills and knowledge as a result of their course.

Learning Walk Feedback to AHW Tutor

The tutor has done a great job in offering teaching and learning on both asynchronous (using PowerPoint), and synchronous online meetings. This mixed approach is motivating and engaging learners to participate. There is evidence of clear intent/objectives for PowerPoint lessons. There are a range of activities to stretch and challenge learners using a range of techniques eg assimilation, discussion, practice-based and production:

We were talking about having an online class this evening. I was thinking we could try from 7.30pm to 8.00pm, maybe making a small photomontage collage together? If you want to join in you will need a couple of magazines/newspapers, a piece of paper, scissors and glue. It looks like all you need to do is click on the meet link on the top under the title and the course code. If it doesn't work, I will get some advice for next week 😊

Excellent focus on stretch and challenge ensured learners continued to develop their full potential irrespective of the model of teaching delivery. This has been underpinned by the innovative use of teaching apps, including SmartSuite, Padlet and WORDWALL and the sharing of good practice as part of tutor ILT training.

Our lessons are so interactive and intriguing with google quiz and Padlet. Personally, I love it as the topics given to us are so interesting and informative and make me think outside the box

Case study: Farhiya - ESOL Level 1 Course

Farhiya studies ESOL Level 1 twice a week. The learning tools she is using to participate in online learning are Google Classroom, Meet and Padlet. Initially she struggled to do her homework through Google Classroom but with the help of her tutor she has managed to overcome this. While Farhiya enjoys the flexibility and ease of online learning she misses the classroom environment particularly the interactions with her fellow classmates. The social aspect as well as the learning that takes place through these informal discussions has been deficient from the virtual classroom.

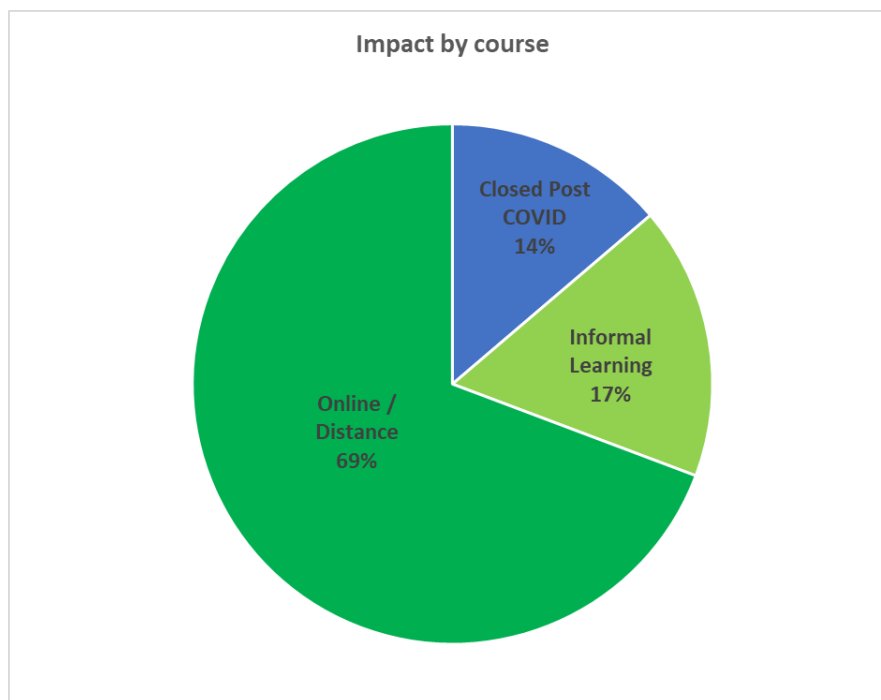
I really miss the interaction with my colleagues, as I am studying a language; chatting with my colleagues really helped me to speak better in English. Also, the session was longer in face-to-face classes and we had the chance to learn from each other's mistakes.

Before partaking in this online learning course, she had perceived distant learning to be too difficult, however this experience has allowed her to trial it and she had found that the barriers she envisioned could be easily overcome. To her surprise she would consider remote learning in the future. This demonstrates that LASALS continuing to teach courses in an online environment had a positive effect on students both through new skills acquisition and through opening new avenues of learning for them that they might have previously felt excluded from.

It makes me consider joining other classes, I thought it would be difficult to learn online but now I think it might work.

In the summer term there were 2881 enrolments across 303 online/distance learning courses. 87% of the courses planned for the summer term successfully transitioned to online and distance learning or a more informal offer of resources and activities organised by subject area with telephone and email support from staff (see Figure 2).

Figure 2



94% of EME courses and 92% of Skills for Work courses moved online. For Arts, Humanities and Well-being the implementation of online teaching was challenging but the area still successfully transferred 50% of its original curriculum plan to online delivery (see Appendix F).

Case Study: Amy - Jewellery Making Course

Amy studies Jewellery once a week and uses Google Classroom and Meet. She prefers classroom-based learning however she felt that remote learning requires more focus and has consequently improved her planning. Amy said that her tutor has been very thoughtful and supportive, taking the time to send them extra resources. She has been giving them videos and pictures to look at through a range of platforms such as YouTube, Pinterest and Instagram for them to consider and investigate as well as be inspired from. The tutor gives them tasks to do and they take a picture of their work and send it over for feedback.

The tutor having the time to send me different resources, I found it useful being able to tap into her expertise, in the classroom normally you wouldn't get that space. We have been lucky Sam has a workshop at home where she can demonstrate how to do the activity.

This delivery was supported by excellent development and publishing of the Arts, Humanities and Wellbeing Learning hub containing high quality, accessible resources, especially for LLDD learners, and the creation of a

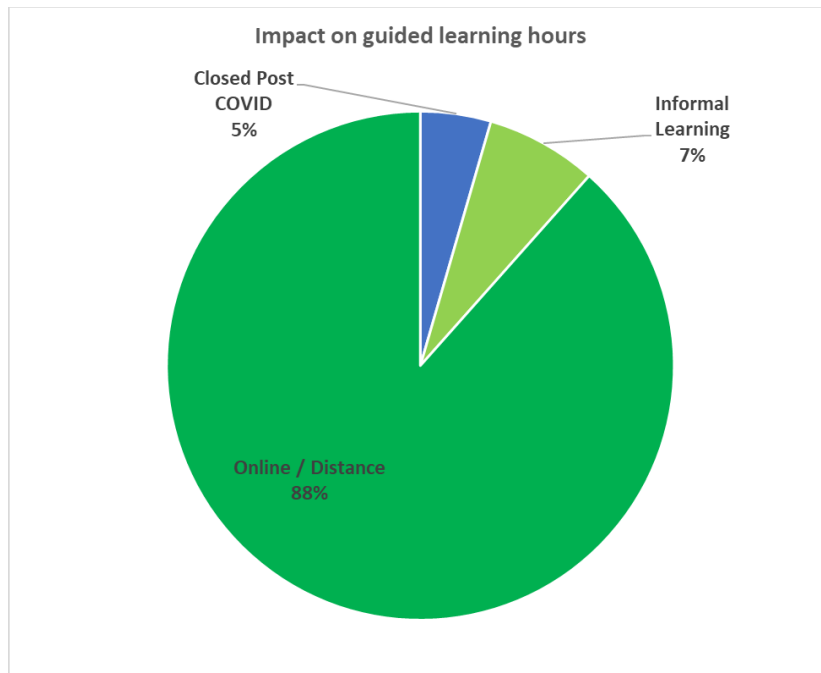
REMIT Facebook page to engage and connect learners, leading to 92 learners who had access to a range of information and activities that were regularly posted to the page.

It's obviously not the same as going into college and having face-to-face social contact but it's great to have the online classes as well as the Facebook group to share ideas, when we're struggling etc. It feels like I'm part of a little community and that makes me feel a little less lonely. If it wasn't for this group, I think things would have been a lot worse

In addition, Family Learning tutors made excellent use of tablets to engage learners effectively in online learning. There was excellent individual learner support, to gain the digital skills needed to access Google accounts, giving learner confidence to participate in one to one Google Meets with tutors and to access the resources and activities in Google Classroom. However, due to school closures, and being unable to have face-to-face contact to support, encourage and engage the city's hard to reach families, very low numbers of families engaged overall in the summer term.

