



# Self Assessment Report

2010/11



*Raising aspirations, realising potential and delivering success*

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# Introduction

## The Self-Assessment Process (SAR) 2010/11

Self Assessment is integral to the college's drive for continuous improvement. The process is informed by an ongoing programme of:

- Course reviews
- Observations of teaching and learning
- User feedback
- Performance reviews
- External moderation of assessment processes

The college approach is designed to:

- Encourage all staff to evaluate their performance and identify areas for improvement
- Involve learners through surveys, student liaison panels, on-line and through tutorials
- Make effective use of performance data including national benchmarks
- Focus particularly on the learner experience and the standards they achieve
- Be informed by evidence including third party evaluations, eg external verifiers
- Take part in peer moderation by independent panels
- Ensure the governing body are well informed and assess / endorse the process
- Be an integral part of strategic and operational planning and quality assurance
- Lead Quality Improvement Plans to address areas for improvement

The Self Assessment Cycle for the 2010/11 SAR and 2011/12 Quality Improvement Plan covers curriculum and service departments the key dates are:

- **June** – Initial Course and Programme SAR drafted
- **August/September** – Course and Programme SAR completed and passed to Directors
- **24 September** – Final copies submitted to Quality after moderation and peer review
- **October** – Area SAR externally moderated by peer colleges
- **November** – School level SAR submission – data check after final ILR submission
- **November** – High Level SAR writing schedule distributed, first draft by 25 November
- **December** – High Level SAR, main and contributory grades completed and uploaded

# Introduction

## Information about the college

Lincoln College is a large general further education (GFE) college and is one of five colleges in the county of Lincolnshire. It has three main campuses: one in Lincoln and one in Gainsborough: one in Newark in the county of Nottinghamshire. It also provides courses in a number of county venues notably for learners with learning difficulties and equine curriculums. The college offers courses in all subject areas with the exception of agriculture, horticulture and animal care which are only taught in LLDD programmes. The majority of learners are enrolled on courses in preparation for life and work, health public services and care, science and maths, language literature and culture, arts media and publishing, leisure travel and tourism, retail and commercial enterprise, engineering and construction. The college has its own work based learning contract and offers train to gain directly and via a consortium that it manages. The college also provides entry to employment and informal adult community education and training for pupils aged 14-16 from local schools.

The college offers full and part-time learning opportunities from pre-entry to advanced level. There are 3,215 learners aged 16-18 attending full-time and 324 attending part-time. A further 1,124 adult learners attend full-time and some 2,942 were on part-time courses. In addition, 90 learners were on the equivalent of Entry to Employment programmes, 3,450 were on Train to Gain courses and 970 learners were on work based learning programmes. The college provides several Integrated Employment Services courses via the European Social Fund (ESF) and through directly funded contracts with the Skills Funding Agency. In particular, 228 learners completed the ESF funded Response to Redundancy programme, 70 learners were on Young Person's Routes into Work, 24 learners were on the Young Person's Work Focussed Training programme, 149 learners were on the Employability Skills Programme, also 54 sector routeways have been delivered across the whole of Lincolnshire. A total of 210 pupils aged 14-16 attend college courses from local schools.

The proportion of learners from minority ethnic heritage groups is approximately 7.4% by number of starts. The population by gender for long programmes is split by 55% female against 45% male and 12% of all learners have a learning difficulty, disability or reported health problem by number of learner starts.

The college serves a largely prosperous area, although areas of relative deprivation exist within the college's catchment. Unemployment rates within the local area compare favourably with national rates and a higher proportion of pupils leave school, in Lincoln, with five or more GCSE high grade passes than is the case nationally. This is in contrast to circumstance at the college's Gainsborough and Newark (Nottinghamshire) campuses which have lower than the national average performance for pupils leaving school.

In short the college offers:

- the largest sixth form in Lincolnshire with a broad portfolio of A levels
- an expansive range of vocational programme in all subject sector areas
- progression in most areas to higher education
- employer responsive provision including apprenticeships and return to work
- a substantive commitment to social inclusion and community cohesion
- first class teaching and learning facilities

More information on Lincoln College can be found at: <http://www.lincolncollege.ac.uk>

## **Introduction**

### **MISSION AND STRATEGIC AIMS**

The Strategic Plan is focused on the future success of the college and the future success of its students. The college mission, values, objectives and strategic aims were reviewed by the Corporation in May 2007. This is still pertinent in the context of the Machinery of Governments changes and changing priorities of the newly elected national coalition government. Therefore for 2009-2012 the mission of Lincoln College is:

***"Raising Aspirations, Realising Potential, Delivering Success."***

### **THE COLLEGE VALUES**

Articulate the mission but reflect what the college views to be its commitments to students and staff beyond meeting externally generated priorities. As a provider of education and training and as an employer the college's values are to:

- Achieve the highest standards and continuously improve in all our activities
- Always be honest, fair, and transparent and open in all our operations
- Support all individuals to reach their full potential
- Be innovative and responsive in seeking out opportunities to expand and promote the college
- Actively involve students in the life and work of the college
- Value diversity and promote equality of opportunity

### **THE COLLEGE OBJECTIVES**

- The college's objectives for 2009-2012 are to ensure that the college:
- Increases and widens participation in the wider community
- Is recognised as a fair employer which develops the potential of all its staff
- Ensures that all learning opportunities are of outstanding quality accompanied by a first class support service
- Accommodates students and staff in the highest quality accommodation accessible to all client groups
- Leads and works in partnership to create a learning environment and infrastructure which contributes to social inclusion, community cohesion, economic regeneration and workforce development
- Is an environmentally friendly responsive organisation

## Summary of SAR Grades – Whole College Judgements 2010/11

Whole College Judgement	Grade		
	SAR 2008/09	SAR 2009/10	SAR 2010/11
Overall Effectiveness	2	1	1
Capacity to Improve	1	1	1
Achievement of Standards	2	1	1
Quality of Provision	2	2	2
Leadership and Management	2	1	1
Every Child Matters (CIF Aspect A)	1	1	1
Equality and Diversity	2	2	2
Safeguarding	1	2	2

### Key

Grade 1 = outstanding

Grade 2 = good

Grade 3 = satisfactory

Grade 4 = inadequate

## Summary of Self Assessment Grades – Curriculum Areas

School	School Overall 10/11	Programme Area	Overall 08/09	Overall 09/10	Overall 10/11
<b>Access</b>		Skills for Life inc ESOL	3	2	2
		Entry to Education & Employment	2	1	1
<b>Advanced Education</b>		Humanities	3	2	2
		Maths and Science	2	2	2
		English, Languages & International	3	3	2
<b>Business</b>		Computing & Business Admin	2	2	2
		Management & Professional	2	2	2
		Hospitality, Catering & Tourism	2	1	1
		Community Education	2	2	2
		Learning Shop	2	2	1
		Employer Responsive	N/A	2	2
<b>Care &amp; Salon Services</b>		Hair	2	1	1
		Beauty Therapy	3	2	1
		Care, Childcare & Counselling	2	1	1
		Apprentices	N/A	2	2
<b>Construction &amp; Engineering</b>		Electrical & Electronic Engineering	2	2	1
		Auto & Mechanical Engineering	2	1	1
		Construction Crafts & Technical & Professional	3	1	1
<b>Sport Media &amp; The Arts</b>		Media, Art & Design	3	2	1
		Sport, Equestrian & Public Services	1	1	1
		Performing Arts & Musical Instrument			
		Craft	2	1	1

### Key

Grade 1 = outstanding

Grade 2 = good

Grade 3 = satisfactory

Grade 4 = inadequate

### Judgement Recording Form (JRF) for Sector Subject Area (SSA) Inspections

Learning Types: 14-16: 16-18 Learner Responsive: 19+ Responsive: Employer Responsive:

Grades: Using the 4 point scale 1: Outstanding 2: Good 3: Satisfactory 4: Inadequate	Overall Learner Responsive	14-16	16-18 Learner Responsive	19+ Learner Responsive	Employer Responsive (in learning)
<b>Approximate number of enrolled students</b> Full Time Students Part Time Students	4,450 8,868	0 266	3,263 347	1,187 3,219	5,036
<b>Overall Effectiveness</b>	<b>1</b>	n/a	1	1	2
<b>Capacity to Improve</b>	1				
<b>Outcomes for Students – ASPECT A</b>	<b>1</b>	2	1	1	3
How well do students achieve and enjoy their learning?	1				
How well do students attain their learning goals?	1				
How well do students progress?	2				
How well do students improve their economic and social well-being through learning and development?	2				
How safe do students feel?	2				
Are students able to make informed choices about their own health and well being?	2				
How well do students make a positive contribution to the community?	1				
<b>Quality of Provision –ASPECT B</b>	<b>2</b>	n/a	2	2	2
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for students?	1				
How effective are the care, guidance and support students receive in helping them to achieve?	1				
<b>Leadership and Management – ASPECT C</b>	<b>1</b>	n/a	1	1	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?	1				
How effectively does the provider promote the safeguarding of students?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow achievement gaps?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for students?	1				
How efficiently does the provider use its available resources to secure value for money?	1				

## Overall Effectiveness

Grade for overall effectiveness 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **Section 1 - Judgement Statement**

**The college is effective and efficient at meeting the needs of learners, overall effectiveness is outstanding**

#### **Capacity to sustain improvements is outstanding**

The college was inspected in February 2011 and leadership and management were rated as outstanding. There has been a significant improvement in success rates since the last inspection. The college's capacity to take the necessary decisions to improve underperformance is outstanding.

The college has made a significant investment in refurbishing its accommodation. It is aware that poor accommodation still exists in some areas and has plans to address this (eg £7m part new build and refurbishment programme for the sports block at Lincoln campus). The estates are in good condition and are well maintained and provide a safe environment for learners.

#### **Leadership and management is outstanding**

The college's success is underpinned by a clear vision, thorough strategic planning, clear goals, rapid intervention, and a strong track record of effective actions for improvement.

Equality of opportunity, safeguarding and health and safety are all good.

The college has a strong, self critical culture typified in a challenging and questioning governing body; a commitment to listening to the students and staff, an open management culture and a mature SAR process. College commitment to 'Every Child Matters' is outstanding. Governance and financial management are outstanding.

The college is a key strategic partner in the local area and has an excellent record of working in partnership, particularly with schools, borough and county councils and employers, through highly successful initiatives to meet local needs and encourage participation. The college has a good track record of meeting targets in response to government priorities.

Employer Responsive provision is well managed resulting in strong apprenticeship and Train to Gain growth and achievement.

#### **Outcomes for learners is outstanding**

Outcomes for learners are excellent with performance trends for all long programmes by all age and levels (except 19+ level 1) exceed national averages by 5%. All success rates by Sector Skill Area (SSA) are above national averages with ten from fifteen more than 5% above national averages. Success by gender, ethnicity and disability are all outstanding and consistently above national averages.

#### **Quality of provision is good**

The standard of teaching, training and assessment for students at Lincoln College is good. This judgement is confirmed by the outcomes of a rigorous Lesson Observation Policy. Formal lesson observations grades indicate that learning is 80% good or better and that assessment practice is good. Student feedback confirms that the monitoring of learner progress is good. Information Learning Technology is generally well resourced across the college and used routinely to deliver and structure lessons. Learner surveys indicate a high rate of satisfaction with teaching, assessment and learning at programme level.

## Overall Effectiveness

### Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Consistent trends in improvement for long programmes</b></p> <p><i>Evidence:</i></p> <p>Success rates have improved since 2008/09 by 13%. Overall long success rates at 82% are excellent and are 5% above national averages</p> <p>All success rates by Sector Skills Area (SSA) are above national averages. With ten of the fifteen areas being +5% above national rates</p>	<p>ILR / iCPR / QSR / ProAchieve</p> <p>ILR / iCPR / QSR / ProAchieve</p>
<p><b>2. Quality improvement actions are relevant with detailed monitoring of progress</b></p> <p><i>Evidence:</i></p> <p>At all levels of management the college is a data rich environment. This informs decision making, actions and improvement tactics</p> <p>Well established intervention strategies target underperformance</p> <p>Teaching and learning support provides a wide range of CPD opportunity</p>	<p>CMT data meeting / T-drive data access / Data verification meetings / curriculum standards records</p> <p>Type 1 &amp; 2 intervention records / paper to Standards Committee November 2011</p> <p>Subject Learning Coach modules / ILT modules / LSIS / Mentoring</p>
<p><b>3. Quality of provision is good</b></p> <p><i>Evidence:</i></p> <p>Year on year improvement in the Lesson Observation grade profile, 80% good or better</p> <p>Assessment and verification practice remains a strength across the college</p> <p>Monitoring of learners using electronic individual learning plans remains excellent practice</p>	<p>Observation records</p> <p>Audit records / Awarding organisation records</p> <p>Target Setting and review records / pro-monitor software &amp; records</p>
<p><b>4. Robust Self Assessment and Review processes leading to accurate quality judgements</b></p> <p><i>Evidence:</i></p> <p>Self assessment and review is conducted at all levels of the academic structure, at course, programme, school / unit and high level. Judgements are accurate and link directly to areas for improvement</p> <p>Quality improvement plans are comprehensive and monitored regularly at team meetings and during individual performance reviews</p> <p>Programme SARs were seen as good practice during the external IQER Summative review (Oct 2010)</p>	<p>SAR records / QiP / Meeting minutes</p> <p>Meeting minutes / QiP monitoring records / Scorecards / SARs</p> <p>IQER Summative review report</p>

## Overall Effectiveness

<p><b>5. Strong and consistent financial management</b></p> <p>Evidence:</p> <p>The college has enjoyed for many years an outstanding financial stability</p> <p>Inward investment on buildings, IT infrastructure, software and staffing have resulted in a good value for money return</p> <p>Governors and senior managers consistently review progress against financial commitments always seeking to add value and maintain strategic targets and value for money</p>	<p>Financial grade records</p> <p>Management accounts / FfE scores / records of capital investment / Deans &amp; Newark sixth investment</p> <p>Governor briefings / Board papers / Financial reporting</p>
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KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Improve 19+ Level 1 success rates to above national averages</b></p> <p>Evidence:</p> <p>The data tables above show that there has been a decline in 19+ Level 1 success rates of 7% from 82% to 75% which is 1% below national averages</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>

## MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Maintain management focus on data analysis and reporting</li> <li>• Ensure that Strategic Targets accurately identify areas for improvement</li> <li>• Rigorously monitor observation grades and teaching and learning development</li> <li>• Maintain the current focus on continual improvement by extending the curriculum standards and data verification processes</li> <li>• Maintain the current financial good practice and risk management processes</li> </ul>
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## Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<p><b>Continued improvement in learner performance to above benchmark for all modes of provision</b></p>	<ol style="list-style-type: none"> <li>1. A clear focus on challenging underperformance</li> <li>2. Ensure a data rich environment ensues</li> <li>3. Use of data and professional judgement for intervention actions</li> </ol>	<p>Intervention improved their SRs overall</p> <p>Data made available to all managers via the T-drive</p> <p>Actions accurately matched developmental need</p>

## Overall Effectiveness

### Section 3 - Quality Improvement Plan 2011-2012

<b>Area for Improvement</b>	<b>Action to mitigate the area for improvement (<i>who and what</i>)</b>	<b>Manager responsible</b>	<b>By when</b>
<b>Improve 19+ Level 1 success rates to above national averages</b>	Specific courses where performance has fallen or success is below national averages be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q	End of 2011/12

## Capacity to Improve

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **Section 1 - Judgement Statement**

#### **Capacity to improve at Lincoln College is outstanding**

A positive culture focused on raising expectation and continuous enhancement is embedded within the college bringing a strong trajectory of improvement in all the key indicators of recruitment, success rates, lesson grades, learner satisfaction and financial stability. Excellent communications systems ensure that learners, staff, governors and stakeholders are well informed and that a joint vision for the future of the college and learners and learning excellence is consulted upon owned and shared.

Challenging targets for recruitment are met and more inclusive learning opportunities provided within a value for money framework that directs resources to the learner at all three main campuses. The college governors and management team have focused attention on quality improvement and learner achievement by using targeted interventions and investment into the physical learning environment, teaching and learning and learning resources resulting in a 13% rise in success rates since 2007. Consistent trends in improvements have been sustained for all long qualifications.

The college Self Assessment Report provides a detailed overview of performance identifying key strengths and areas for improvement. The report is thoroughly moderated both internally and externally. Curriculum self assessment responsibility is delegated to course delivery teams, where self assessment reports and subsequent Quality Improvement Plans celebrate strengths, identify valid areas for improvement and formalise steps towards improvement.

The college quality assurance arrangements are comprehensive and have been effective in improving the services to learners. Supporting learners and improving learner performance is a continuing focus of attention for all managers in the college. Improvement targets, benchmarking and focused intervention strategies have seen the overall success rate for long qualifications improve by an average of 5% per year in the last five years. Improvements to retention and overall success rates are significant at all qualification levels.

Every Child Matters outcomes are being well promoted with both students and staff who follow a carefully produced annual cycle of cross college events that map with national and regional events. All staff receive training and briefings in child protection and equality and diversity that keep them up to date with changing practices and legislative reform. Observations are carefully reviewed and produce actions for improvement that are driven through by the Head of Teaching and Learning and the Head of Quality Improvement with individual managers and supported by human resources and staff development activities.

Highly effective Governors who focus on key performance indicators (financials, quality) work closely with senior managers to ensure improvements are targeted, monitored and effectively reviewed. Developmental investment into the fabric of buildings, information technology and staffing resources provide excellent value for money.

