

Annual Self-Assessment Report 2022-2023



Lifetime Education & Training
EMPOWERMENT THROUGH EDUCATION

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Approved by Board:

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Background to the organisation

Lifetime Education and Training was created in July 2023 following the closure of People Plus skills division in which the provision originally operated. The organisation takes individuals where English is not their first language, then supports and empowers them to be the best that they can be and place into positions where they can adapt and intergrate into local and wider communities.

The ESOL programmes offered take into account the needs of learners, employers, and the local, regional and national economy needs. Effective partnerships with other providers and membership of LCRC help to ensure that we consistently meet these needs both locally and nationally. As part of the growth strategy LET will be pursuing additional programmes to bridge the gap and address skills shortages, for example Essential Digital Skills.

Employers we work with are both existing and new clients. We seek to attract employers where specific skill set are not solely based on communication skills i.e Hospitality/Cleaning/Housekeeping sectors.

Delivery, takes place at outreach centres within the specific communities where ESOL learners are high; Crawford House Toxteth.

LET will primarily operate as a subcontractor to a prime provider.

Summary of learner numbers

The table below outlines the number of learners on programme during 2022/23 whilst provision was operating out of People Plus.

Sector Subject Area	Female	Male	Total
Preparation for Life and Work	57	72	129
Entry 1 ESOL	26	33	59
Entry 2 ESOL	26	32	58
Entry 3 ESOL	5	7	12

Introduction

This self-assessment report follows the format of the Education Inspection Framework (EIF) introduced from September 2019. We have identified strengths and areas for improvement against each of the criteria.

Summary of stakeholder views

We include here a summary of stakeholder views from our learners and employers which can all be found on our website:

"I enjoyed the course, Mark was very good and made me feel comfortable – I am very happy to pass."
(Entry 1 learner)

"I did not know a lot of English but I can read better and help my son with school work." (Entry 2 learner)

"I used to feel scared to speak to other people but the ESOL course helped me to be more confident – I even had a job interview!" (Entry 3 learner)

Key strengths in provision

The curriculum is well planned and sequenced and has been developed in response to feedback from Local Authority regarding appropriate GLH for each stage. In response to this leaders, tutors and support staff have used their significant sector expertise to plan the curriculum so that learners can logically and effectively build their knowledge, skills and behaviours at each level.

Retention and progression of learners is good. With leaders encouraging progression through levels to ensure learners are more confident when speaking English and are job ready by the end of Entry 3.

For the learners who fell behind in their learning, leaders are quick to implement appropriate intervention plans to ensure that all were supported to catch up and complete; this included additional learning sessions, 121 reviews and regular communication with multilingual training co-ordinator.

Lifetime Education & Training takes account of the needs of learners and barriers they face. The pre-enrolment discussions with our ESOL co-ordinator provides learners with confidence to attend an induction session to fully explain the purpose of the program. As a result learners are able to make effective and informed choices in relation to the commitment statement, initial assessment, lesson criteria (including assessments) throughout and any additional training to be included.

Tutors and Training Co-ordinators are extremely proactive in identifying possible wellbeing concerns and/or changes in learners' attitudes and behaviours and take appropriate steps to deal with this. Learners have benefitted from signposting to support agency information, as well as where tutors have acted as a liaison with DWP work coaches and HMRC regarding essential documentation i.e share code NI Number information.

Learners benefit from very effective careers advice provided by tutors and training co-ordinators. They provide suitable and unbiased information about potential next steps in training and in up-to-date and locally relevant careers guidance.

Leaders and managers at Lifetime Education and Training very effectively communicate their belief and trust in their staff to deliver high quality learning which has a positive impact on raising individual aspirations and commitment to change. LTE has established a culture of trust and integrity and a commitment to continuous quality improvement. Leaders ensure that those with responsibility for implementing the vision have the necessary resources including time and the relevant training and authority to act with accountability.

Key areas for improvement

Leaders should ensure that all learners receive appropriately focused teaching to fill gaps in their mathematical and digital skills.

MI and data tracking systems need to improve to ensure accurate progress data is reported and more timely intervention takes place to ensure learners do not fall behind and are supported to meet more timely outcomes.

Leaders should ensure that they are capturing the destinations of learners into employment effectively in order to measure the impact of the courses they offer and so are able to make improvements where these are needed

All tutors should make sure that the written feedback they provide to learners helps them to improve their work, make more timely progress in role, within their course, and in their personal development.

Leaders should ensure that the starting points of learners are considered when planning learning, so that all learners make the progress of which they are capable.

Leaders should ensure that all learners receive appropriately focused information regarding Safeguarding/Prevent/British Values.

Safeguarding

Safeguarding is effective.

Safeguarding arrangements for all learners is appropriate. Senior leaders implement appropriate procedures to comply with safeguarding legislation. All staff undergo checks with the Disclosure and Barring Service and a Safeguarding Central Record is maintained.

Staff, including the designated safeguarding lead and deputies are well supported and fully trained on safeguarding and the 'Prevent' duty. Staff receive annual update training from external agents to ensure currency.