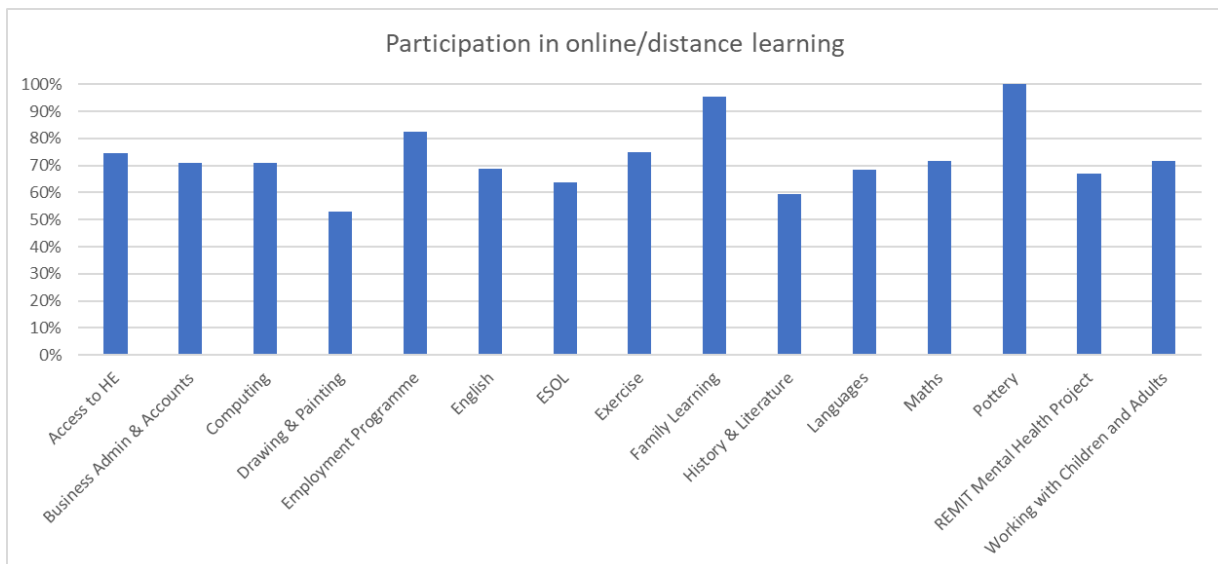
Most of the cancelled courses had no enrolments at the point of lockdown and had been planned to take place in partnership with schools, hostels, care homes and other institutions. Most of these are short or one-day courses and therefore only 5% (700 hours) of provision in terms of learning hours was completely lost (see Figure 3).

Figure 3



On average 68% of those learners enrolled on a course which transferred to online learning, participated. Understandably courses which began later and were advertised as online had much higher participation than those which started or enrolled before lockdown and unexpectedly changed mode of delivery (see Figure 4).

Figure 4



The tutor assessment process was time-consuming and challenging where courses started just before lockdown and evidence was not allowed to be used from the post-lockdown period. Guidance from some awarding bodies was often late and ambiguous. Nevertheless, there was an excellent response by both the Skills for Work and EME teams to adapt and create assessment methods so that learners achieved their qualifications. Summer term exams were cancelled but tutors marked and submitted assessments where possible in line with awarding body guidelines. Many awarding bodies have not adopted an alternative assessment method which has delayed examinations, therefore some learners still need to complete their exams.

The increased flexibility with qualification aims and the curriculum programmes led to an excellent response by tutors to offer a greater individualised approach to providing clear and accurate advice and guidance regarding the most relevant pathway for learners. In addition, tutors effectively identified learners requiring calculated grades, and gathered authentic and appropriate evidence to support decisions.

To ensure learner progress, non-accredited programmes continued to be assessed during lockdown, by redesigning ILPs and RARPA-P for the online environment, leading to effective assessment of what learners already know, understand and can do, to goal setting, providing feedback and feedforward to support learner progress and achievement. The LASALS COVID-19 Survey (2019-20) found that 90% of learners agreed that feedback given on their work was helpful.

*It's great having my feedback almost immediate rather than waiting until the next lesson.
That's made me keep the momentum of learning going and be more focused on my learning.*

The use and moderation of online ILPs and RARPA-P requires improvement in AHW so that progress is monitored and adjustments necessary for learner progress can be diagnosed, supported and properly enacted, to best fulfil the potential of individual learners. Moderation is in place and effectively applied in Skills for Work and EME.

Impact

Despite COVID-19, overall retention, achievement and pass rates for many learners is very good (see Tables 1 and 2). Achievement of learners who complete their courses is high and comparable with previous years, however overall achievement will, of course, be affected for 30% of learners who were unable to continue learning during the lockdown period.

Table 1: Overall Retention, Achievement and Pass Rates

Year (All Learners)	Enrolments	Learner Numbers	Retention Rate	Pass Rate	Achievement Rate
2016-17	10289	4572	97.10%	94.80%	92.00%
2017-18	10625	4858	98.90%	96.60%	95.50%
2018-19	11262	4817	97.50%	95.10%	92.70%
2019-20	8589	3752	94.40%	88.50%	83.50%

Table 2 Achievement

Achievement	2019-20
AEB-ESFA-ILR overall	83.5%
Adult skills	74.8%
16-19-year olds	66.7% (3 learners)
Non-funded (loans)	83.8%
Community learning	90%
Service overall	83.5%

Community Learning Overall	
PCDL	90.4%
Family learning	87.6%

In addition, learner success for many qualification courses has been very good (see Table 3).

Table 3 Achievement Rates for Qualification Courses

Cat	Min Standard	Learner Success 2019-20	Learner Enrolment 2019-20	% below min stand threshold (tolerance 40%) 2019-20
Access to HE	70%	89%	19	0%
Awards	80%	75%	174	29%
Cert	80%	71%	178	56%
Dip	70%	95%	42	0%
ESOL (includes non-regulated)	70%	79%	2096	15%
GCSE Maths and English	75%	100%	9	0%
Basic Skills maths and English (excl non-regulated)	63%	45%	313	100%
QCF unit	85%	78%	919	100%
Other non-regulated	85%	0%	1	100%

Learners progress well from their different starting points and achieve or exceed standards. The level of achievement remains very high in ESOL overall (see Table 4). During COVID-19 the range of provision has been even more responsive and flexible to local needs and trends. ESOL learners at Entry 1, 2 and 3 have been supported to improve their speaking and listening, reading and writing skills with excellent retention, pass rates and progression, and Level 2 ESOL learners progressing onto English Functional Skills.

Table 4 ESOL Results

ESOL RESULTS						LOCKDOWN
Learning aim	Qualification title	Min	2016-17	2017-18	2018-19	2019-20
60152072	Award In ESOL Skills for Life (Speaking and Listening) (Entry 1) (QCF)	70	75.70%	88%	91%	81%
60152102	Award In ESOL Skills for Life (Reading) (Entry 1) (QCF)	70	96.10%	96%	96%	94%
6015214X	Award In ESOL Skills for Life (Writing) (Entry 1) (QCF)	70	100%	90%	97%	94%
60152084	Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF)	70	78.80%	90%	91%	85%
60152114	Award In ESOL Skills for Life (Reading) (Entry 2) (QCF)	70	97.10%	95%	94%	93%
60152151	Award In ESOL Skills for Life (Writing) (Entry 2) (QCF)	70	None	91%	94%	96%
60152096	Award In ESOL Skills for Life (Speaking and Listening) (Entry 3) (QCF)	70	85.60%	86%	93%	85%
60152126	Award In ESOL Skills for Life (Reading) (Entry 3) (QCF)	70	84.70%	94%	90%	83%
60152163	Award In ESOL Skills for Life (Writing) (Entry 3) (QCF)	70	100%	84%	84%	94%
60152199	Award In ESOL Skills for Life (Speaking and Listening) (QCF)- L1	70	87.80%	94%	100%	86%
60152187	Award In ESOL Skills for Life (Reading) (QCF)- L1	70	87.80%	98%	97%	94%
60152175	Award In ESOL Skills for Life (Writing) (QCF)- L1	70	100%	97%	80%	89%
60152205	Award In ESOL Skills for Life (Speaking and Listening) (QCF)- L2	70	85.7	88%	96%	100%
60152217	Award In ESOL Skills for Life (Reading) (QCF)- L2	70	87.50%	92%	95%	100%
60152229	Award In ESOL Skills for Life (Writing) (QCF)- L2	70	None	100%	100%	91%
RARPA all	RARPA			98%	94%	95%

Learners' progress in English and Maths is good, but achievement in Functional Skills has been impacted by the City and Guilds Awarding Body not accepting evidence of learner work after 30th March, 2020 for calculated grades (see Table 5). As 90% of the courses from this point until July were Functional Skills it has meant some of our learners have still not been able to undertake their examinations.