Other actions taken that are supporting the capacity to improve and will impact beneficially on future performance:

- Excellent financial management and controls that are supporting and driving forward the college's mission
- The college intervention policy has been strengthened even further and is having a direct impact on raising performance levels
- Staff development and support mechanisms are focused on improving teaching and learning a renewed focus on the Advanced Subject Learning Coach National Teaching and Learning programme will provide core teaching and learning support for all teachers
- Investment of £7 million for a new sports facility that will future proof this important curriculum area
- Implementation of a comprehensive risk management process that extends through the organizational structure that provides transparency and knowledge based decisions and governance

## Capacity to Improve

### Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Consistent trends in improvement for long programmes</b></p> <p><i>Evidence:</i></p> <p>Success rates have improved since 2008/09 and by 13%. Overall long success rates at 82% are excellent and are 7% above national averages</p> <p>All success rates by Sector Skills Area (SSA) are above national averages. With ten of the fifteen areas being +5% above national rates</p>	<p>ILR / iCPR / QSR / ProAchieve</p> <p>ILR / iCPR / QSR / ProAchieve</p>
<p><b>2. Quality improvement actions are relevant with detailed monitoring of progress</b></p> <p><i>Evidence:</i></p> <p>At all levels of management the college is a data rich environment. This informs decision making, actions and improvement tactics</p> <p>Well established intervention strategies target underperformance</p> <p>Teaching and learning support provides a wide range of CPD opportunity</p>	<p>ProAchieve / CMT data meeting / T-drive data access / Data verification meetings / curriculum standards records</p> <p>Type 1 &amp; 2 intervention records / paper to Board 14/12/2010</p> <p>Subject Learning Coach modules / ILT modules / LSIS / Mentoring</p>
<p><b>3. Quality of provision is good</b></p> <p><i>Evidence:</i></p> <p>Year on year improvement in the Lesson Observation grade profile, 80% good or better</p> <p>Assessment and verification practice remains a strength across the college</p> <p>Monitoring of learners using electronic individual learning plans remains excellent practice</p>	<p>Observation records</p> <p>Audit records / Awarding organisation records</p> <p>Target Setting and review records / pro-monitor software &amp; records</p>
<p><b>4. Robust Self Assessment and Review processes leading to accurate quality judgements</b></p> <p><i>Evidence:</i></p> <p>Self assessment and review is conducted at all levels of the academic structure, at course, programme, school / unit and high level. Judgements are accurate and link directly to areas for improvement</p> <p>Quality improvement plans are comprehensive and monitored regularly at team meetings and during individual performance reviews</p> <p>Programme SAR's were seen as good practice during the external IQER Summative review (Oct 2010)</p>	<p>SAR records / QiP / Meeting minutes</p> <p>Meeting minutes / QiP monitoring records / Scorecards / Sar's</p> <p>IQER Summative review report</p>

## Capacity to Improve

<p><b>5. Strong and consistent financial management</b></p> <p>Evidence:</p> <p>The college has enjoyed for many years an outstanding financial stability</p> <p>Inward investment on buildings, IT infrastructure, software and staffing have resulted in a good value for money return</p> <p>Governors and senior managers consistently review progress against financial commitments always seeking to add value and maintain strategic targets and value for money</p>	<p>Financial grade records</p> <p>Management accounts / FfE scores / records of capital investment / Deans &amp; Newark sixth investment</p> <p>Governor briefings / Board papers / Financial reporting</p>
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KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Improve 19+ Level 1 success rates to above national averages</b></p> <p>Evidence:</p> <p>The data tables above show that there has been a decline in 19+ Level 1 success rates of 7% from 82% to 75% which is 1% below national averages</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>

## MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Maintain management focus on data analysis and reporting</li> <li>• The further development of the Self Assessment and Review process</li> <li>• Continue to provide Governors with accurate assessment information across key KPI's</li> <li>• Maintain the current focus on continual improvement by extending the curriculum standards and data verification processes</li> </ul>
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## Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<p><b>Improve Apprenticeship Overall Success Rates to above national averages</b></p>	<p>Specific frameworks where performance has fallen or success is below national averages will be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies</p>	<p>Success rates have risen by 7% to 76% which is 2% above the national average</p> <p>Timely success has risen by 6% and is now 6% above the national average</p>

## Capacity to Improve

### Section 3 - Quality Improvement Plan 2011-2012

<b>Area for Improvement</b>	<b>Action to mitigate the area for improvement (<i>who and what</i>)</b>	<b>Manager responsible</b>	<b>By when</b>
<b>Improve 19+ Level 1 success rates to above national averages</b>	Specific courses where performance has fallen or success is below national averages be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q	End of 2011/12

## Aspect A1.1 & A1.2: Outcome for Learners

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT A: Outcomes for learners**

A1.1 How well do learners achieve and enjoy their learning?

A1.2 How well do learners progress?

### **Section 1 - Judgement Statement**

#### **Outcomes for learners are outstanding at Lincoln College.**

Achievement and enjoyment for learners are outstanding at Lincoln College as evidenced by the continued improvement of success rates across the college. Learner success rates for all long courses success rates are 82% (2010/11), 5% above the national average. Performance is consistent across ages with success rates for 19+ long courses at 79% leaving them 4% above national averages and success rates for 16-18 long courses are 83%, 5% above national averages. The learner voice survey indicates that learners enjoy their courses with 96% of learners satisfied with their course in 2010/11 rising from 94% in 2009/10 and 92% now claiming they are kept interested in all their classes up from 91% in 2009/10.

Performance is consistent across levels with success rates for long courses (with the exception of long 19+ level 1) at every age and level now 3% - 8% above national averages.

This improvement is also consistent across Sector Subject Areas (SSAs) with every SSA above national averages and 10 of the 15 SSAs 5% or more above national averages.

Underlying this improvement in success rates is the annual improvement in both retention and achievement and both now equal or exceed 89% for all long courses. Retention is at 89% which is 3% above national averages and Achievement remaining at 92% for the second year running, 2% above national averages. Again this demonstrates consistency across ages.

Given the wide confidence intervals it is difficult to draw any significant conclusions from the Value Added data from the LAT except for AS Levels. The confidence interval for AS Levels is completely above the national average line and shows a positive score of 1.34. The QSR data also shows significant improvement in AS Level provision and shows that the college is well above national averages for AS and A2 Levels.

For employer responsive provision overall success rate improvement is mixed: for Train to Gain they have risen by 1% and are 2% above the national average. Apprenticeship success rates have risen by 7% and are 2% above national averages. There is more consistent improvement in timely success rates for both types of employer responsive provision: for Apprenticeships they have risen by 6% to 68% and are 6% above national averages and Timely success rates for Train to Gain have risen by 8% to 85% and are 9% above national averages.

The College continues to demonstrate high levels of proactive performance management by the College Management Team with stringent data checks and rigorous curriculum standards processes. Curriculum intervention is a regular item on agendas and is actively managed by the Principal and Vice Principal Curriculum and Quality with a clear focus on the eradication of unacceptable performance and supportive improvement strategies. The data outlined above and presented in more detail below demonstrates the significant positive impact that these approaches are having on outcomes for learners.

*Note: Latest national average data (at the time of writing 2010-11) are in brackets in the tables below*

## Aspect A1.1 & A1.2: Outcome for Learners

### All Qualifications Long

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	10019	77%	86%	90%
2009-2010	10303	83%	90%	92%
2010-2011	9176	82% (77%)	89%	92%

### Long Qualifications 16 to 18

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	5714	78%	85%	91%
2009-2010	5781	85%	91%	93%
2010-2011	6029	83% (78%)	90%	93%

### Long Qualifications 19+

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	4305	77%	86%	89%
2009-2010	4522	80%	88%	91%
2010-2011	3147	79% (75%)	88%	90%

### Short & Very Short Qualifications 16+

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	2672	81%	91%	89%
2009-2010	1733	84%	93%	91%
2010-2011	1396	77% (85%)	92%	83%

### Long Qualifications Level 1 (Level E included) for 16 - 18

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	1589	85%	88%	96%
2009-2010	1820	91%	94%	97%
2010-2011	1806	85% (80%)	89%	95%

### Long Qualifications Level 2 for 16 - 18

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	1468	78%	84%	93%
2009-2010	1431	83%	90%	93%
2010-2011	1734	85% (77%)	91%	94%

## Aspect A1.1 & A1.2: Outcome for Learners

### Long Qualifications Level 3 for 16 - 18

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	2651	74%	84%	88%
2009-2010	2523	83%	91%	92%
2010-2011	2489	81% (78%)	90%	90%

### Long Qualifications Level 1 (with Level E included) for 19+

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	1363	75%	85%	88%
2009-2010	1691	82%	89%	92%
2010-2011	965	75% (76%)	90%	83%

### Long Qualifications Level 2 for 19+

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	1623	78%	87%	90%
2009-2010	1544	79%	89%	90%
2010-2011	1150	79% (75%)	86%	91%

### Long Qualifications Level 3 for 19+

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	1110	76%	84%	91%
2009-2010	1083	78%	86%	81%
2010-2011	1032	83% (75%)	88%	94%

### Key Skills & Function Skills Performance

	Starts Numbers	Success %	Retention %	Achievement %
2008-2009	4520	70%	89%	80%
2009-2010	3173	75% (64%)	91%	82%
2010-2011	4069	64%	90%	71%

### All Success Rates for Subject Sector Categories (Areas of Learning) Long

Subject Sector Categories (give number and name of the SSC)		2008-2009	2009-2010	2010-2011
01 - Health, Pub..	Starts	824	711	521
	Success Rates	83%	87%	87% (77%)
02 - Science and..	Starts	935	906	951
	Success Rates	72%	78%	75% (75%)
03 - Agriculture..	Starts	97	88	54
	Success Rates	94%	94%	89% (78%)
04 - Engineering..	Starts	535	513	724
	Success Rates	79%	86%	87% (76%)

## Aspect A1.1 & A1.2: Outcome for Learners

05 - Construct..	Starts	450	479	435
	Success Rates	76%	82%	82% (77%)
06 - Information..	Starts	706	586	381
	Success Rates	71%	82%	83% (78%)
07 - Retail and..	Starts	775	743	666
	Success Rates	78%	85%	89% (83%)
08 - Leisure, tra..	Starts	792	847	947
	Success Rates	88%	90%	90% (81%)
09 - Arts, Media..	Starts	752	805	838
	Success Rates	77%	83%	84% (81%)
10 - History, Phi..	Starts	190	245	257
	Success Rates	77%	83%	72% (79%)
11 - Social Sci..	Starts	374	218	191
	Success Rates	68%	80%	85% (78%)
12 - Languages, ..	Starts	666	776	529
	Success Rates	75%	82%	85% (79%)
13 - Education ..	Starts	328	292	98
	Success Rates	81%	87%	88% (82%)
14 - Preparing f..	Starts	1707	2293	2047
	Success Rates	79%	82%	75% (75%)
15 - Business, ..	Starts	870	785	688
	Success Rates	74%	77%	70% (73%)

### All qualifications – by gender 16-18

	Starts Numbers		Success %		Retention %		Achievement %	
	M	F	M	F	M	F	M	F
2008-2009	2893	3200	79%	76%	87%	84%	91%	90%
2009-2010	3000	3215	86%	85%	92%	91%	93%	93%
2010-2011	3236	3137	84% (78)	82%(80)	91%	89%	93%	92%

### All qualifications – by gender 19+

	Starts Numbers		Success %		Retention %		Achievement %	
	M	F	M	F	M	F	M	F
2008-2009	2205	4392	75%	81%	86%	89%	88%	91%
2009-2010	2071	3750	80%	82%(80)	89%	89%	89%	92%
2010-2011	1767	2583	81%(79)	75%(80)	90%	88%	89%	85%

### Long qualifications by Ethnicity

	Starts Numbers		Success %		Retention %		Achievement %	
	White British	Minority	White British	Minority	White British	Minority	White British	Minority
2008-2009	8929	1083	77%	81%	85%	91%	91%	89%
2009-2010	8972	1331	83%	83%	90%	93%	93%	90%
2010-2011	8132	1195	82%(80)	78%(78)	89%	92%	92%	84%

## Aspect A1.1 & A1.2: Outcome for Learners

### All qualifications – Learners with a Learning Difficulty or Disability (LLDD Yes and not, LLDD No)

	Starts Numbers		Success %		Retention %		Achievement %	
	LLDD Yes	LLDD No	LLDD Yes	LLDD No	LLDD Yes	LLDD No	LLDD Yes	LLDD No
2008-2009	1584	11031	79%	78%	87%	87%	91%	90%
2009-2010	2063	9916	86%	83%	93%	90%	93%	92%
2010-2011	1704	9019	83%(79)	80%(79)	91%	89%	91%	90%

### All qualifications – Learners requiring ALS (ALS Yes) and not (ALS No)

	Success %		Retention %		Achievement %	
	ALS Yes	ALS No	ALS Yes	ALS No	ALS Yes	ALS No
2008-2009	81%	78%	88%	87%	92%	90%
2009-2010	88%	82%	94%	90%	93%	92%
2010-2011	84%	84%	89%	91%	94%	92%

### AS Level 16-18

	Starts	Success %
2008-2009	1099	68%
2009-2010	899	75%
2010-2011	846	70% (72%)

### A2 Level 16-18

	Starts	Success %
2008-2009	344	86%
2009-2010	381	95%
2010-2011	358	95% (92%)

### AS Level 19+

	Starts	Success %
2008-2009	114	75%
2009-2010	90	79%
2010-2011	71	72% (67%)

### A2 Level 19+

	Starts	Success %
2008-2009	92	86%
2009-2010	86	91%
2010-2011	72	89% (84%)

## Aspect A1.1 & A1.2: Outcome for Learners

### Train to Gain programmes data table

end year	Number of Leavers	% Overall Success Rate	% Timely Success Rate
2008-2009	1974	77%	73%
2009-2010	2337	87%	77%
2010-2011	2916	88%	85%

### Apprenticeship programmes data table

Prog	end year	Number of leavers	% Overall Success Rate	% Timely Success Rate
All	2008-2009	391	72%	60%
All	2009-2010	524	69%	62%
All	2010-2011	657	76%	68%

## **Section 2 - KEY strengths and KEY areas for improvement**

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Significantly improved overall long qualification success rates well above national averages</b></p> <p><i>Evidence:</i></p> <p>The data tables above identify a 5% increase since 2008-09 and show that these are now 5% above national averages</p>	<p>ProAchieve Interaction CPR Report (iCPR) QSR Reports</p>
<p><b>2. Consistent improvement across age bands for long qualification success rates</b></p> <p><i>Evidence:</i></p> <p>The data tables above show each age band now more than 3% - 8% above national averages</p>	<p>ProAchieve Interaction CPR Report (iCPR) QSR Reports</p>
<p><b>3. Consistent improvement across levels for long qualification success rates</b></p> <p><i>Evidence:</i></p> <p>The data tables above show consistent improvement in success rates for long courses at every age &amp; level (except 19+ level 1 at -1%) now more than 3% - 8% above national averages</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>
<p><b>4. Consistent improvement across SSAs for long qualification success rates</b></p> <p><i>Evidence:</i></p> <p>The data tables above show consistent improvement across Sector Subject Areas (SSAs) with every SSA above national averages and 10 of the 15 SSAs 5% or more above national averages</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>

## Aspect A1.1 & A1.2: Outcome for Learners

<p><b>5. Successful use of quality improvement / intervention strategies to bring improvements</b></p> <p><i>Evidence:</i></p> <p>The extent and consistency of improvement in success rates in the data tables above demonstrates that quality improvement strategies are being used effectively to improve outcomes for learners.</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>
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KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Improve short success rates to above national averages</b></p> <p><i>Evidence:</i></p> <p>The data tables above show that there has been a decline in Short &amp; Very Short success rates of 7% from 84% to 77% which is 8% below national averages</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>
<p><b>2. Improve 19+ Level 1 success rates to above national averages</b></p> <p><i>Evidence:</i></p> <p>The data tables above show that there has been a decline in 19+ Level 1 success rates of 7% from 82% to 75% which is 1% below national averages</p>	<p>ProAchieve Interaction CPR Reports (iCPR) QSR Reports</p>

## MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>▪ The College will continue to demonstrate high levels of proactive performance management by the College Management Team with stringent data checks and rigorous curriculum standards processes</li> <li>▪ The college will continue a clear focus on striving for excellence, on the eradication of unacceptable performance and supportive improvement strategies</li> <li>▪ Staff development initiatives will continue to focus on outcomes for learners and in building the belief of staff that each and every one of them can have a positive impact upon the outcomes of our learners</li> </ul>
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## Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<p><b>Improve Apprenticeship Overall Success Rates to above national averages</b></p>	<p>Specific frameworks where performance has fallen or success is below national averages will be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies</p>	<p>Success rates have risen by 7% to 76% which is 2% above the national average</p> <p>Timely success has risen by 6% and is now 6% above the national average</p>

## Aspect A1.1 & A1.2: Outcome for Learners

<b>Improve short success rates to above national averages</b>	Specific courses where performance has fallen or success is below national averages be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Success rates have not improved. Due mainly to learners not completing their examination. Leaving the course before attempting the exam
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## Section 3 - Quality Improvement Plan 2011-2012

<b>Area for Improvement</b>	<b>Action to mitigate the area for improvement (<i>who and what</i>)</b>	<b>Manager responsible</b>	<b>By when</b>
<b>Improve 19+ Level 1 success rates to above national averages</b>	Specific courses where performance has fallen or success is below national averages be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q	End of 2011/12
<b>Improve short success rates to above national averages</b>	Specific courses where performance has fallen or success is below national averages will be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q Michele van Bergen	End of 2011/12

## Aspect A2: How well do Learners Progress?

Grade for overall provision 2010/11	2
Grade for overall provision 2009/10	2

### **ASPECT A: Outcomes for learners**

A2 How well do learners improve their economic and social well-being through learning and development?