Staff say that leaders take safeguarding seriously. Leaders provide regular updates to staff on topical issues, such as the recent updates on sexual abuse and harassment, and ensure they understand how to handle reports of harmful sexual behaviour between learners both on and outside our premises and also to be confident about what to do if a learner reports that they have experienced sexual harassment, online sexual abuse or sexual violence involving another apprentice.

Summary table of aspect grades

The table below identifies the grades awarded to each aspect of our provision:

Aspect:	Grade:
Overall effectiveness	Requires Improvement
Quality of education	Requires Improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires Improvement

Overall effectiveness

Whilst leaders ensure the curriculum meets the principles and requirements of an ESOL learner, meaning that whilst most learners develop substantial new knowledge, skills and behaviours, too many learners have moved into employment following completing Entry 3, therefore based on analysis of the above aspect grades, we assess our overall effectiveness as requires improvement.

Quality of education

The quality of education requires improvement. Although the curriculum is effectively sequenced to ensure that learners gain the knowledge, skills and behaviours they need to fulfil their aspirations for learning, employment and independence, with the majority achieving their planned outcomes, there were still too many where destinations are not known.

Intent

Leaders and managers have selected and developed a curriculum based on the core Knowledge, Skills and Behaviours specified within each entry level. Our developing partnerships with employers are key to achieving this aim and to ensure that every learner has the opportunity to reach their full potential. The Standards and Curriculums support and reflect the needs of the local and regional context, and take into account the needs of the learners, employers and local, regional and national economy.

The curriculum clearly sets out what learners will need to be able to know and do at the end of their learning or training programmes. Tutors effectively use assessments at the start of the programme to plan an individualised curriculum for learners. They use regulated assessment tools to accurately identify which stage each learner is at based on their professional judgement of answers given.

Tutors make effective use of ongoing IAG discussions and updated mid reviews which are revisited regularly to check distance travelled, to agree new milestones and set SMART targets. There is effective use of the training co-ordinator to ensure that learners are sufficiently prepared for their assessments, including setting stretch targets to achieve high grades.

The curriculum has been planned, tailored and sequenced to create ambitious and aspirational programmes so all learners, including disadvantaged learners, or those with additional learning support requirements, receive a quality provision and have equal opportunity to achieve. Knowledge, Skills, and Behaviours as well as wider curriculum areas are monitored through; ILPs, reviews and progress checks, mock assessments, which is then consolidated with impact evidenced before moving on to the next topic.

The curriculum has been developed in response to feedback from Liverpool City Region Combined Authority, employers and the sector in order to develop a well-qualified and competent workforce. Lifetime Training and Education has excellent ongoing partnerships with Omni Group, Alternative Futures, Clean Event and Amazon to name just a few. As a provider we aspire to become the market leader in educating ESOL learners. Tutors and Training Co-ordinators use their significant expertise to plan the curriculum so that apprentices can logically build their knowledge, skills and behaviours.

The curriculum intent takes account of the needs of learners, employers, and the local, regional and national economy. Prior to enrolment a business case is created with both the employer and learner regarding career aspiration and progression and how they will benefit both personally and professionally. Employer and Learner Workshops are offered with both learners and employers to explain the purpose of the program and provide a deeper understanding of the KSBs of the programme. A Client VALUED document provides an overview of the employer's organisation, their sector needs, the objectives of the programme and any important information that will be needed to tailor the programme for them such as cohort sizes, preferred methods of delivery and timetable of delivery.

The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. Learners are encouraged to declare any known ALN and/or prior history of support plans as well as complete the BKS initial assessments and the Quality Check questionnaires prior to enrolment. This is to establish their learning preferences and potential learning difficulties so we can provide the

appropriate levels of support, through an ALN support plan if required, and tailor the delivery of the programme to the needs of the individual. Tutors and Co-ordinators help learners who have fallen behind to catch up by providing extra 1-1 sessions on the areas in which they need support and time for this is factored into the curriculum delivery.

Implementation

All teaching staff are well qualified within the ESOL; they use this experience effectively to support learners to achieve. All trainers and Skills Coaches attend regular CPD and are required to update their skills as required.

Formal observations and learning walks help leaders and managers evaluate teaching methods and practice. Managers support and encourage delivery staff to complete associated professional development and recognise the need continually to improve the quality of training to ensure learners are given the best opportunity to progress.

Tutors and Training Co-ordinators provide good support to learners to develop all aspects of their programme, including supporting learners with their continual development of English and maths. This is done in the context of their work, for example, verbal and written communication skills to enable confident completions of assessments.

Learners gain more confidence and are able to demonstrate new knowledge, skills and behaviours as they progress through each stage of the curriculum pathway. Tutors and training co-ordinators provide useful verbal feedback during classroom sessions and the 121 reviews which highlights to learners what they have done well and what they need to do to improve. Written feedback from a minority of tutors to learners is at times inconsistent and this has been highlighted as an area for development.

The majority of tutor and coaches ensure that learners can build their knowledge, skills and behaviours over time. They use their significant industry experience and expertise to ensure that learners embed key concepts from previous entry qualification in their long-term memory.