Table 5 English and Maths Results

Qual Aim Title	Qual Aim	SSA Tier	Tier 2 Level	Starters	Completers	Achievers	Retention Rate	Achievement Rate	Success Rate
GCSE (9-1) in Mathematics	60146084	2	2.2	9	9	9	100%	100%	100%
Addition of Whole Numbers E2	J5056024	14	14.1	22	22	18	100%	82%	82%
Addition Skills E1	R5055930	14	14.1	2	2	2	100%	100%	100%
Applying Addition and Subtraction Skills	R5054003	14	14.1	1	1	1	100%	100%	100%
Applying Fraction Skills E3	F5053090	14	14.1	74	72	62	97%	86%	84%
Applying Shape and Space E3	D5054005	14	14.1	4	4	4	100%	100%	100%
Functional Skills Qualification in Mathematics (Entry 1)	60349189	14	14.1	26	25	18	96%	72%	69%
Functional Skills Qualification in Mathematics (Entry 2)	60349165	14	14.1	13	13	5	100%	38%	38%
Functional Skills Qualification in Mathematics (Entry 3)	60349177	14	14.1	51	48	13	94%	27%	25%
Functional Skills Qualification in Mathematics at Level 1	60346486	14	14.1	52	51	21	98%	41%	40%
Functional Skills Qualification in Mathematics at Level 2	60346498	14	14.1	27	27	13	100%	48%	48%
Measure: Capacity and Temperature	A5054013	14	14.1	8	8	7	100%	88%	88%
Measure: Length E2	K5056033	14	14.1	3	3	2	100%	67%	67%
Measure: Time and Temperature L1	D5054022	14	14.1	8	8	8	100%	100%	100%
Measuring and Estimating: Distance and Length (Entry 3)	J5054564	14	14.1	12	10	9	83%	90%	75%
Money: Adding and Subtracting E3	L5053089	14	14.1	75	74	62	99%	84%	83%
Multiplication of Whole Numbers E2	K5056016	14	14.1	3	3	3	100%	100%	100%
Multiplication of Whole Numbers E3	L5054016	14	14.1	80	77	63	96%	82%	79%
Subtraction of Whole Numbers E2	H5056032	14	14.1	17	15	12	88%	80%	71%
Subtraction Skills E1	F5055938	14	14.1	2	2	2	100%	100%	100%
Time E3	Y5054567	14	14.1	12	10	9	83%	90%	75%
Understanding and Using Percentages L1	D5033252	14	14.1	46	46	36	100%	78%	78%
Understanding Length, Weight and Capacity L1	L5033277	14	14.1	8	8	8	100%	100%	100%
Understanding Measure: Weight, Capacity and Temperature E2	M5056034	14	14.1	2	2	2	100%	100%	100%
Understanding Perimeter and Area L1	J5033276	14	14.1	8	8	8	100%	100%	100%
Understanding Shape and Space E2	K5056064	14	14.1	3	3	3	100%	100%	100%
Understanding Time E2	F5056023	14	14.1	4	4	3	100%	75%	75%
Using Calculations: Multiplication and Division of Whole Numbers L1	F5033356	14	14.1	46	46	36	100%	78%	78%
Whole Numbers E1	D5055929	14	14.1	2	2	2	100%	100%	100%

Skills for Work achievement for learners on qualification courses is good.

Table 6 Skills for Work results

Qual Aim Title	Qual Aim	SSA Tier	Tier 2 Level	Starters	Completers	Achievers	Retention Rate	Achievement Rate	Success Rate
Award in Emergency First Aid at Work (RQF)	60321337	1	1.3	25	25	25	100%	100%	100%
Award in Mental Health & Well-Being	60328320	1	1.3	11	11	0	100%	0%	0%
Certificate in Counselling Skills	6000728X	1	1.3	9	3	3	33%	100%	33%
GCSE (9-1) in Mathematics	60146084	2	2.2	9	9	9	100%	100%	100%
Award in Using ICT (Entry 3)	50056943	6	6.2	55	50	47	91%	94%	85%
Certificate in IT User Skills (ECDL Extra) (ITQ)	50062426	6	6.2	33	23	23	70%	100%	70%
Certificate in IT User Skills (ITQ)	50066833	6	6.2	33	21	16	64%	76%	48%
Access to HE Diploma (Social Science)	40011094	11	11.2	9	7	7	78%	100%	78%
Award in Preparing to Work in Schools	60324776	13	13.2	28	25	25	89%	100%	89%
Certificate in Supporting Teaching and Learning	60324764	13	13.2	68	62	57	91%	92%	84%
Diploma in Supporting Teaching and Learning	6032496X	13	13.2	23	23	23	100%	100%	100%
Certificate in Skills for Further Study in Business, Administration and Law	60170529	14	14.1	8	8	8	100%	100%	100%
Access Award in Business Skills	60313092	15	15.1	6	6	6	100%	100%	100%
Access to HE Diploma (Business)	40010879	15	15.3	10	10	10	100%	100%	100%
Award in Bookkeeping	60190656	15	15.1	14	10	10	71%	100%	71%
Award in Computerised Bookkeeping	60190504	15	15.1	8	7	7	88%	100%	88%
Award in Payroll for Business - Level 2	60334083	15	15.1	13	13	4	100%	31%	31%
Certificate in Administration (Business Professional)	50065634	15	15.2	7	5	5	71%	100%	71%
Certificate in Bookkeeping	60190619	15	15.1	11	9	9	82%	100%	82%
Certificate in Computerised Bookkeeping	60190528	15	15.1	10	10	7	100%	70%	70%
Award in Payroll for Business - Level 1	60330223	15	15.1	14	10	7	71%	70%	50%
Foundation Certificate in Accounting - Level 2	60165522	15	15.1	7	6	6	86%	86%	86%

Late results received after the ILR have seen a noticeable rise in the achievement rates of SSA area 15. Achievement rates increased from 58% to 82% with an expected additional increase once all outstanding results had been received.

Overall RARPA-P achievement data for Community Learning is very good (See Table 8). PCDL and Family Learning achievement on non-accredited courses is very good but as already noted, there is a need to ensure that the recording and moderation of RARPA-P is improved to ensure that data consistently reflects learner achievements on their programmes of study.

Table 7

	2019-20 RARPA-P Achievement
Community Learning Overall	90%
PCDL	90.4%
Family Learning	87.6%

PCDL Achievement	Enrolments	2019-2020
Community Arts	73	100%
Computing/Digital Skills	315	85.4%
Cookery	47	100%
Dance, Music and Exercise	111	89.2%
Drawing, Painting & Printmaking	420	88.8%
History & Literature	148	94.6%
Jewellery & Craft	93	98.9%
Languages	983	92.3%
Leicester to Work	261	99.2%
LLDD	225	90.7%
Out for Good	41	80.5%
Photography & Film	42	88.1%
Pottery & Glass	270	89.3%
REMIT (Mental Health)	731	85.2%
Textiles and Sewing	144	88.9%

All learners receive clear and relevant individualised targets, which are regularly monitored, so they have a better understanding of their progress and achievement. In most areas, learners on Arts, Humanities and Wellbeing courses progress within the service's provision. Whilst some REMIT learners also attend courses in the core programme, few long-term learners on REMIT courses progress beyond the discrete provision, often returning to courses at a level already attained. A review of the REMIT curriculum area, scheduled to take place in the summer term, but postponed due to national lockdown, will now take place in Spring 2020/21.

Wider outcomes achieved for 'hard to reach learners' is good. There is consistent reporting of significant wider outcomes such as reducing isolation, social inclusion, mental health and the impact on family life and health. Health and wellbeing are the predominant factor for learners engaging on Community Learning provision, with 69% stating this was the case and 27% of learners joining a course to help update their skills (LASALS Course Evaluation Survey, 2019-20).

I am so glad I booked into this on-line course because it has kept me engaged intellectually and practically during this long lockdown and not only enabled me to develop and understand better the artistic skills I am seeking, but has pushed me to grapple with the technical requirements of a course on-line. So, it has undoubtedly improved my on-line and computing skills. After being retired now for over fifteen years with having had no post retirement

development in this area, I have expanded and updated some of my technical knowledge of PCs and feel more confident in wider use of the internet in my family life and through various volunteering activities I participate in. May prove essential given the long-lasting character of this current pandemic

LASALS has an inclusive ethos, underpinned by the service's Social Inclusion Policy, that respects the identities, and values the achievements of Black and Mixed ethnicity learners. More than 50% of the people who participated in the courses offered by the service in 2019-20 are from a BAME background (see Appendix G).

Promotion of equality and diversity throughout the curriculum through a range of teaching resources and during induction is excellent, fostering good relations and ethnic cohesion in classes. There is some exemplary practice in the promotion of British Values with the best tutors embedding discussions and relevant activities to explore British Values throughout course content. This is effectively embedded from lesson one into all classes through: induction PowerPoint, ILPs, group discussions, tutor resources and learners' understanding demonstrated through presentations, discussions, written feedback and classroom displays. The service looks beyond Black History Month to ensure that an inclusive curriculum is an integral part of delivery. The service also works in partnership with, and responds to, the needs of BAME communities as evidenced below:

- Controlled Migration Fund (CMF) Real English in Action project (2017-20). This focused on social mixing and practical activities - learners visited local museums, theatre shows, cafes, charity shops and went to the central market, as well as enrolled on the service's arts courses eg jewellery and pottery. The approach enabled learners to continue learning English outside the classroom and provided participants with the opportunities to use English in real life situations to gain confidence, make friends, and get to know Leicester, strengthening their community cohesion. A learner who took part in the CMF Real English in Action project commented: *I know more about the history of Leicester. I know where everything is. I feel Leicester is my home now*
- AHRC funding delivered through the 'Common Cause' research group, resulting in the delivery of two 'Textile for Windrush' courses leading to the production of a textile wall-hanging and poem 'Caribbean Childhood' by Afro-Caribbean elders in Autumn 2019
- Working with older Muslim and Afro-Caribbean people in areas of the city with higher BAME communities as part of Leicester Ageing Together, and in partnership with Age UK and the service's 'Feel Good' Programme in 2019 leading to the Memories Café and Memories make Healing Words in which the tutors worked in residential homes for the elderly, getting them to tell their stories and share anecdotes, leading to a poetry anthology
- Relocating the service's courses in response to community needs, for example, sewing and clothes making courses were relocated from the college to St Matthews and Belgrave Neighbourhood Centres in Leicester. In response, the service worked closely with Neighbourhood Services, to ensure the facilities at each neighbourhood centre were suitable for running high quality sewing and clothes making courses