### **Section 1 - Judgement Statement**

#### **Value added & Framework for Excellent info needs adding**

##### **Opportunities for learners to improve their economic and social well-being are particularly good.**

Improving economic and social well-being through learning and development are good. Overall success rates are good at 82% for 20/11. This is a 1% decrease in success rates from the previous year. Retention rates are also good at 90%

A wide variety of opportunities are available to access learning beyond the traditional FE route of attendance. Provision in Community Education, Equestrian Centres, contracts from the SFA via ESF managed from the Business Development Centre are good examples of the range of opportunities on offer. Some programmes are delivered in partnership with others to meet the challenge of working in the rural communities of Lincolnshire and Nottinghamshire.

Apprenticeship programmes are well represented within the college provision and total over 900 starts. Adult skills responsive learning funding operates in Lincoln and Nottinghamshire undertaking vocational learning supported by literacy and numeracy provision. Provision for the unemployed supports people back into employment and are organised at all 3 campuses. This was judged as good by inspectors at the October 2011 national thematic inspection. Improvements in outcomes have been achieved in all apprenticeship activities for 10/11 outcomes. Overall apprenticeship outcomes at level 2 have improved by 10% from the previous year and overall level 3 outcomes is 3% above benchmark. Apprenticeship outcomes for those aged 25+ at level 3 are now above benchmark.

Students on full time programmes are supported by appropriate additional qualifications that are designed to improve opportunities of employment. For example, in Business Studies the Certificate in Financial Studies and in Construction students take additional qualifications to widen their skills base. Hairdressing and beauty therapy students undertake a demagogical unit during the induction period and Sports students complete additional coaching qualifications to widen their appeal to employers. Construction students have been involved with craft based experiences to support restoration work and traditional building methods to widen their experience.

Trends in success, retention and achievement for long qualifications are good. Success rates in 2007/08 for levels 1 to 3 all ages have improved from 70% to 82% and are 5% above national averages for 2010. Retention rates have improved from 78% in 2007/08 to 89% in 2010/11. Achievements rates are 92%. There is some underperformance in level 1 provision for adult learners 2010/11

Functional skills outcomes for 2010/11 are based on 4,276 starts and are on benchmark with an overall success rate of 64%.

Greater numbers of learners are undertaking Functional Skills literacy and numeracy qualifications and this supports the improved skills agenda locally and nationally.

Progression between different levels of study and into higher education and employment are good as is progression onto college courses from 14-16 students and college students in the community. Framework for Excellence data shows that the total percentage of learners with a projected positive destination is 81% compared to 82.5% nationally, but this is 2% above the Lincolnshire average. This is based on 2007/08 data and college destination data for the last two years shows positive destinations (employment or further learning) for over 95% of students. Positive progressions between levels of learning are 62% from a level 1 programme onto a higher level of learning. Over thirty percent of students at level 2 progress to a higher level of learning. The percentage of learners with an actual or projected level of positive employment from Framework for Excellence is 49%. Progression to higher levels from foundation programmes are improving as well, particularly at entry level, rising from a very low base of 4% in 2007 to 39% in 2010. There are no benchmarks for this data. Local

## Aspect A2: How well do Learners Progress?

Connexions pupil destination analysis states that 69% of our 14-16 students return to Further education on leaving school. A dedicated community team effectively promote social inclusion and progression onto college courses from community based courses run through both an SFA contract and a contract with Lincolnshire County Council and 34% of learners on Personal and Community Development Learning courses in 2008/09 progressed onto college courses in 2009/10.

A particularly good range of services and provision are available to support students across the college ensuring that entry levels of learners match the skills and academic demands of the programmes. The enrichment programme has supported opportunities for students to extend their experiences beyond the traditional range of learning including sporting opportunities, and personal development experiences in the form of The Bronze Duke of Edinburgh Award Scheme. Curriculum leaders keep logs of activities to record and evaluate the impact of events for future inclusion into programmes.

At the higher levels of learning, progression aspirations are well supported with close links to "Aim Higher" covering all level 3 programmes and the percentage of students gaining a place at university has risen over the last two years. In the 2010 student survey the question "I have been helped to apply to University / Higher Education" had an 80% agreement response overall. However it is recognised that there are improvements to be made in this area and schools have been identified where additional promotion and support is needed.

Students have an excellent experience in all aspects of their learning and are well prepared to join the world of work. Teaching and learning observation summaries make references to the links made to industrial practice within the context of sessions observed. Work experience is an integral part of the curriculum offer in some programmes and a desirable opportunity for many others to gain an insight into the expectations of the workplace. In some circumstances, work experience has a positive impact on employment prospects for example, students on an electrical programme; 70% attended work experience and 90% gained employment. Students on Foundation Learning programmes benefit from the experience as well and learn in the context of the work place or develop skills that support independent living through travel training. Other forms of experience are built up incrementally through enterprise activities.

Students value work experience and vocational areas have strong links with local employer engagement groups both in Lincolnshire and in Nottinghamshire. Employer Fayres are organised annually at Lincoln College and similar events take place at Newark and Gainsborough College. However, Ofsted identified at inspection in February 2011 the need for a wider range of learners to be engaged in work experience learning.

Learning environments and workshops are regularly updated to meet industry requirements and forward planning reflects the anticipated needs of industry. Current examples of this relate to the School of Construction and Engineering where there is an effective focus on further developing programmes that support building for future sustainable environments. Building work is also taking place to extend and redevelop the sports facilities and provide resources that integrate additional learning opportunities in the beauty therapy industry with the inclusion of spa facilities.

Participation in competitions both internally and externally is good. This includes competitive sports events, hairdressing competitions, construction skills build, plumb-build and a scrap heap challenge for the Engineering apprentices. The impact of these opportunities supports the development of vocational skills, teamwork, leadership and confidence building in a range of vocational settings. Students in Hairdressing and Engineering also have the opportunity to learn in Europe as part of the Leonardo scheme.

A comprehensive tutorial system underpins the student experience and meets the needs of students in group and one- to- one sessions in support of delivering key themes, tracking student progress and target setting.

Students have particularly good access to a range of support funds whilst attending college. The availability of these funds potentially improves the economic well-being of students and has an overall positive impact on retention rates. For example, 810 students received an award from the learner support fund. Students 16 to 18 achieved a retention rate of 85% and those 19+ were 86%. This represents a slight dip from the previous year of 2% for 16 to 18 year olds and 1% for those 19+.

Careers advice and guidance is good. The college Learning Centres are well resourced to offer professional advice and guidance on careers matters at a range of levels. This supplements the advice and guidance team from Student Services and provides an on-going access to information. In addition to the in-house services the college has regular contact from the Careers Education Information Advice and Guidance Teams. Students in the Entry to Education and Employment section of the School of Access work with a transition officer to maximise progression opportunities.

## Aspect A2: How well do Learners Progress?

### Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Comprehensive range of learning opportunities to improve the economic well-being of learners</b></p> <p><i>Evidence:</i></p> <p>Wide range of programmes and modes of learning to cover the rural areas of Lincolnshire and Newark town</p> <p>Partnership working through consortiums to provide extensive coverage of Workplace learning opportunities</p> <p>Good relationships with employers in providing work based learning opportunities and work placements</p>	<p>Prospectus and Community Learning and Train to Gain and employment focused programmes</p> <p>Business Development Centre work profiles</p> <p>Range of apprenticeships on offer and placements used for work experience. CRM data base of employers</p>
<p><b>2. Particularly good success rates over time promote student economic well-being</b></p> <p><i>Evidence:</i></p> <p>Additional qualifications offered from the main learning programme enhance employment opportunities and improve the skills base of students</p> <p>Maintenance of good success rates at all levels of learning</p>	<p>School Directors and Programme additionality</p> <p>Minutes of meetings</p>
<p><b>3. Particularly Good support for progression</b></p> <p><i>Evidence:</i></p> <p>Progression is well supported at a number of different levels within the college by advice and guidance teams internally and externally by the Careers Education Information and Guidance Team</p> <p>Additional qualifications offered from the main learning programme enhance employment opportunities and improve the skills base of students</p> <p>Well developed tutorial programme and activities to support progression opportunities and help students understand their rights and responsibilities in the workplace</p> <p>Well resourced centres supported by specialist qualified staff in advice and guidance</p>	<p>College Progression and Destination Data / ProAchieve data</p> <p>School Directors and programme additionality</p> <p>Tutorial planner</p> <p>Student Services Advice and Guidance Team</p>

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Improve data outcomes for workplace learning to have parity with partner outcomes.</b></p> <p><i>Evidence:</i> Underperformance in college based provision for workplace learning compared to other work place providers.</p>	<p>Pro Achieve data printouts Period 12</p>

## Aspect A2: How well do Learners Progress?

<p><b>2. Broaden the opportunity for work experience placements on vocational programmes,</b></p> <p><i>Evidence:</i></p> <p>2010 Ofsted report made this an area for improvement</p>	<p>Ofsted Report March 2011</p>
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### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Continue to build on the good experiences available to students in terms of scope and variety of opportunities to learn and improve economic well-being.</li> <li>• Maintain success rates in all programmes and a positive focus on student progression. Continue to develop the range of experiences that build confidence and skills at an individual level of learning</li> <li>• Continue to build on the success in progression achieved in foundation/entry level programmes to further increase progression outcomes</li> <li>• Maintain a focus on positive resources to promote good advice and guidance between levels of learning and into employment</li> </ul>
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### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<p><b>Improve retention achievement and success rates in line with strategic targets.</b></p> <p><b>Build on previous successes</b></p>	<p>Continuing actions required:</p> <p>To have success rates exceed national averages by 7%</p> <p>To improve retention rates and exceed 92%</p> <p>To improve achievement rates and exceed 92%</p>	<p>Success rates 6% above benchmark</p> <p>Retention 89% (3% above benchmark)</p> <p>Achievement 92% (3% above benchmark)</p>

### Section 3 - Quality Improvement Plan 2011-2012

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
<p><b>Improve Long level 1 Adult learning outcomes.</b></p>	<p>Undertake intervention activities in areas of underperformance</p>	<p>Quality Manager</p>	<p>June 2012</p>
<p><b>Continue to improve success rates in WBL programmes</b></p>	<p>Build on improved framework outcomes for apprenticeship at the 25+ age group improving overall outcomes and timely achievements.</p>	<p>Directors of Schools in appropriate vocational areas.</p>	<p>June 2012</p>

## Aspect A3: How safe do learners feel?

Grade for overall provision 2010/11	2
Grade for 2009/10 SAR	2

### **ASPECT A: Outcomes for learners**

A3 How safe do learners feel?

#### **Section 1 - Judgement Statement**

##### **Safeguarding at Lincoln College is good.**

The 3 campuses have different environments and the Director of Student Services and Centre Managers for Newark and Gainsborough work closely with local Police and communities to gather feedback and plan appropriate intervention for each site. At Lincoln, the local Neighbourhood Policing Team work closely and successfully with the Campus Wardens, Student Services staff and the Safeguarding Leads. PCSOs and uniformed officers are invited to attend regularly and to walk through college buildings at any time.

Where students say that they feel unsafe on areas close to the campus in Lincoln, productive work with the Neighbourhood Policing Team included a property marking event and several regular visits by the mobile police station. Support for safeguarding has been innovative and comprehensive. When intelligence received showed an increase in bike thefts on campus, liaison with the police resulted in the use of a 'trick bike' used as bait and monitored by the college CCTV. The property marking sessions have been repeated at all campuses with additional support from Nottinghamshire Police at Freshers' Fair and other events.

Where students raised concerns about personal safety, in particular walking back to badly lit public car parks after evening classes, the students have been advised about using college car parks (which are free after 5.30pm) and liaison takes place with both Campus Wardens and NCP staff to increase confidence. Student Services issue free attack alarms and local police provide personal safety and self defence talks as part of enrichment. Following police advice, Student Services also allow students to use a college phone to contact home and will offer to charge a mobile free of charge if the student feels unsafe.

The role of the Campus Wardens has been drastically altered to provide a high focus on safeguarding and they are a uniformed presence recognised by and known to students. They also liaise with Student Services, the Safeguarding Leads and Neighbourhood Policing teams.

Good attention has been given to supporting and reinforcing safeguarding matters. At Lincoln, a Student Common Room, fully staffed by qualified Youth Workers, operates from 8.00am to 5.00pm every day in term time to give a safe place for students to go before and after class. In such a rural area, many students travel long distances on public transport and the local bus stations and train stations are not ideal waiting places. The college encourages students to wait on campus and use the Common Room or refectories. The collection points at Lincoln and Newark for the college buses is staffed each day and students' names are recorded. This collection and waiting is supervised by the Campus Wardens. Future college campus developments at Lincoln include a minibus and bus waiting area and turning circle away from other roads.

All Common Room areas are staffed and students must show college photo ID to use the space.

Students are encouraged to take an active role in safeguarding and raise issues of their personal safety in student rep meetings and at the Learner Liaison Panel. Students' feedback (that they felt unsafe at Lincoln when asked to move onto the pavement off campus if they were smoking) was instrumental in a change to the No Smoking Policy. Students supported the college management view that all campuses should be non-smoking but felt that they were unsafe on the pavement of the main road and were causing obstructions to other pedestrians. This resulted in a reversal of the No Smoking campus policy at Lincoln only and the reinstatement of smoking shelters which allows students to smoke in a safer environment.

Students use appropriate safe working practices in classrooms and workshops and all work placements are monitored. In addition, all work placement providers and employers receive a booklet from the college giving details of their duties under safeguarding, bullying and harassment and duty of care. It also gives names and contact details of the college's Safeguarding Leads and Bullying and Harassment Support Group staff.

PPE is provided for all students where it is required with a colour theme or uniform style being adopted by different vocational areas for staff and students. Students' compliance with PPE is rigorously monitored by tutors and assessed by lesson observations.

## Aspect A3: How safe do learners feel?

As part of the washroom advertising campaigns, students are reminded about safety issues at college and in their work placements. Posters about the college-wide RESPECT campaign are widely displayed and staff pay close attention to appropriate student behaviour, which is reinforced by lesson observations.

Safeguarding is effectively promoted. Leads promote (through staff training and advice) an empowerment of students and the appropriate reporting of crime to the police. Students are also advised and supported in contact with the police with meetings sometimes taking place at college rather than at home. A Duty Officer system in Student Services ensures that there are always staff available to advise and ensure referral to the Safeguarding Leads. Safeguarding Leads in Student Services are looking to operate a rota system to ensure that a Lead is always available to intercept safeguarding cases. This will not only provide the students with contact with a Lead but also safeguards the staff by ensuring that the intensive work is shared. Safeguarding Leads will have supervision either with an internal or external member of staff in the future to ensure that they remain healthy.

Safeguarding has a high profile. The team work closely with the Bullying and Harassment Support Group and specific campaigns have also resulted in areas such as bullying of students because of sexual orientation or transgender, bullying on public transport or hate crimes due to race, disability and mental health problems, being addressed.

## Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Students report that they feel safe in various aspects of college life</b></p> <p><i>Evidence:</i></p> <p>94% say they feel safe</p> <p>94% feel themselves and property are safe at college</p> <p>97% feel that the college is welcoming</p> <p>97% feel that the staff are friendly and helpful.</p> <p>72% feel safe using bus or train</p> <p>77% feel that college is as safe or safer than school</p> <p>95% feel that classrooms and workshops are safe</p> <p>88% of students felt safe in work placements</p>	<p>Students' Perception of Safety Survey 2010</p> <p>Learner Voice Student Survey 2010/11</p> <p>Learner Voice Student survey 2010/11</p> <p>Learner Voice Student survey 2010/11</p> <p>Students' Perception of Safety Survey 2010</p> <p>As above</p> <p>As above</p> <p>Work placement safety survey</p>
<p><b>2. Student behaviour is appropriate and students understand how this contributes to their safety and that of others</b></p> <p><i>Evidence:</i></p> <p>99% of students understand how they should behave</p> <p>90% feel that all the other students behave well when they are in the college</p> <p>84% of students report that Health and Safety is covered in inductions and schemes of work</p> <p>Respect campaign is covered in induction, tutorials and by constant reminders throughout year</p>	<p>Learner Voice Student Survey 2010/11</p> <p>Learner Voice Student Survey 2010/11</p> <p>Students' Perception of Safety Survey 2010</p> <p>Tutorials, induction checklist, Student Services Newsletters, Stoodle</p>

### Aspect A3: How safe do learners feel?

<p><b>3. A traditional paper Student Handbook has replaced the memory stick following student feedback and a greater emphasis of all aspects of safety is included</b></p> <p><i>Evidence:</i></p> <p>Induction checklist included in Student Handbook</p> <p>Carbon Monoxide poisoning, cyber-safety and other awareness campaigns launched in handbook and backed up during college year</p>	<p>Student Handbook</p> <p>Student Handbook, Events and Campaigns calendar</p>
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(Student Perception survey conducted by external consultation in 2010 and has not been repeated in 2011)

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Strategies that have been put in place to raise the profile of safeguarding will be reviewed and appropriate adjustments made to meet changes in circumstances</li> <li>• The promotion of safeguarding awareness will remain high on everyone's agenda</li> <li>• Maintain and strengthen partnerships to support safeguarding practices and keep up to date with local and national guidance</li> </ul>
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### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<b>Review the ongoing arrangements for safeguarding practices</b>	Introduced the concept of Campus Wardens who can be an easily identified presence by students and staff	Improved perception of safeguarding by students
<b>Establish youth work support at Newark College as part of the Newark 6<sup>th</sup> provision and create a student common area to meet and study</b>	Youth worker employed to support students	Positive impact on student facilities and resources
<b>Extend the level of training to key managers</b>	Level 2 training provided	Training took place over a 4 day period. This enabled senior managers an opportunity to gain a wider understanding of safeguarding matters at a detailed level and to discuss scenario situations that were based on real situations

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Registers are not routinely completed in all areas or are not always completed in a timely fashion</b></p> <p><i>Evidence:</i></p> <p>Audit of registers demonstrated an inconsistency of register completion</p>	<p>Audit / register checks</p>

### Aspect A3: How safe do learners feel?

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#### **Section 3 - Quality Improvement Plan 2011-2012**

<b>Area for Improvement</b>	<b>Action to mitigate the area for improvement (<i>who and what</i>)</b>	<b>Manager responsible</b>	<b>By when</b>
<b>Registers are not routinely completed in all areas or are not always completed in a timely fashion</b>	Directors of School, school administrative staff	Vice Principal Curriculum and Quality	Jan 2012

## Aspect A4: Outcome for Learners

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Grade for overall provision 2010/11	<b>2</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT A: Outcomes for learners**

A4 Are learners able to make informed choices about their own health and well-being?

#### **Section 1 - Judgement Statement**

##### **Health and well-being choices are very good.**

The College provides an excellent range of information and additional services on health and wellbeing and support to encourage them to make informed choices. Learners have good opportunities to eat healthily although a significant minority do not eat as healthily as they might.

Lincoln College has an outstanding record of using innovative and collaborative approaches to health promotion, providing students with a range of popular services and events which enables them to make informed choices about their health and well-being.

Innovative use has been made of Strategic Health Authority (SHA) funding. The college has used specialist, experienced support staff to produce a range of sexual health materials designed for students with learning difficulties and disabilities in a variety of formats. In addition, SHA funding provided a Medivend kiosk which vends condoms, Chlamydia screening kits and other services and has a range of health topics displayed on a touch screen. This enables students to register and access information or vending discreetly and at any time the college is open.

Strong and effective partnerships support health and well-being. The college works closely with the local PCTs and at Lincoln with the NHS Walk-in Centre situated directly opposite the college entrance. At Newark, a Health Adviser is funded for a weekly surgery. In November/December 2010 a total of 52 clients accessed this service. The college works closely with Lincs and Notts Chlamydia screening services and regular Pee in a Pot days are held each term at each campus.

Imaginative approaches communicate messages about positive health and lifestyles: messages on each student PC from Healthbytes enable students to access health information at college and at home. More traditional methods include a comprehensive Calendar of Events and compulsory tutorial topics to cover awareness of substance misuse, sexual health, healthy eating and exercise benefits. Mainstream campaigns and national awareness days are supplemented by local campaigns with local partners, such as Matt's Fund, Early Presentation of Cancer and the Pink Ribbon Campaign (for which staff and students combined to raise over £10,000).

A multi-disciplinary approach ensures that all physical, psychological and mental health needs of students are met. Educational Psychologists work regularly in college to assess students' cognitive skills, students have group or 1:1 support and this allows individual students to have support when referring to or using health services. Specialist training for Mental Health First Aid and Assist for the prevention of suicide mean that Student Services staff are very well equipped to support students with mental ill health. Students with learning difficulties and disabilities also have intensive assessment and support from application through onto programme with an emphasis on assisting them to develop their independence and make informed choices about their own health and wellbeing. Staff in Student Services also encourage students to access external support as well as the services offered through the college to enhance their awareness.

Close liaison with Drug and Alcohol Action Teams in Lincolnshire and Nottinghamshire ensures crucial services are provided to students and these have been developed to include a 18-21 Addaction worker for Lincoln and Gainsborough at specific times during the week to allow as many students as possible to access the support.

The FESCO makes a significant contribution to enrichment and the take-up of sports and physical activities. She also leads on 'Be Healthy Month' in January with the 'New Year, New You' campaign which advises students on health and lifestyle choices and equips them to make judgements about their own health and fitness.

Innovative methods are used via the Common Rooms to encourage students, especially young men, to engage with health services. The Health Worker at Newark signposts students using the Common Study Area to support services. At Lincoln, the Youth Workers have offered innovative services such as games nights, Wii tournaments and very popular meditation classes to combat exam stress. Smoking Cessation and C-Card services are delivered

## Aspect A4: Outcome for Learners

through the Common Rooms and contacts from external agencies are very pleased with the provision and can use the Common Rooms to offer new services (such as early Prevention of Cancer).

### **Section 2 - KEY strengths and KEY areas for improvement**

<b>KEY STRENGTHS</b>	<b>SOURCE OF EVIDENCE</b>
<p><b>1. Good collaboration with local partners</b></p> <p><i>Evidence:</i></p> <p>Chlamydia screening peer mentoring project saw rise in take up</p> <p>Social Norms and Healthbytes work with Teenage Pregnancy and DAAT</p>	<p>Research report</p> <p>Partners' meetings minutes</p>
<p><b>2. Innovative health campaigns recognised at national level</b></p> <p><i>Evidence:</i></p> <p>Healthbytes campaigns supplemented by cutting edge posters</p> <p>Social Norms research interventions appear in several health journals</p>	<p>Materials available</p> <p>Journals, press cuttings</p>
<p><b>3. Good use of SHA funding to bring innovative practices to the college</b></p> <p><i>Evidence:</i></p> <p>Production of range of sexual health materials for LLDD</p> <p>First FE College in the UK to adopt Medivend</p>	<p>Materials available</p> <p>Minutes of meetings</p>

### **MAINTAINING / SUSTAINING THE STRENGTHS**

Strengths in this area will be maintained / sustained by:-

- Build on good practice achieved to date
- Remain proactive in using funding efficiently for the benefits of the students
- Promote positive health messages routinely and ensure that all centres maintain appropriate access to information and services working in partnerships with appropriate groups

### **Review of 2010-2011 SAR Action Plan**

<b>Area of improvement as stated</b>	<b>What action was undertaken</b>	<b>The impact of action</b>
<b>Improving specialist guest speakers</b>	Provision of guest speaker group sessions which several groups can access	Attendance at EPOC sessions – Achieved

## Aspect A5: Outcome for Learners

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Grade for overall provision 2010/11	<b>1</b>
Grade for overall provision 2009/10	<b>1</b>

### **ASPECT A: Outcomes for learners**

A5 How well do learners make a positive contribution to the community?

#### **Section 1 - Judgement Statement**

##### **Students make an outstanding contribution to the community.**

Lincoln College in accordance with its values stated in the Strategic Plan seeks to promote a strong sense of an individual's rights and responsibility both in respect of themselves and towards others. This is based on the principle that students know what is expected of them and what they can expect in return. Strong and positive relationships between people from different backgrounds are well established to support the understanding of different cultures and beliefs. Students make an outstanding contribution to the community.

Students gain a wider understanding of what a sense of community means, both from within the college community and beyond to local environments where students live and work. In this sense, the aim is to effectively underpin common values in promoting similar life opportunities, access to services and the entitlement to be respected by others in the college community and beyond.

The Lincoln College Respect Campaign has been well established for several years and is seen as a mark of good practice. It provides a point for discussion in tutorials but is seen by students as a positive value within the college. The 2010/11 student survey rates good behaviour highly with 90% of the respondents agreeing that the behaviour of other students is good.

These same principles have good levels of parity across 3 campuses and off site provision too where different communities have their own challenges at a local level. In recognising this, the college is responsive to its local community needs. Community Education venues cover a good range of locations at the centre of local communities and in deprived areas of Lincoln, Newark and Gainsborough. Good learning opportunities give a local focus for engaging individuals in respect of supporting community cohesion and effectively act as an agent to support positive change.

Students take an active role in the college community and share ownership of planning and delivering events working through their course representatives and Student Union. Some of these are a result of their vocational learning choices and others support their personal and social development via involvement with key college calendar themes. These are designed to support diversity matters, enrichment activities and raise awareness about respecting others. The college community as a whole is also an area where students are actively encouraged to participate in events offering support and a student perspective on college life. Students and staff participate in and actively support key events on the college calendar in fund raising for international, national and local charities.

The tutorial programme is good. It is centrally managed and covers key topics which support community awareness including matters directly focused on the theme of making a positive contribution. The tutorial planner is circulated to all tutor group staff with an indicative outline for the taught tutorial sessions directly linked to the topic. This planner provides links to resources and is accompanied by useful suggestions for delivery and is updated regularly to maintain currency of information. Tutorials are part of the teaching and learning observation cycle and provide feedback on the quality of learning and the impact on student involvement.

Every Child Matters is high on the learning and involvement agenda. Making a positive contribution features highly on the list of themes. For example. Blood Mobile visits to the College, the celebration of saint days, Africa Day, Gypsy Roma Traveller History month in June. This is particularly significant in the Nottinghamshire and Lincolnshire area.

The ECM agenda is routinely promoted widely and effectively, featuring in schemes of work and lesson plan consideration. Lesson observation outcomes also make references to ECM criteria and evaluate the extent these key points have been represented in the sessions. Sustainable developments are also widely promoted with

## Aspect A5: Outcome for Learners

recycling opportunities within many areas of the college. Green days are promoted to both staff and students via tutorials and through a "thought for the day" item on the intranet.

Foundation students at Newark College working at entry level successfully participate in Young Enterprise programmes which provide a curriculum context for learning a range of skills in a practical setting. Students at this level in catering, contribute to the local community by selling local produce and providing catering for some staff development events. The enterprise activity at Newark College has led to awards at local and regional events for products and performance in recognition of the progress and ideas developed. For example recycled items were adapted to provide bird feeders and planters.

Students at Gainsborough college offer positive support through an annual Fun Day and work with 23 organisations from the community learning partnership to organise the event.

Students on sport education programmes work particularly well with local primary schools in coaching roles to achieve their qualifications. They are positive about the benefits of doing this coaching and learn to communicate well with others. Many students within the School of Sports, Media and Arts take an active role within their local community participating in football and rugby clubs as well as local drama groups for those on Performing Arts courses. Children in Need is supported by many curriculum areas across all the provision.

Construction and Engineering students undertake a wide range of community initiatives including blocked paved work at a local hospice and have a constructed an area known as a "walk for life" in partnership with The Yorkshire Bank who pay for the materials. Painting and Decorating students have also undertaken work in the YMCA and at ISIS Training, a local provider where the Young Person's Work Focused Training group have undertaken the practical work. Joinery students have made raised planters to support wheelchair users in a local primary school.

Future development include the Dean's Project which will open access to refurbished and state of the art sport and leisure facilities in June 2012 for sharing with local community groups.

## Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Students make a particularly good contribution to the community</b></p> <p><i>Evidence:</i></p> <p>Lincoln College is proactive in promoting values and respect for each other within the college and local community. A clear focus is made to involve students and staff in engaging with community matters that impact on them as individuals.</p> <p>A calendar of events supports the planning and implementation of the tutorial programme which underpins the thematic approach to raising awareness about key campaigns</p> <p>Students have excellent opportunities to engage with the local community on a range of projects. These cover several routes of learning and in the context of apprentices this includes an exchange of students with European vocational partnerships</p>	<p>College Tutorial Planner</p> <p>Events &amp; Campaigns Calendar</p> <p>Hairdressing and Construction apprenticeship programmes</p>
<p><b>2. Effective engagement with community groups to support local projects</b></p> <p><i>Evidence:</i></p> <p>Good levels of participation in community based work and projects. Students undertake work experience activities which positively impact on their vocational learning and benefit community groups</p>	<p>School Master File</p>

## Aspect A5: Outcome for Learners

Construction and Engineering staff work closely with others in the community to provide positive experiences of work related learning. An evolving curriculum content to support a greater emphasis on sustainability in construction is being planned and resourced.

Construction School Master File

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

- Maintain focus of planned community awareness raising through a centrally managed tutorial programme
- Continue to promote and raise awareness about the benefits of supporting community events and campaigns
- Continue to promote the college respect campaign to new students and support them in valuing the principles of the positive messages about good behaviour.

### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<b>Support local groups in a practical way to extend the experiences of students within their communities provide further enterprise opportunities that develop and support local interaction.</b>	Practical and vocational related work was undertaken to improve the facilities within community groups.	Work undertaken in the context of realistic working environments provides a positive impact on the student experience and benefitted local groups too

## Aspect B1 – Quality of Provision

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>2</b>

### **ASPECT B: QUALITY OF PROVISION**

B1 How effectively do teaching, training and assessment support learning and development

#### **Section 1 - Judgement Statement**

##### **Teaching Training and assessment to support learning are good**

Teaching and learning are good, and on occasions outstanding. Teachers use a broad range of activities to engage learners and promote learning. Assessment practices are very effective in both learner responsive and employer responsive contexts. Most teachers use ILT to add variety and interest to lessons and the introduction of an e portfolio has contributed to improvement in assessment and achievement in work-based learning. However, the interactive use of ILT needs to be extended further in lessons and effective use needs to be made of the college's virtual learning environment.

#### **Section 2 - KEY strengths and KEY areas for improvement**

<b>KEY STRENGTHS</b>	<b>SOURCE OF EVIDENCE</b>
<p><b>1. Teachers use a wide range of student centred activities to engage and motivate students</b></p> <p><i>Evidence:</i></p> <p>97% of students stated that teaching on their course was good</p> <p>Identified strength in lesson observations conducted by Ofsted inspectors</p>	<p>Learner Voice Student Survey</p> <p>Lincoln College Inspection Report 2011</p>
<p><b>2. Assessment and feedback practice is good in both teaching and training contexts. Assessment for Learning strategies are applied extensively. Teachers make frequent checks on learning during lessons and summary activities confirm learning outcomes for all.</b></p> <p><i>Evidence:</i></p> <p>Identified strength in lesson observations conducted by Ofsted inspectors</p> <p>External Verifier reports identify good assessment and feedback practice</p>	<p>Lincoln College Inspection Report 2011</p> <p>C&amp;G quality systems consultant's report</p> <p>Edexcel Centre Risk Assessment</p>
<p><b>3. Highly qualified staff use their expertise and vocational experience to deliver a current curriculum that meets the learning needs and interests of learners</b></p> <p><i>Evidence:</i></p>	

## Aspect B1 – Quality of Provision

98% of students stated that their teachers know their subject well	Learner Voice Student Survey
96% of full time teaching staff are qualified or working towards QTLS status	Staff development monthly update

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Extend the use of ILT and the Virtual Learning Environment</b></p> <p><i>Evidence:</i></p> <p>Ofsted inspection 2011</p> <p>College lesson observations</p>	<p>Lincoln College Inspection Report 2011</p> <p>Lesson Observation Summary Report 2010</p>

## MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>Lesson observation grade profile will be maintained via the sharing of good practice , updating training delivered by the Subject Learning Coaches and school based improvement activity driven by the Teaching and Learning Strategy</li> <li>Effective assessment practice will be monitored and shared via the Internal Verification process and through improvement activity driven by the Teaching and Learning Strategy</li> </ul>
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## Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<b>Lack of stretch and challenge in some teaching and training contexts</b>	Training for teachers in approaches to improve stretch and challenge created and delivered by Subject Learning Coaches	Quality of teaching recognised by inspection process

## Section 3 - Quality Improvement Plan 2011-2012

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
<b>Extend the use of ILT and the Virtual Learning Environment</b>	Interactive whiteboard Training by E Learning Coaches	Head of Teaching and Learning	April 2012
	Undertake a Blended Learning Project to pilot innovative use of ILT and to extend the use of Moodle	Head of Teaching and Learning	April 2012
	Review and extend minimum content requirements for the VLE	Head of Teaching and Learning	January 2012

## Aspect B2: Quality of Provision

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Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT B: Quality of Provision**

B2 How effectively does the provision meet the needs and interests of users?

#### **Section 1 - Judgement Statement**

##### **The college's response to meeting the needs and interests of users is outstanding.**

Strong working relationships with a range of stakeholders in both the public and private sector inform curriculum design and the curriculum continues to evolve in response to government priorities and the needs of business interests, local schools and the community.

The college focuses strongly on its mission as a provider of vocational educational and training, progressive and growing demand led approaches with employers and on a strong adult curriculum. The college, unlike others in the sector, has a large and strongly performing traditional GCE AS/A level offer and incorporates this with other level 3 programmes providing a broad and well balanced sixth form/post 16 opportunity for progression.

The college offers all 15 sector areas and has a broad offer of vocational provision at level 1 to level 3. Higher Education is funded directly by HEFCE, and programmes are offered in Engineering, Sport, Business, Computing and Health and Active Life Styles. The college offers a range of specialist provision in musical instrument production and repair in violin and guitar making and piano repair which attracts a larger cohort of EU learners as well as delivering a broad core funded curriculum there is a developing international student population based in the School of Advanced Education. Curriculum planning for 2009/10 prioritised moving provision and resources for adult learners into local and national priority sectors.

Enrichment opportunities within programmes are good. Curriculum teams arrange a wide variety of vocational and research visits and trips and orchestrate special projects that are vocationally related. All schools have engaged speakers from commerce and industry to extend the learners' understanding and interest in their chosen vocational areas. The provision and take up of wider enrichment activities is good and improving. Students are well informed of activities and encouraged to engage in sporting activities and healthy living events through various campaigns that are driven centrally by Student Services.

Guidance and support are outstanding. Ofsted in January 2007 judged the close integration between a wide range of cross college services and the delivery of core support and advice services to be particularly strong. Connexions advisers and taster sessions are available for prospective learners. There are appropriate and efficient applications procedures that inform and help learners join the college. Induction for full-time learners is comprehensive and effective. The support for learners includes a comprehensive range of welfare services and additional learning support is provided promptly, by well qualified and experienced staff, whenever the need is identified.