Quality Improvement Targets for the Quality of Education 2020-21

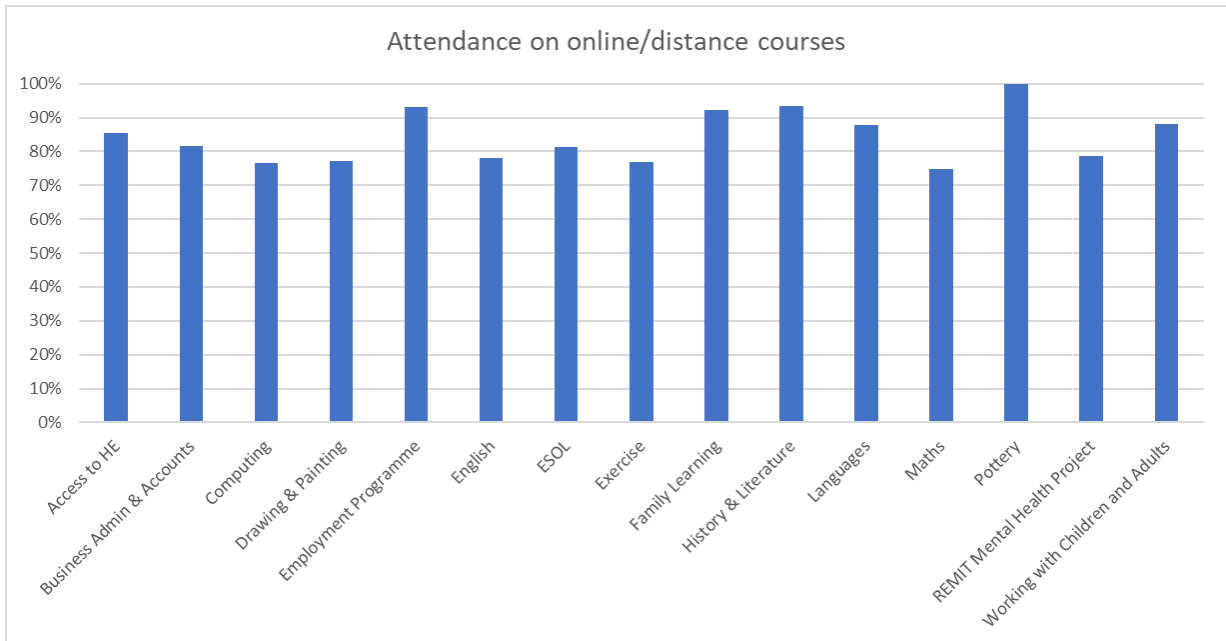
- Continue to work on 2019/20 actions to move the service towards outstanding (see Section 3 above)
- With the potential for a further national lockdown:
 - (i) Monitor closely learner engagement by following up on their attendance, behaviour, and learning progress
 - (ii) Address the potential barriers to learner engagement by offering adequate resources (such as laptops or tablets, and safe places to learn).
 - (iii) Provide individualised support to learners so they can get the best out of the new modes of education delivery

9. Behaviour and Attitudes is Outstanding

The behaviour and conduct of learners is outstanding. This is due to highly effective classroom management and tutors fully understanding their roles and responsibilities, underpinned by the service's code of conduct and behaviour guidelines. Tutors use a creative range of activities to address behaviour related to others through group discussions, turn taking, and listening skills and there is positive engagement with using British Values ethos to promote behaviour and conduct in class. Behaviour guidelines are made explicit in the Learner Handbook during induction.

The positive approach towards online face-to-face communication from the tutors has made learners feel confident and supported to engage. In general, this has led to very good online learner attendance with learners more focused on their learning once they are set up online. Given the challenges faced by learners during national lockdown, the average attendance of 82% was higher than the average attendance in classroom-based learning at the same time last year (79%). The evidence demonstrates that adults can engage in online learning especially, in spite of caring responsibilities, home schooling, work requirements (especially those in health and social care), or the lack of a quiet time and place to study when the whole household is at home because of national lockdown restrictions, if there is appropriate educational support in place (see Figure 4).

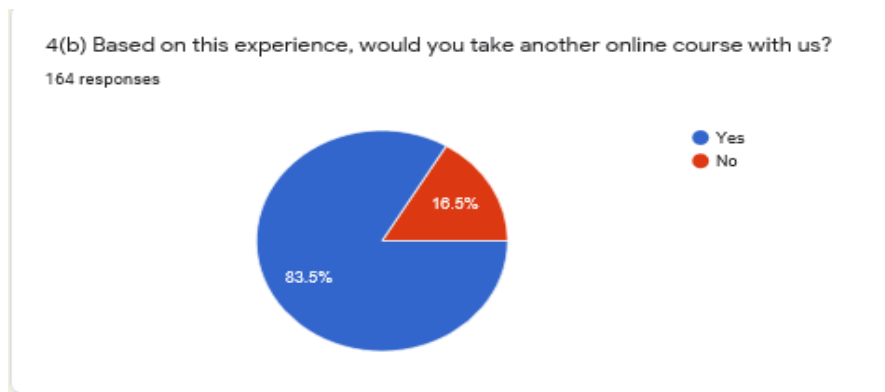
Figure 4



I could not attend the main class teaching session for this course as it is in the mornings (and I have childcare duties) but Cecilia has also been running a weekly evening session to encourage group chat in Portuguese. During lockdown, this session has honestly been a highlight of my week, to practise my Portuguese, catch up again with old friends from the class (my husband and I used to attend 4 years ago before my son was born) and meet the new students who now attend.

Such anecdotes, alongside the COVID-19 Learner survey (May 2020), provides evidence of how resilient the learners are in adapting to learning remotely. 16% of learners were anxious about using technology prior to the commencement of their online courses. Timely intervention to upskill learners, as well as tutors being positive about technologies, reduced learner anxiety, fostering a positive, supportive learning environment. In the COVID-19 Learner Survey, based on 164 responses, it is evident that most learners would take another online course with the service (see Figure 5).

Figure 5



All tutors and support workers have completed GDPR training, initial online Prevent training, WRAP and online safeguarding training. There is very good tutor knowledge on policies and procedures related to Prevent and learners have confidence to approach tutors to raise any concerns. There is good identification and recording of risks on courses to safeguard learners. Embedding of the Prevent duty and British Values is established as part of the induction process and is explicit in all areas of the curriculum. Tutors have good knowledge of British Values and embed this well into course content. Timely and effective interventions promote the welfare of learners, ensure learners feel safe and minimise the risk of harm. High quality training has developed staff's vigilance, confidence and competency to challenge learners' views and encourage debate.

Good health and safety processes are in place with robust systems for assessing risk. All learners have an induction which includes information on health and safety, making complaints and reporting safeguarding concerns. Tutors risk assess classrooms and take necessary action to ensure learners are kept safe. In terms of e-safety, 63% of learners who completed the LASALS Course Evaluation Survey (2019-20) stated that they felt safe online. Awareness of online safety has always been a key priority for the service irrespective of the pandemic. A range of resources covering online safety as well as themed events such as the Internet Safety Day reiterate the importance of being safe online. Tutors and learners have been provided with guidance about online safety via the service's Digital Learning Policy and Learner Handbook. Tutors and learners have discretion over how they interact online, so long as it is through the provider's software. Managers drop into online classes to ensure that there are no safeguarding concerns. Whilst the service's digital learning and netiquette policies address the issue of online safety, with the enhanced use of online learning and teaching, it is important that learners can both use the technologies *and* understand the risks. It is therefore timely to review teaching and learning resources and ensure that e-safety is embedded into the curriculum.

Quality Improvement Targets 2020-21

- Review the embedding of online safety into the curriculum to ensure that both tutors and learners can fully engage in online teaching and learning, and fully understand the risks

10. Personal Development is Outstanding

REMIT provision is very good at enabling adults with severe and enduring mental health difficulties to become engaged in learning, and effectively sustains this engagement extremely well, resulting in a high proportion of returning students, for whom learning has become a positive element in their lives. During lockdown the learning support provided to learners by the REMIT team has been outstanding, creating greater inclusion opportunities for learners that had previously struggled to attend physical classes. For example, one particular REMIT learner had struggled with attendance due to her severe mental health issues but has attended online Yoga and has stated that this has been a very important part of her life since lockdown.

I think it's good that the group has managed to stay together even during lockdown and it's made the week a lot more structured, I've felt happier talking to people I know and it's helped a lot, I've been feeling really stressed with extra Leicester lockdown. I'll be glad when it's back to normal. I'm so looking forward to when we can all go out together, and have haircuts, meet friends and not worry so much, but this is useful, passing the time away from TV. Makes you look outside yourself and takes your mind off things.

Moving the REMIT programme offer online ironically helped to mitigate against the social anxiety of being in the classroom.

I am very glad I took this. Being able to attend the online meetings has been helpful to stop me feeling so isolated during lockdown and giving me something to look forward to each week. Having classes has given me an opportunity to focus on something positive and has helped me to relax and feel like I'm achieving something.

Built into the service's learning programme are free taster sessions delivered through a very successful Everybody's Reading festival. Opportunities for the exhibition of learners' work and performances are used effectively to build individuals' confidence, self-esteem and teamwork skills as well as to provide opportunities for friends and families to join in the celebration of their achievements. Highly effective partnership working supports learners' access to a range of informal learning and enrichment activities. For example, prior to lockdown, the service offered Leicester University lunchtime lectures, artist demonstrations linked to exhibitions, health information events and displays, as well as opportunities for informal learning delivered through externally funded projects.

Learners make excellent gains in self-confidence by taking part in courses and achieving their learning goals. In the LASALS Learner Course Evaluation Survey (2019-20) 93% of learners identified that their confidence had improved as a result of the course they have attended.

The Learner Forum is in its third year of running and has enhanced the learner voice, as well as enabled learners to have greater input into the provision, whilst improving their communication skills and confidence. The Learner Forum has been effective in acting on issues raised by the learners, leading to a *You Said, We Did* campaign which included a book-swap scheme, dealing with timetabling clashes, and ensuring portable hearing loops are working in the classrooms.

Learners' development of mathematical skills, and skills in speaking, listening, reading and writing on ESOL and English programmes is very good, equipping them to take an active and positive part in society. In June 2020, the service was successful in securing external grant funding of £185,000 from the Ministry of Housing, Communities and Local Governments for an 'ESOL for Integration' project, enabling the service to extend the ESOL provision, by engaging with hard to reach groups, and working in partnership with key stakeholders who have excellent knowledge of their community needs.

Information and advice about the next stage in education and employment is excellent. Learners receive accurate, appropriate and timely information, advice and guidance on their next step in training, education and employment. The closure of the college during both the national and local lockdowns led to the development of a highly effective and creative Virtual Open Week to provide information to learners on progression opportunities for the next academic year.

In the LASALS Course Evaluation Survey (2019-20), 97% of learners agreed that they had been given information about the progression opportunities available to them. Pre-enrolment information, advice and guidance is very good and maintained at a high level with 90% of learners agreeing that the information and advice they received was enough to choose the right course for them. Effective induction and a learner handbook quickly introduce learners to the structure and demands of their programme and their rights and responsibilities as learners.

Learners value the support and guidance they receive before, during and after their course. Initial assessment and the follow-up diagnostic assessment are generally good and ensure learners are enrolled on appropriate level courses leading to increased referrals from employability programmes. During lockdown, Learner recruitment and welfare officers provide pre-enrolment guidance via online open events, pre-

recorded videos and individual discussions. They continued to contact all current learners and to provide them with advice and guidance about their next steps. Digital skills sessions have been expanded to support and mitigate the disadvantage faced by those without the digital or language skills to access a broader range of support services, not just universal credit. At the start of national lockdown between March and April 2020, 273 learners accessed digital skills sessions; twice as many learners when compared to the same time the previous year. During lockdown, 39 learners were supported to improve their digital skills to enable them to engage with online learning.

The curriculum programme is planned effectively to provide progression routes that include vocational and English and maths qualifications and enables learners to address the barriers and difficulties they experience, resulting in improved life and employability skills and options that supports them to progress. Learners not only progress within one curriculum area but to additional courses through very good tutor IAG eg English – maths, ESOL – Functional Skills, L2 – Access to HE- university, even in lockdown.

Case Study: Anita - Access to HE in Business

Anita studied English with LASALS and moved on to Access to HE, Business in September 2019. On her early assignments she struggled to express her thoughts in English but worked so hard on this that by her first graded assignment she achieved Merit. This was despite working nights and coming into college after a shift. Anita found a job that did not mean night shifts and continued to work intensively on her English and her knowledge of Business. She wrote a passionate personal statement that explained all of her reasons for wanting to study Events and was rewarded with an offer from BIMM, the Institute for Modern Music. Her research project was on Techno Music in Berlin and its contribution to a city's economy. She travelled to Berlin to conduct her primary research and despite lockdown because of COVID-19 she completed her project through remote learning. Anita returned to Poland during the pandemic but remained fully engaged through distance learning. She achieved excellent and well-deserved results, saying 'I'm surprised and so proud of myself'. Anita is now looking forward to studying for her degree and following her dream to work in the music events industry.

Family Learning is very good in providing learning and developing confidence and skills for progression. During lockdown, increased confidence in using ILT supported their children's learning and in using a new platform for learning.

I've enjoyed our conversations, having someone to talk to about starting school and COVID-19. To have time to think and get ideas of what to do. Being able to see the activities online specifically and carefully selected for us. The activities are different to what we normally do. They are more subject specific and there is theory behind the activity which I didn't know about before. It's great to read the information beforehand and gives me ideas for the week ahead. This is something I did before having my son but now I don't get the time. Having a plan with the timeframe makes me feel calmer.

The process to identify learners with additional support needs, particularly disability, at enrolment is good and results in support being provided promptly, for those on qualification courses. During 2019-20, there were 405 enrolments of students declaring a disability on EME courses, with an overall 73% achievement; 138 in English and 182 maths enrolments. This equates to 156 individual learners receiving additional learner support: 18 English and maths and 8 ESOL. Across all settings and curriculum areas there were 1761 enrolments across the service, of learners declaring a disability: 232 LLDD, 202 Arts and Humanities, 168 Skills for Work, 708 REMIT and 35 in Family Learning. Whole class support was provided for courses specifically aimed at pre-entry learners and learners with dyslexia. EMIT and PREMITE courses provide combined English, maths and IT skills for LLDD learners. In the REMIT provision, whole class support was given across 708 enrolments, with an 86% achievement rate.

Curriculum Area	Participation	Completers	Achievers	Retention	Pass	Achievement
EME	405	390	296	96%	76%	73%
English	138	133	94	96%	71%	68%
Maths	182	174	139	96%	80%	76%
ESOL	85	83	63	98%	76%	74%
S4W	168	148	133	88%	90%	79%
Arts/Humanities	202	186	182	92%	98%	90%
LLDD	232	226	212	97%	94%	91%
Remit	708	635	606	90%	95%	86%
Family Learning	35	35	30	100%	865	86%

11. Leadership and Management is Outstanding

The service is part of the Tourism, Culture and Inward Investment Directorate and now has a permanent Director. A new lead member has also been appointed. Governance of the service is very good. Elected members are extremely knowledgeable about the work of the service and provide rigorous scrutiny of service performance and appropriate challenge and focus on improving outcomes for all. Self-assessment is effective and drives improvement across the provision. An annual performance report is taken to the city mayor and his executive annually and progress against manifesto commitments and performance targets from the Service Plan (2019-23) are monitored quarterly at Divisional level. The process is comprehensive and inclusive and considers input from key stakeholder groups and partners, the service's Leadership and Management Team and operationally through tutors. The close management and monitoring of the quality of education has enabled the service to remain financially sustainable while improving outcomes for learners.

Good strategic vision based on local and ESFA priorities results in the setting of challenging targets and the deployment of effective management interventions to address priority areas. However, the impact of COVID-19 on the city's economic prosperity and social inclusion, has created a shift in learning needs and priorities. As such, the Service Plan will be reviewed to ensure that it reflects the changing circumstances of both city and learner needs.

To maintain ESFA funding, leaders and managers made every effort to keep learners engaged informally and to provide support through the lockdown where it was not possible to move classes fully online. Tutors were supported by managers to create banks of resources and teaching materials, open to all learners to dip into.

Leaders' and managers' effective response to assuring the quality of education leading up to and throughout lockdown, involved three key stages: stabilise, enhance and innovate. The first few weeks following college closure and national lockdown, leaders and managers effectively stabilised programme delivery for the learners, largely by moving to online teaching, and overall this has been successful. The second stage, particularly as Leicester went into a local lockdown, involved identifying pedagogic adjustments that could be made quickly to courses, and to significant effect to ensure learners could achieve and progress. The creation of a Lead Tutor E-Learning position supported this effort. Finally, the third phase – innovate – will be addressed as part of a developmental OTLA process to be implemented in 2020-21 alongside an enhanced ongoing CPD programme.

Decisive leadership led to a rapid response by leaders and managers to address the impact of COVID-19 for teaching and learning, during national and local lockdown. This ensured that significant individual support was provided to staff and learners to help them overcome technical and confidence barriers to participation. The leadership and management team focused on:

- Supporting tutors to effectively teach online and other staff to work from home.
- Supporting existing learners to learn online and achieve their goals and qualifications.
- Providing social and emotional support to the most vulnerable learners who were most at risk from isolation.

- Re-engineering systems and procedures that support the smooth running of the service and compliance with funding regulations.