There is an excellent and growing programme of full-time provision for students with learning difficulties that has been developed in partnership with local agencies and by using local demographic data and demand led forces. The School of Access in conjunction with other Schools have developed special vocational programmes to develop real work scenario's in an effort to align provision with the national agenda for encouraging skills for jobs and integration into society for learners with learning difficulties and disabilities. There is a strong belief in the college of building self worth and independent living skills for all learners irrespective of their social, physical or mental capacity and notwithstanding this the college aims to provide the very best transition into society for all young people. This has been supported by implementation of Foundation learning programmes at and below level 1

A broad range of accessible PCDL and community based programmes that support the college's social and educational inclusion strategy are provided. The college is funded directly by the SFA for PCDL work and supports adult 'first steps' to education and work returners to gain a foothold back into learning. Community Education at the college responds to the learning needs of adults within their own communities in Lincoln, Newark and

## Aspect B2: Quality of Provision

Gainsborough areas. Courses are delivered in a variety of venues, including schools, libraries and children's centres'. The college provides courses in hard to reach wards where deprivation levels are high and learners are hard to engage back into learning. Provision is responsive in terms of location, venues and timing which are dictated by learner need and numbers. The accredited courses offered concentrate on qualifications and skills that a person needs to gain employment or progression onto a higher level programme. The college works in partnership with Lincolnshire County Council to provide exciting and progressive PCDL and community courses to maximise interest and engage adults in the benefits of lifelong learning.

The college has a wide range of 14 - 16 provision across the curriculum areas. The development of new Diplomas has seen a shift in emphasis and learner numbers have declined to their current (200 learners) level. Working with partners the college has led the development of several Diploma lines across three area partnerships spanning Lincolnshire and Nottinghamshire and continues to take an active role in all 14 – 19 strategic developments. Lincoln College is uniquely placed in three area partnerships being the only geographical FE partner for schools in the area networks.

The college offers a substantial Apprenticeship and Employer Responsive offer spanning seven sector areas (with over 900 apprentices in learning). Full framework completion rates are satisfactory and timeliness rates are above national averages and still improving. The college achieved Part 'A' of the Training Quality Standard for its commitment, excellent training and employer based provision. There is a clear focus on engaging with employers and adopting a flexible approach to their needs. The college strategic vision and committed investment in employer facing resources (for example the Business Development Centre) has resulted in a steep rise in learner number in both Train to Gain and employer based NVQs. The college is leading a Lincolnshire based consortium who delivers a wide range of NVQ programmes to local and regional employers. Recruitment is high and employer feedback is excellent. Success rates overall are good and improving at 87%. Employers and learners are benefitting from the consortium partnership and its shared expertise provides an excellent, accessible package for individuals and employers.

## Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Excellent range of provision in all sector areas and at all levels</b></p> <p><i>Evidence:</i></p> <p>Comprehensive range of vocation course provision</p> <p>A large number of courses are provided across level 1 – 3 with progression routes to higher study in many areas</p> <p>Programmes are provided in all 15 sector areas</p> <p>Breadth and balance of provision that meets local need</p>	<p>Prospectus</p> <p>Academic plan</p> <p>ILR</p> <p>Prospectus/PCDL/14-16/Community / full-cost</p>
<p><b>2. Excellent range of GCE AS / A provision</b></p> <p><i>Evidence:</i></p> <p>A broad selection of GCE courses are available</p> <p>Participation is high (over 500 learners)</p> <p>Excellent response to local needs - New provision developed (2009/10), Newark Sixth</p>	<p>A Level block plan / prospectus</p> <p>ILR</p> <p>Newark Sixth prospectus</p>

## Aspect B2: Quality of Provision

<p><b>3. Excellent engagement with and response to employers</b></p> <p><i>Evidence:</i></p> <p>TQS Accreditation in 2009 for excellent training and employer based provision</p> <p>Established partnership arrangements are excellent and promote education and training to all employers eg Train to Gain Consortium</p> <p>Large volume of new business referrals and repeat business</p>	<p>Award</p> <p>Consortium meetings / ILR</p> <p>CRM Records</p>
<p><b>4. Outstanding advice and guidance, pastoral and academic support is provided to all learners</b></p> <p><i>Evidence:</i></p> <p>Guidance and support is well integrated across many college services</p> <p>Assessment of learner needs are accurate and improve student retention and achievement</p> <p>Induction programmes for full time learners is comprehensive and effective</p> <p>Good assessment and delivery of additional learning support</p> <p>Good tutorial support for all full time learners</p>	<p>Student Services records / learner tracking records</p> <p>Success rates</p> <p>Learner feedback / retention rates</p> <p>ILR / Delivery records / SR's</p> <p>Tutorial plan and records</p>
<p><b>5. Extensive curriculum based enrichment</b></p> <p><i>Evidence:</i></p> <p>Enrichment is tracked across the college by academic managers</p> <p>ECM promotion is integrated into curriculums through schemes of work</p> <p>Induction programmes for full time learners is comprehensive and effective</p>	<p>Tracking spreadsheet T-drive</p> <p>SOW template and curriculum records</p> <p>Induction plans / retention rates</p>
<p><b>6. A wide range of delivery strategies are employed to both ensure learners are reached and then engaged in learning</b></p> <p><i>Evidence:</i></p> <p>Use of work place learning, work experience and work simulation as well as practical workshop/laboratory/activity ensures vocational relevant and contextualised learning engages and motivates students. Workplace learning is timed and delivered to suit the job</p> <p>Enrichment activities are planned and delivered which stimulates learner interest includes overseas visits; studio/theatre visits, competitions etc stimulates learner interest, visiting speakers and demonstrations</p> <p>Increasing use of ILT stimulates learners interest and commitment</p>	<p>Course files and Course Handbooks</p> <p>See 5 above</p> <p>Session observations</p>

## Aspect B2: Quality of Provision

<p><b>7. Students (themselves) indicate that their programmes meet their needs and they are more than satisfied with their course and the standard of teaching</b></p> <p>Evidence:</p> <p>Learner surveys demonstrate consistently that teaching and learning questions are above the all college benchmark with high ratings to key questions</p> <p>Student satisfaction, when benchmarked against other colleges, is generally above benchmark national averages</p>	<p>Learner survey results 2009/10</p> <p>Learner survey results 2010/11</p>
<p><b>8. Support for the development of learners' key skills and functional skills is excellent</b></p> <p>Evidence:</p> <p>Key skills are planned to be relevant to the main programme and integrated in vocational programmes</p> <p>Success levels exceed national benchmarks and are outstanding (at 75%)</p>	<p>Schemes of work</p> <p>Key Skills SR's</p>

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Partnership provision for those young people locally not in education and training is underdeveloped</b></p> <p><i>Evidence:</i></p> <p>The Lincoln percentage for learners NEET has remained static</p> <p>Provider partners have failed to promote alternative solutions that encourage engagement – led by the Local Authority</p> <p>January guarantee scheme (2010) failed to attract learners to college programmes. Expected learner numbers did not appear</p>	<p>Connexions data</p> <p>The lack of participation of NEET learners</p> <p>Marketing information / application data</p>

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Increasing management focus on employer engagement</li> <li>• The further development of electronic portfolios</li> <li>• Further sharing good practice of innovative delivery in the workplace across all schools</li> <li>• Continuous improvement of additional support systems</li> </ul>
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### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
Provision for those young people locally not in education and training	1. January guarantee programmes	New programmes developed. A limited number of students

## Aspect B2: Quality of Provision

	<p>developed and marketed</p> <p>2. Meetings with partner providers that developed new approaches and provided opportunity to share ideas</p>	<p>accessed learning (18 in total) in the January guarantee window</p>
<b>Raising the proportion of full-cost provision</b>	<p>1. An enhanced number of full time courses have been developed</p> <p>2. A prospectus was developed for launch in 2010/11</p>	<p>Action achieved</p>
<b>Setting and monitoring of Minimum Target Grades</b>	<p>1. A new Target Setting and Review policy was developed</p> <p>2. A new e-ILP system has been introduced (ProMonitor)</p>	<p>All staff have been trained on the new process and software</p> <p>The new policy is being closely monitored</p>

## Section 3 - Quality Improvement Plan 2011-2012

<b>Area for Improvement</b>	<b>Action to mitigate the area for improvement (<i>who and what</i>)</b>	<b>Manager responsible</b>	<b>By when</b>
<b>Partnership provision for those young people locally not in education and training is underdeveloped</b>	1. Work with the Local authority to promote new solutions. Develop a new strategy with providers of foundation learning (E2E) for assessment of learners NEET to access new opportunities	Gordon Gillespie	06/12/2012
	2. Develop links with third-way organisations and develop enterprise opportunities. Partners to include The Pelican Trust, YMCA and The Healthy Hub		01/04/2012
	3. Promote, in partnership, a range of alternative course types by developing a summer fayre		July 2012

## Aspect B3 – Quality of Provision

Grade for overall provision 2010/11	2
Grade for 2009/10 SAR	2

### **ASPECT B**

B3 How effectively does the provider use partnerships to develop its provision to meet learners' needs?

### **Section 1 - Judgement Statement**

**Partnership work with employers, other providers and in the community is very good.**

#### **Employer Responsiveness**

The Business Development Centre (BDC) successfully manages a Consortium of 16 partners to ensure we have a good breadth of provision and are able to penetrate the county geographically, particularly within the rural communities. Where the college recognises a need for the local community, it will bid for funds through open and competitive tendering and if successful source partners to deliver to ensure we are meeting the local skills demands of our employers. The successful tenders/negotiations for 2009/10 were for Response to Redundancy, Employability Skills and the Young Person's Guarantee provision and Apprenticeships 25+.

Lincoln College is responsive to local unemployment and development needs. The performance of the consortium has grown effectively year on year. Most providers achieved their overall maximum contract values for 2010/11 across all funding streams, achieving higher success and retention rates than in the previous year. The Partners 2010/11 Overall Success rate for the Train to Gain programme is good and higher than the national average at 92%, and is an increase of 3% points from 2009/10. Timely Success at 88% for 2010/11, compared to 84% for 2009/10, is a good improvement on the previous year's performance.

The individual SARs submitted by partners indicate a view that the Consortium is managed well by the college. They identified that communications and support are excellent; the contracting process is smooth and the quality controls are robust.

The college has delivered effective training to the long term unemployed for many years working in partnership with a variety of stakeholders including JCP, Next Steps, County Council, Connexions and Making the Connection. In June 2009 a dedicated employment and skills team were formed to deliver dedicated programmes for the unemployed. The impact of this strategy has been positive. The training offered includes vocational sector routeways alongside progression onto college based provision. Sector Routeways are planned in liaison with Jobcentre Plus, using local labour market intelligence to satisfy areas where job vacancies exist across Lincolnshire and Newark.

In addition, Lincoln College works well with employers who have a number of vacancies to fill. The college develops individual courses to meet the employer's specific skills needs, and liaises with JCP to accept referrals to those opportunities. Employers are involved during the course itself and offer guaranteed interviews at the end of the training programme. Examples include Phruit (Call Centre Operations), Sainsbury's (Customer Service), Lincoln Co-operative (Team Leading and Retail) NHS Mental Health Trust (Administration / Living Healthily) and Healthy Hub (Customer Service and Multi Skilled Hospitality).

The ESF Response To Redundancy programme funds training and support for those at risk of redundancy or recently unemployed for up to 6 months. Individuals have been able to attend the sector routeways (see above) or the employability re-orientation training (career change) to improve their skills. Working closely with Jobcentre Plus, training has also been available on employer sites where individuals have been identified at risk such as at Finnveden (Alford), Bucyrus (Lincoln), and Jig (Grantham). Specific onsite support has also made available to companies such as Dairy Farmers Britain, E2V and Siemens (all Lincoln).

Young Person's Work Focussed Training (YP WFT) began in March 2010 to deliver work based qualifications to young people aged 18-24, unemployed between 6 to 12 months. Training is designed to offer a vocational strand (construction, hospitality or business administration), employability skills training and literacy, numeracy or IT skills. The length of the programme is 8 or 16 weeks dependant upon how the individual progresses. To date 24 people have completed their training with 5 into employment (21%). Staff are appropriately focused on improving progression rates into employment from all programmes and work effectively with other partners to

## Aspect B3 – Quality of Provision

achieve positive outcomes against the current labour market trends

The work that we do in this area is good. We have delivered 54 sector routeways across the whole of Lincolnshire and in Newark.

Next Steps advisers refer unemployed individuals into the IES provision and Lincoln College, working with other providers such as TNG supports the worklessness agenda. Making the Connection supported the gateway days which were used to recruit unemployed people onto sector routeways.

The team have been imaginative in enabling unemployed people to get back to work. The Voluntary Sector has delivered sessions on our Routeways programme to inform individuals of the advantages of volunteering, enabling them to build a strong CV and further develop community cohesion. We also work with a number of social enterprise initiatives to help those further from the job market, eg Hill Holt Wood and The Healthy Hub.

Lincoln College values partnerships highly. Regular attendance at Local Business Clubs and Skills forums and networking events enable the BDC to identify the skills required by the local communities. The Principal also sits on the local skills Board.

We invite businesses into the college for business/social events; celebration events, business intermediaries lunch, Employers Showcase Fayre.

Partnership working in several areas of the college enriches the experience of students and may provide additional resources to staff too. It supports engagement with the local community and enables students to extend their learning opportunities in a range of contexts and environments. For example, there is a well established Leonardo project that supports a student exchange to Europe. Engineering apprentices have recently been on a 4 week exchange visit to Germany and Hairdressing apprentices have been to Malta.

### **Community based partnerships - cohesion**

Community based partnerships are strong. The college is in partnership with a number of third-way and charitable organisations eg The YMCA, The Pelican Trust and the Healthy Hub. These partnerships allow alternative routes into learning for non-conformist learners spearheading a community based widening participation strategy for a broad spectrum of NEET learners and for Learners with Learning Disabilities and Difficulties. The college in partnership with Lincolnshire County Council and Lincolnshire YMCA have been awarded £4.8 million to create a world class youth facility for Lincoln. This facility opened in January 2011 and provides a safe, fun and exciting environment for young people aged 11-25 to access health, fitness, sport, training and a whole host of activities. The overall aim is to inspire and raise expectations and aspirations of young people within the city. The centre has a wide range of activities that encourages inclusion and widening participation – this is a key and important strategy for the college – the range of facilities include a climbing centre, Chill out areas and Cinema, Activity Zone, Performing Arts with 300 seating, a Media Centre and Recording Studio, a Gaming Centre and Conference Facilities.

Strong working relationships with a range of partners in both the public and private sector inform decision making and curriculum delivery. Inspectors (2011) felt that the college had extensive and productive partnerships which allowed the college to address national, regional and local priorities. This enables the college to meet students' needs and inspectors felt that the college's overall approach to educational and social inclusion was good and the approach to social inclusion was outstanding.

The college has a wide range of 14 - 16 provision across the curriculum areas. The development of new Diplomas has seen a shift in emphasis and learner numbers have declined to their current (110 learners) level. Working with partners the college has led the development of several Diploma lines across three area partnerships spanning Lincolnshire and Nottinghamshire and continues to take an active role in all 14 – 19 strategic developments. Lincoln College is uniquely placed in three area partnerships being the only geographical FE partner for schools in the area networks.

Community Education is good at Lincoln College. Community Education serves to respond to the learning needs of adults within their own communities in the Lincoln, Newark and Gainsborough areas. Courses are delivered in a variety of venues, including schools, libraries and children's centres, and community education works closely with these partner organisations to target learners and maximise interest. Courses are held predominantly, but not exclusively, in areas of deprivation in order to target the hard to reach, hard to engage adults back into learning. Provision is responsive in terms of location, venues and timing as numbers dictate, in order to maximise interest, enrolments and funding. Progression for learners onto accredited courses are also encouraged, either through mainstream courses at college sites or through the accredited courses offered in the community. Accredited courses offered by Community Education concentrate on qualifications and skills a person needs in order to gain employment or entry onto higher level courses; in particular skills for life and ICT provision. Programmes start each term in all sectors of Community Education provision, with some courses operating on a roll on roll off basis throughout the year. Funding is via adult responsive funding for accredited programmes and two different pots of PCDL funding for college certificate courses – direct from the Skills Funding Agency, and via the Lincoln County Council (LCC). Community Education has widened its scope of provision this year in 2 ways:

## Aspect B3 – Quality of Provision

- i. Delivery on a range of courses funded through the Business Development Centre (BDC), focussing on long term unemployed, delivering personal development and job search skills to get learners 'work ready'.
- ii. Full cost delivery; because of the relative demise of Adult Learner Responsive funding, Community Education has been successful in negotiating full cost options for specific clients.