Impactful actions by leaders and managers ensured that service delivery could continue. Such actions included:

- The recruitment of a Lead Tutor in E-Learning providing leadership and support for the delivery of online learning
- The continued use of Google Suite for Education specifically to deliver courses online rather than invest in a new VLE platform meant the service could rapidly move courses online. The tools included:
 - Google Meet for Live Webinars and recording content
 - Google Classroom for the management of resources, setting tasks and the submission of assignments
 - Google Forms for quizzes and tests
 - Gmail for secure communication between students and tutors
- The development of a digital learning strategy for learners and staff setting expectations about service approaches to online teaching and online safety.

Underpinned by the Ofsted EIF, leaders effectively use curriculum planning meetings, curriculum review, and mid-term monitoring to assess the current curriculum provision to ensure it is sufficiently broad and ambitious for all learners, and demonstrates intent, implementation and impact. With national lockdown, adaptive leadership at both a strategic and operational level enabled courses to be altered swiftly in terms of tutor allocation, lesson plans, allocation of resources and assessment tools mid-course. Leaders creatively responded to the challenges of delivering quality driven online teaching, combined with paper-based learning sessions and resources. This provided reassurance that classes would continue and for lower level learners who were unable to access online teaching to maintain their studies. Middle managers also made the time to catch up every week to provide support and motivation to tutors, and ensure learner progress, targets and deadlines for work were being met. Curriculum teams pulled together to share resource and support and mentor those with less experience. With the local extended lockdown in July 2020, leaders and managers responded to this by revising the curriculum plans to continue with mixed models of teaching delivery for the longer-term. This was to maximise availability of courses and to ensure that learners were familiar with online study so that they could adapt quickly when further pandemic restrictions were imposed.

Staff across the service engage fully with quality assurance and improvement procedures. Performance is analysed against the ESFA minimum standards and provider group benchmarks, and targets set for each qualification and course. Managers take a robust and rigorous approach to the monitoring of participation, attendance and achievement of learners, and performance of teams in the service. With the exceptional nature of lockdown leaders focused on the processes of teaching, learning and assessment to ensure learner outcomes were achieved. Further, leaders have made excellent efforts to enable learners to complete their studies, ensure that their achievement can be reliably assessed, and that learners are clear about how their courses will be delivered in the new academic year.

Leaders and managers use their knowledge of the quality of education to enhance the experience of the learners and provide learning of a consistently high quality in a service where teachers are also learners and the whole service is a learning community. Managers monitor the quality of provision and the progress of learners through reviews of the records kept by teachers, by scrutinising the quality of learning materials, and by 'visiting' live online lessons. Effective leadership provides CPD support for staff, particularly where there is a service/curriculum priority area, or staff want to gain professional qualification and upskill their subject knowledge or teaching practice. During lockdown, staff development included a programme of online CPD on Google Classroom and Meet which meant that tutors were equipped with the skills and tools to deliver in a virtual environment, to continue to engage and support learners and develop high quality teaching and learning sessions online.

Leaders are mindful of the workload and recognise the importance of staff wellbeing. Excellent communication alleviated staff anxieties about returning to the workplace, after lockdown, with information about returning to work and health and safety being provided prior to the college reopening. Staff were directed to a range of wellbeing resources. Managers held more team meetings and more meetings with individual members of staff to support them and to review their work. Tutors have reported how much they appreciate this contact and how it helps with their own wellbeing:

It's been very helpful have a regular keeping in touch meeting, and certainly having the meetings online means I can attend, just being asked 'how are you?' makes a big difference
(Tutor, COVID-19 Survey, 2020)

The outcomes of the Skills for Work 2018-19 curriculum review, led to restructuring and investment in additional staffing at curriculum coordinator level to develop areas of priority, and to ensure a more consistent balance of staff roles and responsibilities, including teaching loads.

Course closures due to low enrolments across the service were at 23% for 2018-19 between September 2019-March 2020. Leadership actions meant that in the summer term there were 2881 enrolments across 303 online/distance learning courses. 87% of the courses planned for the summer term successfully transitioned to online and distance learning or a more informal offer of resources and activities organised by subject area with telephone and email support from staff (see Figures 6 and 7).

Figure 6

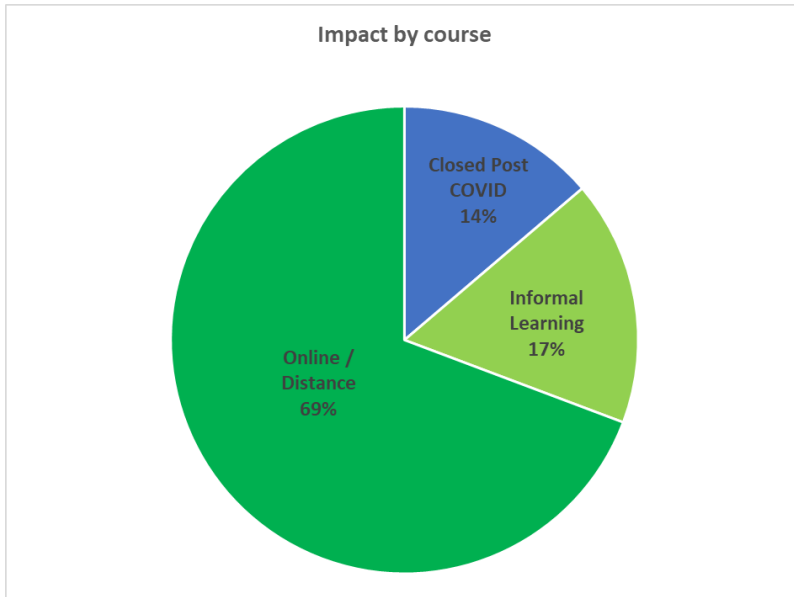
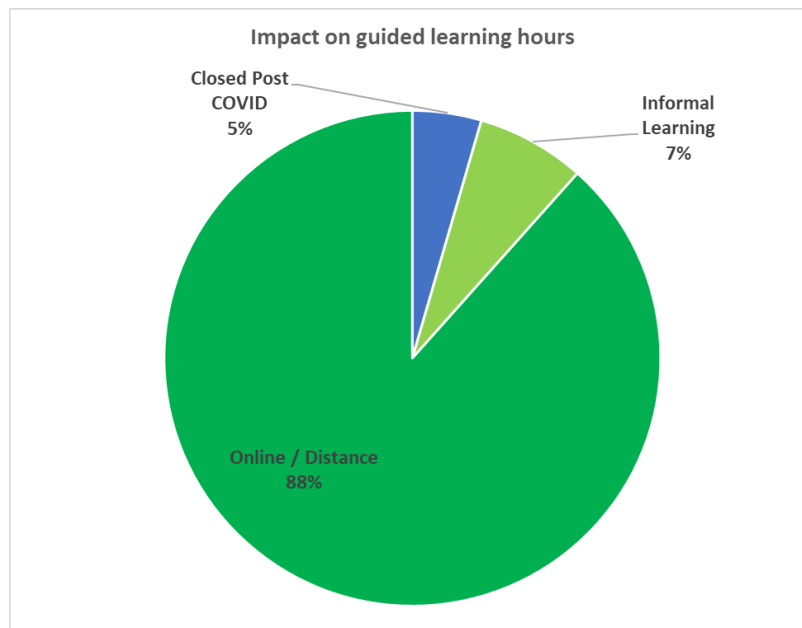


Figure 7



On average 68% of those learners enrolled on a course which transferred to online learning, participated. Understandably courses which began later and were advertised as online had much higher participation than those which started or enrolled before lockdown and unexpectedly changed mode of delivery. Courses that normally have had strong recruitment, for example, non-accredited languages programme as part of the Community Learning provision, ESOL, and vocational qualification courses such as Supporting Teaching and Learning, transitioned well to an online environment. Leaders' response to the challenges of offering provision for learners with learning difficulties and disabilities (LLDD), significantly developed in the previous academic year, as well as pottery classes, performing arts, cookery and Family Learning during lockdown, has been to develop alternative models of delivery, or to reallocate resources to other curriculum areas where service delivery is a priority.

At the start of 2019-20, the support from the Learner Recruitment and Welfare Officers was very effective in seeking out new recruitment strategies, by targeting activities with local schools particularly in deprived areas of the city, Neighbourhood Services, Museums, Social Care, Parks and De Montfort University to coordinate an offer, as well as attending local ward meetings and promoting community outreach provision and recruitment of under-represented or priority groups. An in-depth comparative analysis of the impact of learner recruitment and retention strategies, from the period of September to October 2018-19 and 2019-20 (see Figure 8, venue enrolment comparison - November 2019) shows that the targeted open days had a positive impact in recruiting more learners in the community settings with a substantial increase in enrolments. Actions emerging from the analysis led to managers working with Learner Recruitment and Welfare Officers to implement more targeted recruitment events and open days. During lockdown, a week of Skills for Work Virtual Open Days was held in July and August, and over 100 people participated in each event. Leaders adapted marketing approaches supported by curriculum marketing meetings. A Graduate Project Officer for Marketing was also appointed to the service.