### **Section 2 - KEY strengths and KEY areas for improvement**

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Successful management of a Consortium of 16 providers has led to a 89% in overall success rates on Train to Gain provision</b></p> <p><i>Evidence:</i> Regular performance review meetings with partners ensure that they are performing within their overall MCV</p> <p>Robust process and paperwork audits are conducted on consortium partners on a yearly basis, ensuring that quality standards are maintained</p> <p>Regular dialogue is maintained with partners ensuring that they are informed of key changes to funding and compliance</p>	<p>Performance review forms Monthly performance reports and meetings held with senior managers within the college</p> <p>Audit Schedule Audit reports Tenon audit stating the college's management of partners was outstanding</p> <p>E mails Letters Partner Meetings</p>
<p><b>2. Collaborative work with key stakeholders has resulted in the college delivering successful "Programmes for the Unemployed"</b></p> <p><i>Evidence:</i> Collaborative working with key stakeholders, JCP, Next Steps and Making the Collection has resulted in a comprehensive sector routeway programme being offered across Lincolnshire and Nottinghamshire enabling individuals to gain skills appropriate to the current job market</p> <p>Meetings with local employers, identifying specific skills required for vacancies. Dedicated routeways are delivered enabling individuals interested in the vacancies to gain the required skills to support the recruitment process</p> <p>23% of learners completing a Programme for the Unemployed have been successful in obtaining a positive job outcome improving their economic well being</p>	<p>Minutes of meetings Course Planner</p> <p>Course outlines for Sainsbury's, Co-op Case Studies</p> <p>Learner Postcards Employer Templates</p>
<p><b>3. 14-16 programmes provide flexible good quality provision</b></p> <p><i>Evidence:</i> Retention on 14-16 programmes is good</p> <p>Attendance on college programmes is better than at school – 95%</p> <p>Achievement is good - learners attain their goals/qualifications</p> <p>Health and Safety is integrated into the curriculum, risk assessments</p>	<p>09/10 ebs data</p> <p>Registers</p> <p>Achievement data</p> <p>SOW, Risk assessments, PPE</p>

## Aspect B3 – Quality of Provision

<p>carried out for each activity and students at risk</p>	
<p><b>4. 14-16 Progression is good</b></p> <p>Evidence:</p> <p>Local Connexions pupil destination analysis states that over 75% of our 14-16 students return to Further education on leaving school</p> <p>Students enjoy learning and make progress</p> <p>Increased employability for YA students</p> <p>Learners develop personal and social skills</p> <p>Learners confidence is increased</p> <p>Schools and parents are informed of student progress student progress</p>	<p>Progression data</p> <p>Gifted and talented award, progression data</p> <p>Work experience</p> <p>Termly reports</p> <p>eILP</p> <p>Termly reports</p>
<p><b>5. Strong cohesive partnership with local stakeholders</b></p> <p>Evidence:</p> <p>A robust recruitment and selection process has ensured that students are matched to an appropriate programme of study</p> <p>14-16 Taster days are seen to be a positive way of experiencing</p> <p>Excellent communication maintains the established links between employers and schools. Management arrangements in place between the college, schools and employers are clearly written in the Service Level Agreement and are considered to be effective</p> <p>Marketing materials are excellent. Bespoke KS4 brochures, full cost and employer responsive provision are made available for all college partners</p>	<p>Application forms, interview notes, key capability markings</p> <p>Taster days</p> <p>Meeting minutes / SLA / employer surveys</p> <p>Options brochure / prospectuses</p>
<p><b>6. Collaborative IAG for 14-16 is strong</b></p> <p>Evidence:</p> <p>All potential candidates have the opportunity to engage in a range of tasters and receive impartial advice and guidance before applying for a course of study</p> <p>Engagement of learners is supported by co-workers in the majority of sessions to support with the learning of skills and techniques and personal growth within a programme</p>	<p>Planned taster sessions and feedback</p> <p>Lesson observation feedback, SOW</p>
<p><b>7. Community partnership arrangements are excellent</b></p>	
<p>Evidence:</p> <p>The College has an extensive range of both employer and community partnerships that result in local learning needs being met</p> <p>Students enjoy learning and have the means to progress</p> <p>Specific partnerships e.g. Lincolnshire YMCA and Lincolnshire County Council MYPLACE project; will provide sustainable opportunities for young</p>	<p>Community / third way / employer partnership records</p> <p>Success rates / recruitment volume / learner surveys</p> <p>Project goals / project plan / project funding and details</p>

## Aspect B3 – Quality of Provision

people in Lincoln  Partnership work results in new, modified and bespoke and extended programmes of study	Construction employer forums / BDC records / Newly developed courses (full-cost)
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KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Improve outcomes into employment on all programmes</b></p> <p><i>Evidence:</i></p> <p>Progression into employment is currently 23% and the college target is 35%</p>	Consortium data

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Maintain regular dialogue with partner organisations and stakeholders to ensure that programmes delivered are current and fit for purpose</li> <li>• Continue to performance manage consortium members ensuring that their performance is maintained, offering support and guidance where required</li> <li>• Continue to take a leading role in schools 14 – 19 partnerships</li> <li>• Continue to develop new enterprise partnerships with third-way organisations</li> </ul>
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### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<b>Improve responsiveness and coordination for unemployed programmes</b>	Established in June 2009 dedicated employment and skills team	Positive impact on the success of qualification outcomes and the responsiveness to new contract delivery

### Section 3 - Quality Improvement Plan 2011-2012

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
<b>Improve the employment progression rates on all programmes</b>	Continue to build on partnerships to maximise opportunities to progress people into employment	Head of Lincoln Academy	March 2012 June 2012

## Aspect B4: Quality of Provision

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>2</b>

### **ASPECT B: QUALITY OF PROVISION**

B4 How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

#### **Section 1 - Judgement Statement**

##### **The care guidance and support for learners in helping them to attain their goals is outstanding.**

Learners receive outstanding care, guidance and support throughout their journey from initial contact through to course completion. They receive accurate and detailed advice regarding courses on offer and are carefully guided onto the correct course: they are then provided with excellent personal and academic support whilst on-programme and value the quality and range of careers advice that helps them to move on.

Learners who find learning difficult receive excellent support which enables them to achieve at least as well as other learners. Learning support assistants give learners outstanding individual support which helps them to develop their personal and social skills and progress in their studies. They also work successfully in lessons by supporting both individuals and groups of learners who find learning difficult. However, in a minority of lessons, there is insufficient planning for learning support assistants to support learners with identified needs. Experienced Assessment Officers and Co-workers work closely together with learners to ensure a smooth transition into the college along with negotiated support to ensure a bespoke service whilst on-programme.

Learners report accurate and helpful information to guide them on to the right programmes, following which they receive specialised support to help them with personal, learning and progress needs including advice and support in health, careers and counselling. This strong network of support is provided by curriculum teams and Student Services staff, who work together to offer a seamless service to the learners and utilise outstanding links with external agencies to provide further specialist support when it is required. A key development has been the addition of Youth Workers to support students in their free time on campus to provide information and support via a different medium and to signpost to specialist services when necessary.

Tutorial provision is very good but individual tutorials are more effective than group tutorials: good target setting and progress monitoring help develop high aspirations among learners, including those from vulnerable groups, and make a significant contribution towards improving learners' success rates. Learners value one-to-one progress reviews to monitor how they are progressing, how to achieve their personal targets and how to prepare for their next steps which has a positive impact on retention and success. Arrangements for monitoring attendance are good; tutors and support staff work closely together to provide appropriate interventions for learners who become 'at risk' whilst on-programme. In work-based provision a number of different processes are used to monitor learners' progress, whilst these mostly work well, some targets are imprecise.

#### **Section 2 - KEY strengths and KEY areas for improvement**

<b>KEY STRENGTHS</b>	<b>SOURCE OF EVIDENCE</b>
<p><b>1. Close monitoring procedures identify and support 'at-risk' learners resulting in high levels of attendance and retention</b></p> <p><i>Evidence:</i></p> <p>Attendance and punctuality are closely monitored and actioned at each level from individual tutorials through to senior management meetings</p> <p>Strong links between tutors and Student Services ensure 'at-risk' students are quickly identified and supported</p> <p>Retention is 89% for all long programmes. Achievement has been maintained at 92 %.</p>	<p>ProMonitor / Course Team minutes / Scorecards / CMT minutes /</p> <p>SARs</p> <p>ProAchieve</p>

## Aspect B4: Quality of Provision

<p><b>2. The College provides outstanding support which is valued by its learners</b></p> <p><i>Evidence:</i></p> <p>Learners like the support from approachable and helpful college staff and the quality and range of careers advice</p> <p>91% of learners report that one-to-one reviews are helpful to them</p> <p>95 % of learners know what they are doing well and what they need to do to improve.</p> <p>97% of learners know who to ask for help with any problems</p>	<p>Ofsted Report 2011</p> <p>Learner Voice Survey (2010/11)</p>
<p><b>3. Learners who find learning difficult receive excellent support which enables them to achieve at least as well as other learners</b></p> <p>There is no difference in achievement or success rates between those declaring a learning difficulty or disability and those not.</p> <p>Learners rate the help they receive with learning problems as good</p>	<p>ProAchieve</p> <p>Learner Voice Survey / Student Services Survey 2011</p>

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Improve information-sharing between academic and business support teams</b></p> <p><i>Evidence:</i></p> <p>Learning support assistants generally provide excellent individual support but sometimes their contributions are not planned in sufficient detail.</p> <p>In some cases a lack of understanding of specific learning difficulties and/or disabilities in curriculum teams means support for learners is not highly effective.</p>	<p>Ofsted Report 2011</p> <p>Case studies</p>

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

- Continue to improve high grade achievement by focusing rigorously on individual target setting in lessons and tutorials
- Supporting all new work-based learners via the use of Onefile
- Conducting an early review of the impact of the changes to the tutorial model

### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<p><b>Consistent use of challenging individual targets and the achievement of positive value</b></p>	<p>Implement Progress Review and Target Setting scheme</p>	<p>A positive overall value added score of 3.2</p>

## Aspect B4: Quality of Provision

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added scores		
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### **Section 3 - Quality Improvement Plan 2011-2012**

<b>Area for Improvement</b>	<b>Action to mitigate the area for improvement (<i>who and what</i>)</b>	<b>Manager responsible</b>	<b>By when</b>
<b>Improve information sharing between academic and business support teams</b>	Restructure the Learning Support Team and establish LSA Leads with specialisms in key learning difficulties and disabilities. Implement a software solution to improve access to learner information.	Rachel Overton	November 2011

## Aspect C1: Leadership and Management

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Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT C: Leadership and Management**

C1 How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

#### **Section 1 - Judgement Statement**

##### **The ability of managers and governors to raise expectations and promote ambition is outstanding**

There is a culture of setting stretching targets that promotes high expectations and very high standards. Strategic Aims have been developed by consultation with governors, managers, staff, students and external stakeholders and by taking full account of the national, regional and local priorities, learner demography and employer needs. Demanding, achievable, targets are set each year that focus on continual improvement in particular where learner achievements, teaching and learners, learner support and financial success are concerned. Annual targets are shared with staff by the Principal at the staff conference (July) and at the start of each academic year with full staff meetings. This is further reinforced by the production of a marketing smart strategic plan document which is placed on the college intranet and sent to all staff. Targets are reviewed at programme, unit, school, CMT, SMT and Board level. The college has an excellent record in achieving its annual targets which can primarily be recognised by the inexorable rise in long programme success rates over the last four years.

A positive culture focused on raising expectation and continuous enhancement is embedded within the college bringing a strong trajectory of improvement in all the key indicators of recruitment, success rates, lesson grades, learner satisfaction and financial stability. Excellent communications systems ensure that learners, staff, governors and stakeholders are well informed and that a joint vision for the future of the college and learners and learning excellence is consulted upon owned and shared.

Challenging government targets for recruitment are met and more inclusive learning opportunities provided within a value for money framework that directs resources to the learner. The college governors and management team have focused attention on quality improvement and learner achievement by using targeted interventions and investment into the physical learning environment, teaching and learning and learning resources resulting in a 13% rise in success rates since inspection in 2007. Consistent trends in improvements have been sustained for all long qualifications. The college uses performance data during management reviews, decision making and self assessment processes. The college is a data rich environment access to information is available throughout the organisation. The use of data as a baseline mechanism is highly developed and provides a central focus for all performance discussions and fully utilises national benchmarking data in this process.

The college sub-contracts services via franchising and consortium arrangements to third-party providers and enjoys excellent relationships with partners. Management of contracts and quality systems are thorough and effective, this can be evidenced by the high success rates enjoyed by partners which is identified in their SARs.

Highly effective Governors who focus on key performance indicators (financials, quality) work closely with senior managers to ensure improvements are targeted, monitored and effectively reviewed. Developmental investment into the fabric of buildings, information technology and staffing resources provide excellent value for money.

Examples of agreed investment from Governors and the senior managers that support the capacity to raise expectation and promote high standards and will impact beneficially on future performance can be seen below:

- Excellent financial management and controls that are supporting and driving forward the college's mission
- Capital investment into IT infrastructure, PCs, software and electronic student management systems
- Investment of over £500k at the Newark campus into the new 'A' Level facilities (Newark Sixth)
- Investment of £7 million for a new sports facility that will future proof this important curriculum area

## Aspect C1: Leadership and Management

### Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Consistent trends in improvement for long programmes</b></p> <p><i>Evidence:</i></p> <p>Success rates have improved for the last four years and by 14% since the last inspection in 2007. Overall long success rates at 82% are excellent and are 6% above national averages</p> <p>All success rates by Sector Skills Area (SSA) are above national averages. With ten of the fifteen areas being +5% above national rates</p>	<p>ILR / iCPR / QSR / ProAchieve</p> <p>ILR / iCPR / QSR / ProAchieve</p>
<p><b>2. Quality improvement actions are relevant with detailed monitoring of progress</b></p> <p><i>Evidence:</i></p> <p>At all levels of management the college is a data rich environment. This informs decision making, actions and improvement tactics</p> <p>Well established intervention strategies target underperformance</p> <p>Teaching and learning support provides a wide range of CPD opportunity</p>	<p>CMT data meeting / T-drive data access / Data verification meetings / curriculum standards records</p> <p>Type 1 &amp; 2 intervention records / paper to Board 14/12/2010</p> <p>Subject Learning Coach modules / ILT modules / LSIS / Mentoring</p>
<p><b>3. Strong and consistent financial management</b></p> <p><i>Evidence:</i></p> <p>The college has enjoyed for many years an outstanding financial stability</p> <p>Inward investment on buildings, IT infrastructure, software and staffing have resulted in a good value for money return</p> <p>Governors and senior managers consistently review progress against financial commitments always seeking to add value and maintain strategic targets and value for money</p>	<p>Financial grade records</p> <p>Management accounts / FfE scores / records of capital investment / Deans &amp; Newark sixth investment</p> <p>Governor briefings / Board papers / Financial reporting</p>
<p><b>4. Successful management of a Consortium of 16 providers has led to a 92% in overall success rates on TtG provision</b></p> <p><i>Evidence:</i></p> <p>Regular performance review meetings with partners ensure that they are performing within their overall MCV</p> <p>Robust process and paperwork audits are conducted on consortium partners on a yearly basis, ensuring that quality standards are maintained</p> <p>Regular dialogue is maintained with partners ensuring that they are informed of key changes to funding and compliance</p>	<p>Performance review forms Monthly performance reports and meetings held with senior managers within the College</p> <p>Audit Schedule / Audit reports Tenon audit stating the College's management of partners was outstanding</p> <p>E mails Letters Partner Meetings</p>

## **Aspect C1: Leadership and Management**

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### **MAINTAINING / SUSTAINING THE STRENGTHS**

Strengths in this area will be maintained / sustained by:-

- Maintain management focus on data analysis and reporting
- Continue to provide Governors with accurate assessment information across key KPIs
- Maintain high levels of communication to all stakeholders with a focus on key targets
- Maintain the current focus on continual improvement by extending the curriculum standards and data verification processes

## Aspect C2: Leadership and Management

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT C: Leadership and Management**

C2 How effectively do governors and supervisory bodies provide leadership, direction and challenge?

#### **Section 1 - Judgement Statement**

##### **Governance at Lincoln College is outstanding.**

Governors continue to demonstrate an extremely strong commitment to their roles and the college by active participation in meetings, strategic planning sessions and by attendance at the many college events such as Awards Ceremonies. Attendance levels at Board meetings are high. Their leadership and direction is evidenced by the college's continuing and ever improving student success rates and the supporting strong financial position of the college. Governors engage with stakeholders and have a good understanding of the key business markets the college services through their involvement in a range of activities such as employer engagement meetings, meeting with students, visits to specific curriculum areas as well as holding their meetings at different college campus sites.

Governors are highly proactive in ensuring the college's strategic direction is visionary and this is evidenced in the development of the college property strategy as well as the ongoing embedding of Newark College within the organisation. Governors possess a wide range of complementary skills and expertise and membership of the Corporation continues to reflect the communities the college serves. Governor appointments are set at a maximum of two terms (eight years) and the Corporation is proactive in forward planning retirement and vacancies through its Search Committee and this is an ongoing development. There is a very effective committee structure that enables challenge and debate and is efficient at conducting the business of the college.

Governors receive very detailed information to enable them to closely monitor performance across the college and this knowledge is used effectively to challenge and debate important strategic issues with senior managers on performance and the college's plans. Governors are provided with regular updates through detailed information packs, bringing key issues to their attention. This information includes curriculum issues and briefings on the college's statutory duties such as health and safety including safeguarding, equality and diversity and disability.