Figure 8

Enrolment Comparison By Setting (MTM November 19)		5969	2606	4551	2750	-1418	144
Venue Code	Venue Name	Enrolments for year 2018/19	Enrolments 2018/19 courses starting before November	Enrolments for year 2019/20	Enrolments 2019/20 courses starting before November	Change in enrolments for year	Change in enrolments for courses starting before November
BE	Belgrave Neighbourhood Centre	385	132	448	234	63	102
BR	BRITE Centre	258	115	249	197	-9	82
LAEC	Leicester Adult Education College	4989	2199	3455	2093	-1534	-106
NPLIB	New Parks Library	50	27	39	21	-11	-6
PP	Pork Pie Library	76	37	137	89	61	52
SM	St Matthews Centre	211	96	223	116	12	20

Leaders and managers foster excellent working relationships with an extensive range of external partners and work incredibly flexibly to ensure that employment and community civic engagement learning, and development needs are understood, planned for and delivered successfully. A new Careers Leader post has been created to support learners' options and next steps.

Learning programmes and IAG are effectively managed by the Learner Services team. Course planning to provide progression routes and a clear line of sight to work in vocational areas is good. Learner feedback survey for 2019-20 shows 85.7% of Careers Advice clients/Aspirations for Work learners are in paid or voluntary employment, 57.1% enrolled on another LASALS course, 42.9% enrolled on courses with other providers. The extensive ESOL provision across the city is excellent, supporting people to make progression through the various course levels. Managers have also implemented effective strategies for developing English and maths skills of learners, with a larger number of courses either embedding the development of these skills, and/or providing discrete provision for disadvantaged learners.

Leaders and managers collect the destinations of learners after completing their courses, however as noted in Section 3 above, progress in this area has been impacted by staffing shortages and COVID-19. In the Skills for Work curriculum area, progress boards will be introduced in 2020-21 to monitor the progress(ion) of learners on accredited courses.

Safeguarding arrangements are very effective. Before and during lockdown the service responded well to a range of safeguarding and welfare concerns, drawing on its effective partnerships and council connections to signpost learners to appropriate services and, where necessary, reporting Safeguarding concerns to the police and social services. No Prevent referrals were made during 2019-20.

Managers have recently completed safeguarding training. Prevent and learner welfare concerns are managed and resolved effectively. The Head of Service as the Designated Safeguarding Officer has effective links with other departments of the local authority, is a Prevent champion for the authority and ensures that all safeguarding measures are in place. Prior to reopening the College, managers undertook a risk assessment and put in place measures to minimise the spread of COVID-19. All learners received a handbook that contained key safeguarding information and details of COVID-19 precaution. Learners know whom they should contact if they have any concerns. Managers provided teachers with guidance about online safety prior to the pandemic and this advice has not changed. Teachers and students have discretion over how they interact online, so long as it is through the provider's software. Managers drop into online classes to ensure that there are no safeguarding concerns.

Quality Improvement Targets 2019-20

- Review the Service Plan (2019-2023) to ensure that it continues to reflect city and learner needs and priorities
- Measure the impact of the provision on learners' lives as well as the impact of how well the courses prepare learners for their next chosen steps
- Continue to monitor staff wellbeing and ensure staff feel supported, valued and listened to

12: Appendices

Appendix A: Leicester Education and Employment Profile Data

	Leicester	Leicestershire	Great Britain
Total population (2015)	342,600	675,300	63,258,400
Population aged 16 to 64	66.8%	62.5%	63.3%
% with higher education qualifications	28.8%	34.5%	37.1%
Those formally qualified to level 2+	62.3%	77.5%	73.6%
Gross weekly pay £ of residents	436.1	533.2	541.0
Gross weekly pay £ by workplace	487.6	496.6	540.2
Out-of-work benefit claimants	1.6	0.8	1.8
% of main benefit claimants	10.5%	5.4%	8.7%

DFE (2017) *Leicester, and Leicestershire Area Review Final Report*, August 2017.

Appendix B: Summary of Self-Assessment Judgements

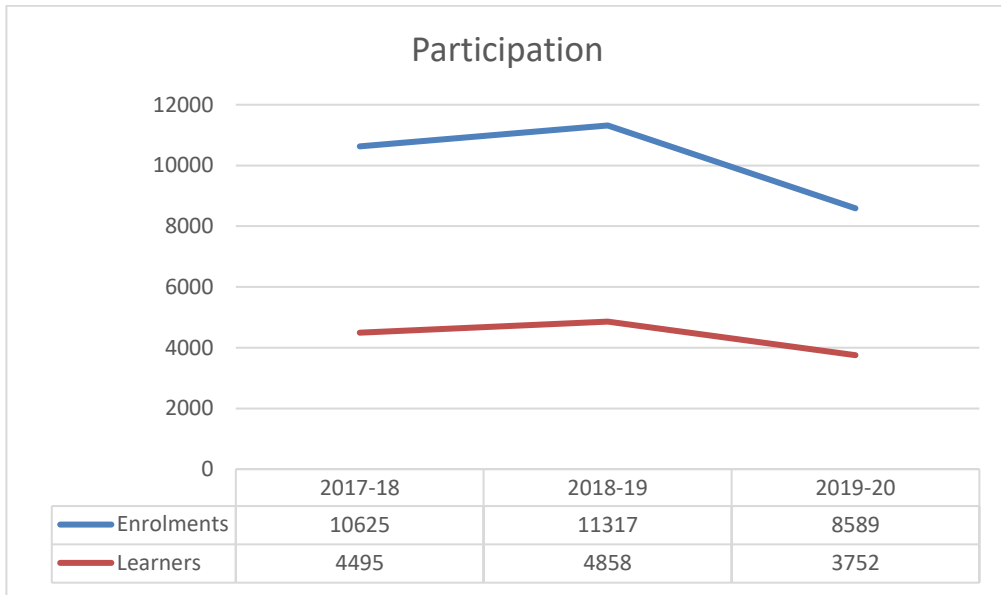
EIF Areas	SAR Grade
Overall effectiveness of provision	Outstanding
Quality of Education	Good
Behaviour and Attitudes	Outstanding
Personal Development	Outstanding
Leadership and Management	Outstanding
Curriculum Areas	
REMIT	Outstanding
Arts and Humanities	Good
Family Learning	Outstanding
Skills for Work	Good
English, Maths and ESOL	Good

Appendix C: Enrolment and Learner Numbers by Curriculum Area

The table below outlines the three-year trend for enrolments and learner numbers. Overall enrolments and learner numbers will differ from the summary given above, as learners may have enrolled in multiple curriculum areas. Learner numbers for 2019-20 are impacted by COVID-19.

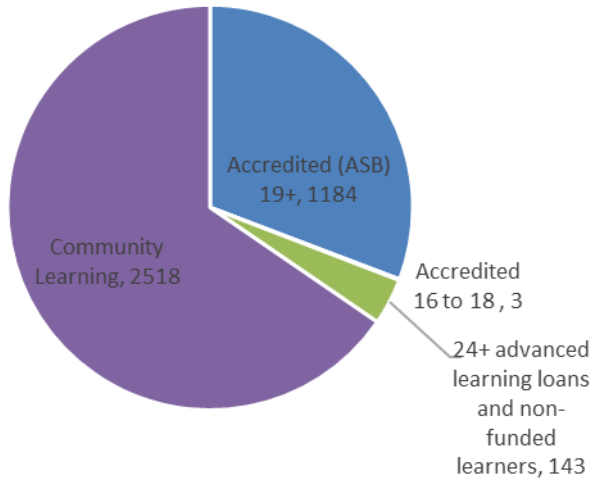
Curriculum Areas	Enrols numbers 2017-18	Learner Numbers 2017-18	Enrols Numbers 2018-2019	Learner Numbers 2018-19	COVID-19 Enrols Numbers 2019-2020	COVID-19 Learner Numbers 2019-20
Total for Service	10625	4495	11317	4858	8589	3752

ASB 19+	3572	1336	3960	1366	3545	1184
16 to 18 ESFA	10	6	9	6	3	3
24+ advanced learning loans and non-funded learners	43	39	101	88	191	143
Community Learning	7000	3349	7209	3654	4850	2518
<i>Of which</i>						
PCDL	4933	2155	5637	2398	4076	1895
Family Learning	2007	1220	1572	1256	774	635



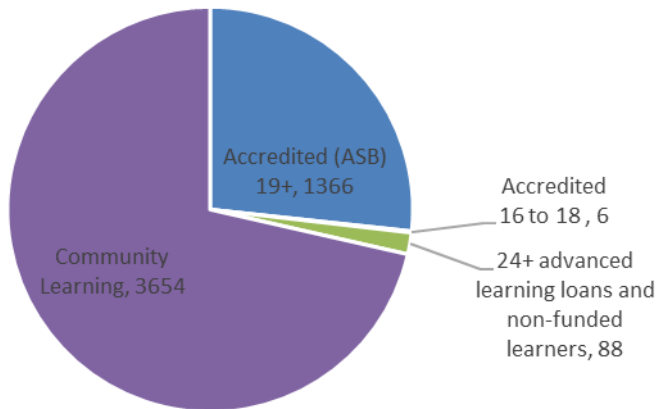
An increased proportion of learners did accredited courses because the service would expect more new community learning learners in the summer term and these were more impacted by COVID.

Learners 2019-20



- Accredited (ASB) 19+
- Accredited 16 to 18
- 24+ advanced learning loans and non-funded learners
- Community Learning

Learners 2018-19



- Accredited (ASB) 19+
- Accredited 16 to 18
- 24+ advanced learning loans and non-funded learners
- Community Learning

Appendix D: Summary of Observations

The observation process continues to be valid, reliable and robust; it is both judgemental and developmental. The quality of TLA is very good with outstanding teaching across curriculum areas. All observations are ungraded.

Total ungraded observations	2019/20: 51 tutor OTLAs 1 tutor PGCE OTLA 10 S/Ws
Tutors participating in a peer observation	1
Tutors re-observed	0
Observations by Head of Service and CMT across the academic year	5

Appendix E: Summary of Key Strengths and Improvement Areas identified in OTLA reports Autumn 2019-20 after Moderation

Key Strengths:

- Tutors are knowledgeable and enthusiastic in delivering their lessons. This is demonstrated through the content and responses to learners' questions and support requirements. This ensures learners are both engaged and motivated. Tutors utilise learning support workers and volunteers effectively to help to support classroom learning and wider pastoral issues, such as finance and housing, which impact on learning participation and outcomes
- Tutors equip students with a range of skills preparing them well for their next steps
- Tutors ensure that classes are welcoming, inclusive and supportive
- Tutors effectively support a diverse range of learners with complex needs and barriers to learning
- Planning is strong within the vast majority of lessons. Tutors structure learning outcomes through engaging, inclusive activities and a good use of resources to facilitate learning. This supports individual needs and differentiated activities in order to personalise the learning
- English, maths and employability are explicitly embedded in most courses
- Tutors provide positive and valuable verbal feedback and reinforcement to encourage and guide learners. In the best lessons this was mirrored with written feedback. Tutors facilitate the development of social skills through communication, collaboration, peer support and cultural awareness and diversity
- Learners are engaged and enjoy their learning. They gain confidence in their skills and are able to articulate well what they are learning. Progress during lessons is also good, particularly when measured against learners' starting points. Observations identified differentiated activities to support individual needs, the setting and achievement of challenging targets, as well as stretch and challenge for the vast majority of learners, providing excellent support to help learners to reach their full potential
- Managers' accurate judgements on the quality of lessons, accompanied by rigorous performance management, are helping tutors to develop their skills.

Areas of CPD focus – To Become Outstanding

- Ensure all observers are skilled in the observation process
- Teachers are skilled and confident to provide stretch, depth and challenge support in a way that meets each learner's individual needs
- Ensure that course delivery is appropriately sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

Appendix F: Post COVID modes of delivery

Skills for Work

	Closed Post COVID	Informal Learning	Online/Distance
Access to HE	0.00%	0.00%	100.00%
Business Admin & Accounts	0.00%	0.00%	100.00%
Computing	0.00%	0.00%	100.00%
Employment Programme	10.00%	10.00%	80.00%
Family Learning	73.68%	0.00%	26.32%
Working with Children and Adults	18.18%	0.00%	81.82%
Grand Total	34.07%	1.10%	64.84%
Excl Family Learning	5.66%	1.89%	92.45%

English, Maths and ESOL

	Closed Post COVID	Online/Distance
English	21.74%	78.26%
ESOL	4.07%	95.93%
Maths	0.00%	100.00%
Grand Total	5.95%	94.05%

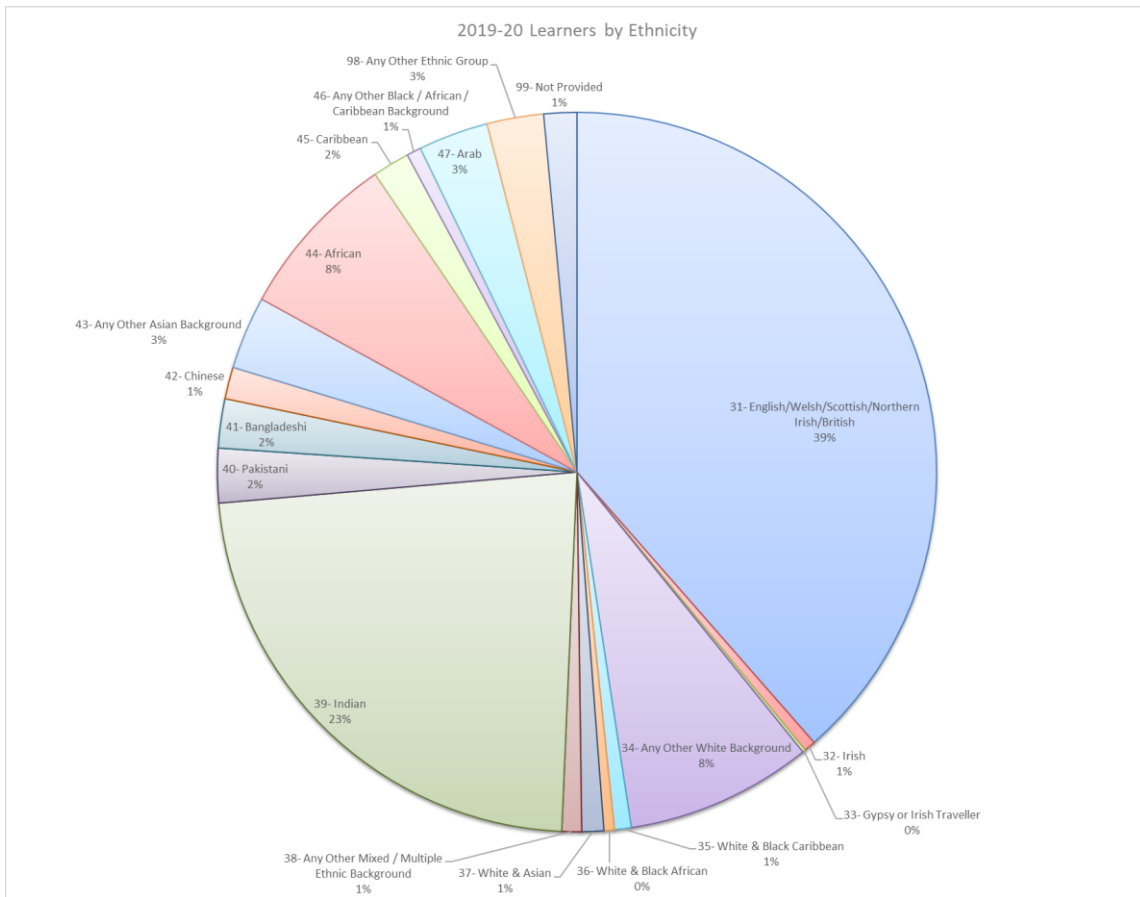
Arts, Humanities and Well-being

	Closed Post COVID	Informal Learning	Online/Distance
Cooking	83.33%	0.00%	16.67%
Craft	0.00%	100.00%	0.00%
Drawing & Painting	11.76%	58.82%	29.41%
Exercise	0.00%	0.00%	100.00%
Ex-Offenders	0.00%	0.00%	100.00%
History & Literature	0.00%	41.67%	58.33%
Languages	2.56%	12.82%	84.62%
Learning Disabilities	80.00%	0.00%	20.00%
Photography	0.00%	100.00%	0.00%
Pottery	0.00%	92.31%	7.69%
REMIT Mental Health Project	0.00%	46.88%	53.13%
Texttiles	0.00%	100.00%	0.00%
Grand Total	8.99%	41.01%	50.00%

Data Source: CMB Report Aug 2020 – Supporting data Analysis v2

Appendix G: Participation by Ethnicity in 2019-20

31- English/Welsh/Scottish/Northern Irish/British	1483	38.4%
32- Irish	20	0.5%
33- Gypsy or Irish Traveller	5	0.1%
34- Any Other White Background	323	8.4%
35- White & Black Caribbean	29	0.8%
36- White & Black African	18	0.5%
37- White & Asian	38	1.0%
38- Any Other Mixed / Multiple Ethnic Background	34	0.9%
39- Indian	883	22.9%
40- Pakistani	94	2.4%
41- Bangladeshi	85	2.2%
42- Chinese	55	1.4%
43- Any Other Asian Background	126	3.3%
44- African	290	7.5%
45- Caribbean	64	1.7%
46- Any Other Black / African / Caribbean Background	25	0.6%
47- Arab	121	3.1%
98- Any Other Ethnic Group	98	2.5%
99- Not Provided	57	1.5%
Total	3860	100.0%



Source: EDIM Data 2018-19 Year End and Course Enrolment Report 011119

Venues	2018-2019 Sept-Oct	2019-2020 Sept-Oct	Difference
New Parks Library (NPLIB)	26 learners	22 learners	- 4 (-15.38%)
The Brite Centre (BR)	109 learners	190 learners	+ 81 (74.31%)
Pork Pie Library and Community Centre (PP)	28 learners	82 Learners	+ 54 (192.85%)
St Matthews Centre (SM)	73 learners	125 learners	+ 52 (71.23%)
Belgrave Neighbourhood Centre (BE)	116 learners	231 learners	+ 115 (99.13%)
Leicester Adult Education College (LAEC)	2232 learners	2281 learners	+ 49 (2.19%)