#### **Section 2 - KEY strengths and KEY areas for improvement**

<b>KEY STRENGTHS</b>	<b>SOURCE OF EVIDENCE</b>
<p><b>1. Outstanding commitment from Governors through their leadership and direction in supporting the college's continual improvements in performance</b></p> <p><i>Evidence:</i></p> <p>FE students success rates on long courses</p> <p>Annual appraisal of all Board members allowing self reflection of roles</p> <p>Active participation by Governors at college and student events</p> <p>Attendance levels at Board meetings</p>	<p>Standards Committee and full Board reports</p> <p>Board reports</p> <p>Board reports</p> <p>Board papers</p>

## Aspect C2: Leadership and Management

<p><b>2. A good and thorough understanding of key business markets for the college to respond to in its strategic development which has allowed the college to expand and grow new business opportunities</b></p> <p><i>Evidence:</i></p> <p>Employer engagement activities</p> <p>Offender learning activities/visits</p> <p>Visits to different campus sites to meet with staff and students to promote learner voice as well as different curriculum and college visits</p>	<p>Board papers/reports</p> <p>Board reports</p> <p>Board papers/reports</p>
<p><b>3. Strong and challenging support by Governors enabling the college to develop its property strategy underpinned by the college's continuing strong financial position</b></p> <p><i>Evidence:</i></p> <p>Newark Sixth project</p> <p>Deans Building project</p> <p>Continual grade A financial performance</p> <p>Internal and external audit reports</p>	<p>Board papers</p> <p>Board papers</p> <p>Board finance paper and Annual reports</p> <p>Board papers</p>
<p><b>4. Governors are well informed regarding college business and performance by regular and thorough updates and reports which allows accurate and detailed monitoring of performance and planning including their responsibilities to legislation which impacts on their statutory duties</b></p> <p><i>Evidence:</i></p> <p>Highly detailed range of Board papers and supporting information in Governors updates</p> <p>Work of Boards Standards Committee</p> <p>Presentations and training exercises on safeguarding and equality and diversity issues</p>	<p>Board papers</p> <p>Board papers</p> <p>Board papers</p>

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. The Board recognises that it needs to continue to review membership and continually upgrade and complement its skills balance to be responsive to the strategic needs of Corporation</b></p> <p><i>Evidence:</i></p> <p>Agreement at merger with Newark College to expand and then gradually reduce the Board to reflect a more balanced membership is still an ongoing issue</p> <p>Feedback from Governor appraisals and the ongoing need to action plan issues</p>	<p>Board papers</p> <p>Board papers</p>

## **Aspect C2: Leadership and Management**

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### **MAINTAINING / SUSTAINING THE STRENGTHS**

Strengths in this area will be maintained / sustained by:-

- Continued Board appraisal and evaluation of its activities
- Continued review and evaluation by the Search Committee

## Aspect C3: Leadership and Management

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Grade for overall provision 2010/11	<b>2</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT C: Leadership and Management**

C3 How effectively does the provider promote the safeguarding of learners?

#### **Section 1 - Judgement Statement**

##### **Safeguarding of learners is good.**

Lincoln College effectively promotes safeguarding of learners. Leadership is provided by the senior team and safeguarding is prioritised. The impact of college policies on safeguarding is positive.

The college meets all the statutory and legal requirements of safeguarding. A single central record of staff is maintained by the Personnel Unit. 100% of staff (including agency staff, temps and partners) are trained to level 1. Staff (including agency, temps and partners) receive a 3 year internal licence on a plastic card which they then wear on the reverse of their staff photo ID badge.

There has been a large increase in the number of staff trained to Level 2 and this includes the Centre Managers as well as a large proportion of Student Services staff. There is an increase in the number of experienced Safeguarding Leads who work closely with the Local Safeguarding Children Board (LSCB) and Local Area Designated Officers (LADOs) of both Lincolnshire and Nottinghamshire. The LSCBs have both endorsed the Safeguarding Policy which is revised regularly. Safeguarding is a criteria of every job description and person specification and questions are always asked about safeguarding at interview. The senior team as well as some of the Leads have received training from the LADO on safer recruitment practices. The impact of this training is expected to have raised awareness about safeguarding matters and to make managers more vigilant within their working environments.

The Board of Corporation receive regular detailed reports and training from the Safeguarding Leads to ensure they meet their statutory duty for safeguarding. The designated governor is the Chair of the Board who receives additional training from the Safeguarding Lead.

Students are informed about safeguarding through the Student Handbook and this is backed up by regular displays of safeguarding posters as part of washroom advertising. Staff can view a safeguarding 'thought for the day' on the staff intranet which changes daily. Posters reinforcing the reporting procedure are displayed in every staffroom. The 'ticker tape' message on each student's desktop reminds students about safeguarding messages as well as other health and well being information.

Safeguarding matters are reported to the Health and Safety Committee on a regular basis. The health and safety of work placements is also reported to this committee as are the results of other surveys

The Safeguarding Leads have developed a close working relationship with local police and PCSOs, the Public Protection Unit and the county Prevent team. Lincoln college is proactive in partnership working with others and led a county-wide seminar on Preventing Violent Extremism on campus (February 2010) and has achieved national recognition for their awareness-raising on this subject.

Students are encouraged to report crime to the Police as this is a life skill rather than relying on college staff to sort issues that are in fact crimes (assault, theft, harassment). Excellent systems ensure that prospective students on Sex Offenders Register or who have licences restricting their movements or behaviour are discussed and risk assessments implemented.

Referrals are made to appropriate external agencies (Connexions, Children's Services, Child and Adolescent Mental Health Services (CAMHS), Catch 22 and Addaction / FaceIt). The college has established an E-Safety group with membership from Lincolnshire County Council Anti-Bullying Co-ordinator and the LSCB E-Safety Officer. The co-ordinator of the college Bullying and Harassment Support group, IT Manager, Learning Resources staff and Senior Personnel Manager all attend. In addition, LSCB are planning E-Safety training for all staff and advising on network safety software.

Strict rules are included on use of social network sites and regular updates issued. There is a current Information Sharing Agreement with Lincolnshire Police. The college works to improve information sharing at the point of transfer with Children's Services, local Connexions teams, Special Educational Needs Co-ordinators (SENCOs) and other agencies. The Assessment Officers who assess students with learning difficulties and disabilities work with

## Aspect C3: Leadership and Management

social services, medical and support staff in an effective multi-disciplinary team to support vulnerable students.

Students Services produces a guide to 'at risk' factors for tutors with advice on retaining students and providing appropriate support.

The safe guarding message is effectively communicated to visitors on arrival at the centres to ensure they understand the importance of carrying out their business in the context of keeping learners safe.

### Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. Excellent safeguarding procedures which exceed statutory obligations</b></p> <p><i>Evidence:</i></p> <p>100% staff trained to level 1</p> <p>Team of over 20 senior managers trained to level 2</p> <p>Close collaborative working relationships with LSCBs and LADOs</p> <p>Comprehensive Safeguarding Policy endorsed by LSCBs</p>	<p>SCR</p> <p>SCR</p> <p>Safeguarding records</p> <p>Policy</p>
<p><b>2. Very good awareness of safeguarding among staff, partners, employers and students</b></p> <p><i>Evidence:</i></p> <p>Staff wear safeguarding licence on photo ID name badge</p> <p>Wide range of posters in staffrooms, student areas, Student Handbook, washroom advertising (covering specific concerns - homophobic bullying, mental health and disability hate crime etc)</p> <p>All employers issued with college booklet on safeguarding, bullying and harassment</p>	<p>All staff issued with ID and licence</p> <p>Range of materials</p> <p>Booklet and distribution checked by BDC</p>
<p><b>3. Excellent working relationships with agencies</b></p> <p><i>Evidence:</i></p> <p>Excellent collaboration with LSCB and LADOs</p> <p>Liaison with LCC Anti-bullying co-ordinator, LSCB E Safety Officer, local hate crime groups, Police Forced Marriage Unit, charities etc</p> <p>Cited as example of good practice in national survey (Safeguarding in FE) for cross-county training for FE and HEIs and Prevent initiative.</p>	<p>Safeguarding file</p> <p>Minutes of meetings</p> <p>Documents available</p>
<p><b>4. Highly experienced and well-trained Safeguarding Leads provide a well-regarded service</b></p> <p><i>Evidence:</i></p> <p>Safeguarding Leads provide daily informal clinical supervision to staff</p> <p>Referrals are dealt with swiftly and professionally</p>	<p>Safeguarding file</p> <p>Safeguarding file</p>

## Aspect C3: Leadership and Management

Analysis of issues and demands are provided for Board of Corporation	Board reports
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### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>Continue to monitor the impact of safeguarding in all aspects of the student experience and rigorously check on the impact of college policies and systems</li> <li>Maintain high levels of awareness and integrity in dealing with all matters of safeguarding relating to students and vulnerable adults</li> <li>Where safeguarding matters are a cause for concern ensure that learning is taken from these situations and appropriate action is taken to prevent a repeat of matters experienced</li> </ul>
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### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<b>Introduce staff photo ID badges</b>	Process begun in August 2010	All staff are now clearly identified by photo ID badges and lanyards
<b>Increase number of Safeguarding Leads</b>	18 senior staff trained to L2 Sept 2010 and new Safeguarding Leads in place Dec 2010	Establish fairer workload for Leads and identify Peter Towner as trained and experienced lead at Newark

### Section 3 - Quality Improvement Plan 2011-2012

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
<b>Campuses open to the public</b>	Security systems investigated Investigate swipecard security systems in higher risk areas such as LLDD	Vice Principal Corporate Resources, Facilities Manager	Spring 2012

## **Aspect C4: Leadership and Management**

Grade for overall provision 2010/11	<b>2</b>
Grade for 2009/10 SAR	<b>2</b>

### **ASPECT C4: Leadership and Management**

C4 How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

#### **Section 1 - Judgement Statement**

##### **Equality and Diversity is actively promoted and performance overall is good.**

The college monitors the performance of specific groups of learners as part of all data monitoring activities. Intervention strategies are applied as and when necessary to respond to any emerging issues identified. Equality Impact Measures (EDIMs) are set at Corporate and School/Unit level. Performance against agreed targets is monitored through the college's EDIMs action plans every ten weeks. Comparisons between males and female success for the under 19s sits at 2% in favour of males compared with 1% (2009/10) and 3% (2008/09) in the two preceding years. Overall, long success rates have improved by 13% since 2007/08 and are above national rates (+5%). Some specific groups of learners under 19 report high levels of success (Indian; Pakistani; other Asian; Bangladeshi; Black African; Black Caribbean; Mixed; Chinese). The success rates for learners under 19, with disabilities and/or learning difficulties is outstanding at 84% (with 19+ sitting at 81%). The success rates for supported learners receiving Additional Learning Support (ALS) is outstanding at 84% (85% for both 16-18 and 19+ learners) and out performs the college overall success rate by 2%.

The Equality and Diversity Committee is chaired by the Principal and ensures that all areas of the college have targets and actions to promote equality and diversity. The college's Equality Opportunity and Diversity Policy has been credited under the 'committed to equality' C2E Scheme. The policy is well established and has been updated to meet legislative changes linked to race, age, disability and gender. There are also well established networks for staff and students in relation to disability, sexuality, race and religion. College managers actively encourage the implementation and resourcing of strategies to break the mould and to improve the representation of groups previously under represented in curriculum areas. Equality and Diversity matters are frequently covered through the weekly Tutorial Bulletin and Student Services Newsletter. In addition the Events and Campaigns Working Party champion events across the college to both staff and students.

The college has explicit aims, values and strategies for equality that are reflected in the college's work. There are effective mechanisms for dealing with harassment and bullying for students and staff. The Bullying and Harassment Network offers confidential support and student feedback suggests that the incidence of bullying in the college is low. Any complaints or disciplinary matters relating to equality are dealt with efficiently and are treated with the seriousness they deserve. Managers and governors receive regular reports on statistics relating to students' success rates as well as on staff related matters. They also have regular training on equality matters which is updated regularly. Governors are also clear about their roles and responsibilities related to equality matters. All college managers set targets and monitor these relating to Equality and Diversity impact measures. They report progress to the Equality and Diversity Committee chaired by the Principal. The Principal personally follows up any matters of non-compliance or lack of action and progress.

With regard to the college's approach to Social Inclusion and Community Cohesion, the college took part in an Ofsted Thematic Survey in December 2008, which reflected upon the college's approach to this in 2008/09. The inspector noted the maximum 6 areas of good practice and there was one point for consideration which is the subject of action in 2008/09. This was in relation to improving the success rates for ethnic minority groups (with the exception of Chinese students). This action has now been fully satisfied.

The full Ofsted inspection (February 2011) judged the college promotion of Equality and Diversity as good.

## Aspect C4: Leadership and Management

### Section 2 - KEY strengths and KEY areas for improvement

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. The college approach to Social Inclusion and Community Cohesion is excellent</b></p> <p><i>Evidence:</i></p> <p>There is good practice and: a strong focus on meeting the Every Child Matters themes and creating a safe and friendly ethos in the college; a broad range of partnerships and collaborative work that meets the needs of hard to reach learners; a highly inclusive culture and effective student services that support learners with learning difficulties and/or disabilities very well; a wide range of procedures to ensure the learner voice is fully represented and taken seriously; a good understanding of the needs of the local community and employers and a well developed focus on developing citizenship among learners</p> <p>The profile of students from Black Minority Ethnic (BME) groups at 3.4% of 16-18s, 7.6% of adult and 2.3% of WBL and employer responsive learners, is higher than the immediate locality and reflects the college's broader recruitment area.</p> <p><b>Apprenticeships</b></p> <p>Most apprenticeship students (70%) are aged 16-18 but 30% of all LSC funded learners in 2010/11 were adults. 53% of SFA funded learners were males and 47% female. The overall framework completion rate for 16-18 females was 70% in 2009/10 (+3% on 2008/09) and 68% for males (- 3% on 2008/09). It should be noted that the volume of apprenticeships delivered has increased by 22% in 2009/10 (117 additional learners on 2008/09) and it should be noted that the recession has adversely affected retention on many construction apprenticeship schemes, which are mainly populated by male learners</p> <p><b>Progression</b></p> <p>The curriculum design has widened participation (e.g. increases in recruitment) to provide an inclusive range of provision. An expanded programme at Entry/Level 1-3 with clearly mapped progression routes in all curriculum areas has improved access and addressed a fundamental strategy of the college – to widen participation. In 2010/11 40% of long level starts were studying level 1 (32% in 2008/09), 29% at level 2 (30%) and 31% at level 3 (38%). There were 181 learners studying Higher Education programmes in 2009/10 (up by 13% on 2008/09). 79% of HEFCE funded learners were males and 21% female</p>	<p>Ofsted Thematic Survey in December 2008</p> <p>ILR performance data</p> <p>Contract records / ILR / Performance data / retention data and individual records</p> <p>ILR data / course records / progression reports / FfE progression data</p>
<p><b>2. Robust framework in place for addressing equality and diversity issues</b></p> <p><i>Evidence:</i></p> <p>The college's Equality and Diversity and Race Equality policies draw on the sector best practice and external consultation has been used to formulate action plans in support of the Disability Equality Scheme, the Gender Equality Scheme and the application of age discrimination legislation</p> <p>A detailed annual Equality and Diversity Implementation plan sets the priorities for the year and is monitored by the Equality and Diversity Committee with membership from across the college</p>	<p>Policy documents</p> <p>Implementation plan</p>

## Aspect C4: Leadership and Management

<p>The Equality and Diversity committee is chaired by the college Principal and Chief Executive ensuring that equality and diversity receives the most rigorous monitoring. The Board of Governors receives detailed reviews on the progress of equality and diversity via the Principal's report and specific agenda items such as legislative change and the reporting of impact measures. The Equality and Diversity Committee reviews the effectiveness of equality and diversity practices, undertakes impact assessments, and monitors equality data in relation to staff and the recruitment and performance of learners by age, gender, ethnicity and learning difficulty or disability</p> <p>Equality and Diversity Impact Measures (EDIMs) are set by department and monitored through the committee every ten weeks. In 2010/11 these covered female and male participation in non-traditional curriculum areas, the success rates for young people by gender, retention and success rates for BME groups and success rates for learners with a learning difficulty and/or disability. Most parts of the college's three main campuses are accessible to people with restricted mobility and disability access and parking is a key determinant in the sourcing of community locations</p>	<p>Board agendas / Principals report to Governors</p> <p>School and Committee records / action plans / Personnel reports</p>
<p><b>3. Strong critical focus on promoting equality and diversity</b></p> <p><i>Evidence:</i> Posters and displays around the college make clear the college's intolerance of discrimination, harassment and bullying and an equality statement is used with work-based learning providers and other contractors</p> <p>Training for managers and staff and governors to support equality and diversity and safeguarding has been rolled out systematically across the college. The college's commitment to equality and diversity and safeguarding is a focus of staff induction procedures and is reinforced to all staff through regular update briefings on equality issues</p> <p>Equality and diversity themes are promoted with learners through campaigns throughout the year and are specifically targeted through the tutorial programme with all full-time learners. The lesson observations scheme seeks to monitor the embedding of equality and diversity practice in lessons and compile good practice models</p>	<p>Apprenticeship reviews &amp; contracts / promotional material / tutorial schemes / strategic aims</p> <p>Training records (CPD) / Staff induction plans / Briefing records</p> <p>Student Services records / tutorial records / lesson observations &amp; SOW</p>
<p><b>4. Overall success rates for long programmes are outstanding</b></p> <p><i>Evidence:</i> Success rates for learners receiving Additional Learning Support is outstanding. With overall success rates of 84% they out perform all other full-time learners by 2%</p> <p>All long programme success rates are above national averages. Overall long by age and level is 5% above national rates (77% against 82% for the college)</p> <p>All long 16 -18 success rates are outstanding at 8% above the national rate (77% against 85% for the college)</p> <p>19+ success rates are good at 4% above the national rate (75% against 79% for the college)</p> <p>All long by level 16 -18 success rates are outstanding at 5% (level 1), 8% (level 2) and 3% (level 3) above the national rates</p> <p>Long by level 19+ success rates are good at -1% above the national averages for all level 1 programmes. Success rates are good at 4% above the national rates for Level 2 and 8% for Level</p>	<p>ProAchieve / iCPR / QSR reports</p> <p>ProAchieve / iCPR / QSR reports</p> <p>ProAchieve / iCPR / QSR reports</p> <p>ProAchieve / iCPR / QSR reports</p> <p>ProAchieve / iCPR / QSR reports</p> <p>ProAchieve / iCPR / QSR reports</p>

## Aspect C4: Leadership and Management

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### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

- Increasing management focus on Equality and Diversity promotion, analysis and reporting
- Embed the Single Equality Scheme
- Further emphasis given to the delivery of high quality ALS across all schools
- Continuous improvement of additional curriculum support systems

### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
<b>The development of expertise in carrying out impact assessments</b>	Training for all CMT members Set up a small lead group that can recommend a new Equality Impact Assessment (EIA) system and process	The new Equality Impact Assessment has been implemented. All college policies, procedures, guidance notes and practice documents have been catalogued and screened
<b>The development of more mainstream provision for learners with learning difficulties and/or disabilities across the curriculum</b>	The Director of School (DoS) for Access (Peter Towner) worked with other directors to examine opportunities for new programmes	January guarantee programmes were developed New vocational programmes were developed Academic planning procedures assigned staff resources to the new programmes Marketing produced supporting materials

## Aspect C5: Leadership and Management

Grade for overall provision 2010/11	<b>2</b>
Grade for 2009/10 SAR	<b>2</b>

### **ASPECT C: Leadership and Management**

C5 How effectively does the provider engage with users to support and promote improvement?

#### **Section 1 - Judgement Statement**

##### **Engagement with users to support and promote improvement is good**

The college is good at engaging with students to support improvement and their views underpin judgements included in course level and programme area self assessment reports. Learners are routinely involved in the recruitment of teaching staff and the Learner Voice is heard through the systematic surveying of students, attendance at focus groups and course team meetings. Procedures are in place to ensure that issues arising from these sources are addressed and fed back to learners. Employer views are actively sought via an annual survey, through visits to employers and via employer forums in curriculum areas. The views of parents and carers are sought at open days and parents evenings to ensure that their expectations are met.

#### **Section 2 - KEY strengths and KEY areas for improvement**

<b>KEY STRENGTHS</b>	<b>SOURCE OF EVIDENCE</b>
<p><b>1. Formal procedures for capturing and responding to learner views, as documented in the Learner Involvement Strategy, are embedded across all levels of the college and lead to improvement</b></p> <p><i>Evidence:</i></p> <p>Learners' views are used well to help monitor college performance and plan improvements</p> <p>Learner Liaison Panel is well attended. Learners receive feedback on their views and minutes are published on Stoodle</p>	<p>Lincoln College Inspection Report 2011</p> <p>Minutes of Learner Liaison Panels</p>
<p><b>2. Employer views have direct impact on the quality of delivery</b></p> <p><i>Evidence:</i></p> <p>Arrangements for employers to contribute their views and promote improvement are good.</p>	<p>Lincoln College Inspection Report 2011</p>
<p><b>3. Learner views are considered in the recruitment of all new teaching staff</b></p> <p><i>Evidence:</i></p> <p>All candidates for teaching posts undertake a micro teach to student groups whose opinions influence appointments</p>	<p>Recruitment records</p>

## Aspect C5: Leadership and Management

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Increase the levels of engagement with employers to bring about improvement</b></p> <p><i>Evidence:</i></p> <p>Employers' views do not figure as prominently as those of learners in the college's quality improvement actions.</p>	Lincoln College Inspection Report 2011

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

- Formal procedure for gathering user views will continue to feature strongly in the Learner Involvement strategy
- The self assessment process embeds the importance of gathering and responding to user views for the benefit of improvement
- The recruitment process for teaching staff will continue to take notice of the views of students
- Improvement activity meetings e.g. E portfolio steering group will continue to involve learners in decision making

### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
Localised gathering of learner views is inconsistent across the college	Learner Involvement Strategy revised	Increased representation on college working parties and committees

### Section 3 - Quality Improvement Plan 2011-2012

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
Increase the levels of engagement with employers to bring about improvement	Individual programme managers taking specific action to increase employer representation at curriculum level	Programme Managers	April 2012

## Aspect C6: Leadership and Management

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT C: Leadership and Management**

C6 How effectively does self-assessment improve the quality of provision and outcomes for learners?

#### **Section 1 - Judgement Statement**

**Self assessment is accurate and used well by managers at all levels to identify areas for improvement.**

Managers use data skilfully to monitor and evaluate the quality of the college's work and intervene quickly if any areas are underperforming. Evaluation of the provision takes place at all levels of learning and service. The process ensures close monitoring of data and quality improvement plans with an in-year analysis of retention at a course level and outcomes of performance recorded on Scorecards. Individual Professional Reviews, team and management meetings have contributed to the achievement of high success rates.

There is a culture of improvement in which under-performance is tackled effectively, strategically and locally: the Intervention process involves staff at all levels, from the Principal to course tutors, in scrutinising and analysing the areas for improvement. Quality improvement plans are comprehensive; they set clear, realistic targets for improvement which are well-monitored.

Very good use is made of internal and external peer networks at curriculum and unit levels to develop the self-assessment process and moderate decisions. The impact of this is year-on-year improvements to the development of the SAR and the learning that takes place with peer review colleagues.

#### **Section 2 - KEY strengths and KEY areas for improvement**

<b>KEY STRENGTHS</b>	<b>SOURCE OF EVIDENCE</b>
<p><b>1. Staff at all levels take an active role in quality improvement throughout the year via an inclusive self-assessment model</b></p> <p><i>Evidence:</i></p> <p>Course performance evidence is gathered and monitored throughout the year</p> <p>Quality improvement plans are regularly monitored at team meetings and IPRs</p> <p>There is notable early impact from a number of improvement actions in-year</p>	<p>Early Findings / On-Programme Findings / Scorecards / SARs</p> <p>Course team minutes / IPR records</p> <p>Ofsted report</p>
<p><b>2. The college makes very good use of external and internal peer networks to develop its self-assessment process and moderate decisions</b></p> <p><i>Evidence:</i></p> <p>Internal review events for Course Co-ordinators, Programme Managers and Unit heads provide valued feedback that enhances the quality of SARs</p> <p>Programme Area SARs are reviewed by peer colleges</p>	<p>Internal peer planning / external summary</p> <p>Peer review summary</p>

## Aspect C6: Leadership and Management

Middle managers and senior tutors participate in external review events	Review planning documentation
<p><b>3. A strong focus on performance monitoring has contributed to high success rates</b></p> <p><i>Evidence:</i></p> <p>Programme Managers attribute improvement in performance to effective quality improvement planning and monitoring</p> <p>Courses in Intervention recorded an average success rate increase of 4%</p> <p>Performance is monitored at monthly senior management meetings, Programme Area meetings and course team meetings</p>	<p>ProAcheive / Programme Area SARs</p> <p>ProAchieve / Intervention summary</p> <p>CMT minutes / IPRs / PA minutes / Course Team meetings</p>

KEY AREAS FOR IMPROVEMENT	SOURCE OF EVIDENCE
<p><b>1. Some Course Level SARs are not sufficiently effective in identifying and actioning areas for improvement</b></p> <p><i>Evidence:</i></p> <p>The quality and effectiveness of course level SARs is inconsistent</p> <p>Some teams fail to gather and record self-assessment evidence in-year</p>	<p>Course Level SARs / PA SARs</p> <p>Scorecard audit / PM / Course Co-ordinator communication</p>

### MAINTAINING / SUSTAINING THE STRENGTHS

Strengths in this area will be maintained / sustained by:-

<ul style="list-style-type: none"> <li>• Continue to improve self assessment through peer partnerships</li> <li>• Continue to adapt Intervention strategies to best-fit areas for improvement</li> <li>• Adapt self-assessment processes to increase the effectiveness at each level</li> </ul>
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### Review of 2010-2011 SAR Action Plan

Area of improvement as stated	What action was undertaken	The impact of action
No identified areas for improvement in 2010-2011 action plan		

### Section 3 - Quality Improvement Plan 2011-2012

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
Some Course Level SARs are not sufficiently effective in identifying and actioning areas for improvement	Simplify the Course Level SAR documentation and process to increase focus on significant areas for improvement and preparing effective QIPs.	Michele van Bergen	January 2012

## Aspect C7: Leadership and Management

Grade for overall provision 2010/11	<b>1</b>
Grade for 2009/10 SAR	<b>1</b>

### **ASPECT C: Leadership and Management**

C7 How efficiently and effectively does the provider use its available resources to secure value for money?

#### **Section 1 - Judgement Statement**

##### **Highly efficient and effective use of resources to secure value for money.**

Lincoln College is highly efficient and effective in using its resources to secure value for money and is recognised across the sector for managing its financial and resource position well. When viewed over many years the college has generated healthy operating surpluses that strike a comfortable balance between the provision of resources for today's learner with the need to invest for the learners of the future. Assessed as a PFA and FFE Grade A College, and in receipt of regular audit reports from a range of independent audit organisations, Lincoln College receives regular positive feedback that it uses its resources well, and in accordance with sector best practice. The college's Governing Body takes its financial managerial responsibilities very seriously and considers regular timely and accurate reports confirming that the college's resource position is where it is supposed to be.

Curriculum management receives a consistently sufficient allocation of funds, delegated to Directors of School for local determination across programme and individual course areas. Consistency is important and where possible we avoid the 'boom bust' approach to resource management. Lecturers are properly remunerated, having modernised pay with them and we feel that the academic contract is supportive of, and conducive to, good teaching and learning. Lecturers and tutors are properly resourced and supported to perform their respective roles, underpinned by a well-qualified and resourced Student Services support offer. This cross-college approach to resource allocation follows a trend of aligning sufficient funds to support agreed Business Plans, and there is clear delegation, coupled with professional accountability to support this model. Local equipment and ICT replacement strategies are directed to ensure that all learning areas receives regular refreshment of resources ranging from, for example, a wide range of vocational equipment to laboratory equipment, through to sports equipment. Overarching this local delegation, sound Property and ILT Strategies ensure that a sufficiently long-term view is taken of learners' resource requirements that results in sufficient computer equipment combined with bright, clean, warm, safe and vibrant learning and social spaces in support of a positive learning experience.

In year Governors were able to see first hand how schools operate and talk to students directly, through a series of working lunches designed to put Governors in touch with both students and staff. In addition, celebration events are planned whenever possible across the year to utilise and showcase a wide range of college resources.

Governors are involved in the development of the college's Property Strategy annually. Student Governors are actively encouraged to participate in discussions to develop this high-level strategy development. At a programme and course level students attend regular Learner Liaison Panel meetings where they have the opportunity to express their views on key college resources such as the standard of teaching accommodation, including its cleanliness, views on the adequacy of computer equipment and other programme kit, the value for money offered by the college refectories and important views on how safe they feel and the impact of additional staff resources such as college Youth Workers and Campus Wardens, employed to enhance the student's experience when not in mainstream teaching. Wider cross college liaison groups exist such as the Learning Resources group(s) to capture students' views on the adequacy of learning resources available outside of the classroom. An example of this is the extension of Learning Resource Centre opening hours, lowered from 0845 to 0815 each morning to permit longer access to students before formal lessons begin. Another example is the extension of the Student Union opening hours to 9.00pm one evening each week to hold a formal 'games evening'. The role of the FESCO to increase participation in sports and leisure-related activity was given high prominence and its good success monitored.

The college takes its Environmental and Sustainability responsibilities very seriously. The reduction of our carbon footprint is key to many staff and also many students, who have been actively involved in two College World Environment / Green Days and the celebration and promotion of good environmental practice. This has seen a real-time reduction in energy consumption and a continued increase in recycling. Governors are involved in this process and have endorsed an Environmental and Sustainability Policy, and monitor progress across this broad agenda through an Annual Board Report. 2010/11 saw significant compilation of data as part of our internal 'Saveit' group, engaged in lowering waste and costs.

College Managers and Union representatives work hard collaboratively to manage the college's principle risks and

## Aspect C7: Leadership and Management

learner health and safety through effective and frequent Risk Management and Health and Safety Committees. In addition, college senior managers are located within the major buildings and have primary responsibility for ensuring that the learning environment is maintained to a good standard. This is underpinned by regular preventative maintenance and a quick reactive response when resource-related problems arise. Pride in the high standard of college buildings, equipment and vehicles is encouraged and through working closely with students they are also encouraged to respect what we have. This is evident in lesson observations where attention is given to sound start-up and closedown drills to account for all equipment and to prepare it for the next user group to use. Accommodation and equipment-related expenditure is well-balanced across each college site.

New college developments and retrospective refurbishment schemes are commissioned with sustainability in mind. This includes all aspects of energy efficiency, and where possible factors student views gathered at focus groups. Recycling is undertaken on a cross-college scale and students are encouraged to lead on this and actively participate.

At a lower threshold of expenditure, school materials budgets are monitored closely. In the exceptional event where these operational resources fall short of student demand then a centrally-held reserve is deployed to ensure that no curriculum area suffers from any shortfall in funds affecting the learner experience.

### **Section 2 - KEY strengths and KEY areas for improvement**

KEY STRENGTHS	SOURCE OF EVIDENCE
<p><b>1. The college Property, ILT and Equipment Strategies are developed and on a balanced, cross-college scale ensuring that all learning areas receive regular investment based on curriculum need</b></p> <p><i>Evidence:</i></p> <p>College Operating Budget, 3 Year Financial Plan, new 2011-14 Property Strategy and 2011-14 ILT Strategy</p> <p>Property expenditure plans take equal account of the need to develop social and less formal learning space such as Learning Resource Centres, Refectories, College Gardens etc</p> <p>ILT Strategy meetings, detailing expenditure on ICT resource</p>	<p>Board and Finance Committee papers</p> <p>Visual walk-around Management Accounts Property Strategy</p> <p>ILT Strategy papers</p>
<p><b>2. College Management Accounts and budget reports detail accurately and regularly the resources expended in school and programme areas</b></p> <p><i>Evidence:</i></p> <p>Management Accounts showing revenue and capital expenditure</p> <p>School budgets detailing year-on-year sufficiency</p> <p>Workshops, salons, vocational restaurant, classrooms etc., are fully equipped, and properly stocked with sufficient consumables</p>	<p>Management Accounts</p> <p>Budget reports</p> <p>Visual Walk-around</p>
<p><b>3. The college is highly committed to its Environmental and Sustainability initiatives in order to save cost and improve our ecological responsibilities</b></p> <p><i>Evidence:</i></p> <p>Annual report to the Board on Environmental and Sustainable activity</p>	<p>Report, discussions with college Environmental Champions, record of activities</p>

## College Quality Improvement Plan 2011-12

### Overall Effectiveness / Capacity to Improve

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
Improve 19+ Level 1 success rates to above national averages	Specific courses where performance has fallen or success is below national averages be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q	End of 2011/12

### Aspect A: Outcome for Learners

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
A1.1 How well do learners achieve? A1.2 How well do learners progress?			
Improve 19+ Level 1 success rates to above national averages	Specific courses where performance has fallen or success is below national averages be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q	End of 2011/12
Improve short success rates to above national averages	Specific courses where performance has fallen or success is below national averages will be put into intervention to identify the reasons for the drop in success rates and identify appropriate remedies.	Vice Principal C&Q Michele van Bergen	End of 2011/12
A2: How well do learners improve their economic well being?			
Improve Long level 1 Adult learning outcomes.	Undertake intervention activities in areas of underperformance	Quality Manager	June 2012
Continue to improve success rates in WBL programmes	Build on improved framework outcomes for apprenticeship at the 25+ age group improving overall outcomes and timely achievements.	Directors of Schools in appropriate vocational areas.	June 2012
A3: How safe do learners feel?			
Registers are not routinely completed in all areas or are not always completed in a timely fashion	Directors of School, school administrative staff	Vice Principal Curriculum and Quality	Jan 2011

### Aspect B: Quality of Provision

Area for Improvement	Action to mitigate the area for improvement ( <i>who and what</i> )	Manager responsible	By when
B1: How effectively do teaching, learning and assessment support learning and development?			
Extend the use of ILT and the Virtual Learning Environment	Interactive whiteboard Training by E Learning Coaches	Head of Teaching and Learning	April 2012
	Undertake a Blended Learning Project to pilot innovative use of ILT and to extend the use of Moodle	Head of Teaching and Learning	April 2012
	Review and extend minimum content requirements for the VLE	Head of Teaching and Learning	January 2012

## College Quality Improvement Plan 2011-12

B2: How effectively does the provision meet the needs and interests of learners?			
Partnership provision for those young people locally not in education and training is underdeveloped	Work with the Local authority to promote new solutions. Develop a new strategy with providers of foundation learning (E2E) for assessment of learners NEET to access new opportunities	Gordon Gillespie	06/12/2012
	Develop links with third-way organisations and develop enterprise opportunities. Partners to include The Pelican Trust, YMCA and The Healthy Hub		01/04/2012
	Promote, in partnership, a range of alternative course types by developing a summer fayre		July 2012
B3: How effectively does the provider use partnerships to develop its provision to meet learners' needs?			
Improve the employment progression rates on all programmes	Continue to build on partnerships to maximise opportunities to progress people into employment	Employer Engagement Manager	March 2011 June 2011
B4: How effective are the care, guidance and support learners receive in helping them attain their goals?			
Improve information sharing between academic and business support teams	Restructure the Learning Support Team and establish LSA Leads with specialisms in key learning difficulties and disabilities.  Implement a software solution to improve access to learner information.	Rachel Overton	November 2011

### Aspect C: Leadership and Management

Area for Improvement	Action to mitigate the area for improvement (who and what)	Manager responsible	By when
C3: How effectively does the provider promote the safeguarding of learners?			
Campuses open to the public	Security systems investigated  Investigate swipecard security systems in higher risk areas such as LLDD	Vice Principal Corporate Resources, Facilities Manager	Spring 2012
C5: How effectively does the provider engage with users to support and promote improvements?			
Increase the levels of engagement with employers to bring about improvement	Individual programme managers taking specific action to increase employer representation at curriculum level	Programme Managers	April 2012
C6: How effectively does self assessment improve the quality of provision and outcomes for learners?			
Some Course Level SARs are not sufficiently effective in identifying and actioning areas for improvement	Simplify the Course Level SAR documentation and process to increase focus on significant areas for improvement and preparing effective QIPs.	Michele van Bergen	January 2012