Tutors effectively use a new assessment tool at the start of the programme to plan and deliver an individualised curriculum for learners. They use this information to collect accurate information about what learners already know and can do and then use this information to plan an individualised curriculum working. The assessment tool is revisited regularly to check distance travelled and then new milestones agreed and SMART targets set at each review.

The majority of tutors use assessment well to check learners' understanding. This is done in a variety of ways, for example through use of the questioning & discussion, submission & formative assessment of work. This helps tutors to ensure that learners are sufficiently prepared for the next part of their programme and their assessments.

LET recognises that there are some inconsistencies across the team and in a minority of cases tutors need to ensure confirmation of learning and understanding is sought before moving onto the next task. This is being addressed through CPD and all tutors.

Tutors and Co-ordinators are effective in ensuring learners embed their knowledge and develop deeper understanding through a blend of classroom sessions and home learning tasks.

Impact

Learners at LET develop a breadth of knowledge across the curriculum, reflected in the skills they have gained and can apply as a result. New processes have been introduced to rigorously monitor learner progress from initial starting point to assessment and ensure that where needed, interventions are in place.

LET enrolled a total of 129 learners in the period August 2022 to July 2023. 59 Entry , 58 Entry 2 and 12 Entry 3.

Qualification	Qual Element	Pass Rate	Achievement Rate
Entry 1	Reading	100%	100%
	Writing	100%	100%
	SP+L	100%	100%
Entry 2	Reading	100%	78%
	Writing	100%	62%
	SP+L	100%	78%
Entry 3	Reading	100%	90%
	Writing	100%	90%
	SP+L	100%	90%

The highest proportion of early leavers, 40%, were from the Entry 2 cohort. Wherever possible LET supported learners who were needing to find employment to support families. Even where there was a positive outcome and a new role secured, some learners and their new employers took the decision not to continue with their studies.

In some cases the employment outcome was positive but not being able to contact learner or employer meant this leading to non positive destination/outcome.

10% of those entry 2 learners no longer wished to complete their program. Analysis shows that this was for a variety of reasons, primarily finding this level too difficult and lacking confidence to continue.

(People Plus) LET has made progress in supporting inclusion for disadvantaged learners and those with ALN. We continued to scrutinise the performance of these learners and this year, we had 7 learners with ALN where additional ESFA funds were applied. People Plus ALN Lead delivered a programme of CPD activity to enable the delivery teams to better support learners with additional needs and this remains a key area of focus.

The progress and outcomes of learners with ALN and also with mental health needs remains a key focus moving forward and is a national issue; we have adopted a mental health strategy in supporting learner mental health and wellbeing, as well as a staff development programme.

Leaders and managers are aware of learner performance through monthly KPI scrutiny with actions set in response. LET recognises however that the MI and data tracking is not always fully reflective of learners' actual progress and is therefore an area for development.

All learning builds towards an end assessment with learners well prepared for their next stage of education, training or employment. Learners receive a good level of IAG and know how important their studies are to their career progression. They aspire to progress to employment following completion. Learners have clear ambitions to gain employment, and the majority have discussed their career plans with the tutor and training co-ordinator and this is documented on their mid and exit reviews.

Learners are well prepared for future success in education, employment or training by the tutor and training co-ordinator. They provide suitable and unbiased information about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.

Behaviour and attitudes

Behaviour and attitudes are good because we have created a learning environment that reflects learning where we have high expectations for learner behaviour and respect. This evaluation is supported by the following judgements:

Leaders, managers and delivery teams set clear expectations and create a safe, disciplined and calm environment for learning which has had a positive impact. Learners enjoy their learning and the Learner Voice satisfaction survey results for this period showed that of 96% of learners rated the overall experience of the classroom sessions as excellent/good.

Leaders, managers and delivery teams set clear expectations from enrolment and these are reinforced throughout the learning journey. This is via a code of conduct and through a mutually agreed “classroom contract” at the start of each delivered session which all learners and trainers “sign up” to. This covers areas such as respect for others, regardless of culture, ability, race, gender, age or sexual orientation, showing a positive commitment to development and learning, and to arrive punctually to sessions etc.

Tutors and co-ordinators reinforce good attendance and punctuality to ensure that learners gain valuable employability skills and behaviours. Leaders and managers promptly respond to external issues such as Home Office eligibility issues. The continual support and guidance offered to learners has kept the momentum with motivation, resulting in good attendance at reviews for the majority of learners. Where learners have missed classroom sessions and/or reviews due to external issues, the tutor and training Co-Ordinator have taken steps to ensure they are rescheduled so as not to impede progress, also ensuring that discussions can still take place in relation to the ongoing employability skills they require.

Lesson observation and progress learning walks judgements are indicators of where motivation and positive attitudes have been demonstrated; these are key predictors of attainment, but also highlight where timely interventions of any learners felt at risk from being early leavers were needed.

LET actively promotes a positive and respectful provider culture and an inclusive approach to learning. Tutors, Co-Ordinators and learners demonstrate mutual respect and all agree to the “classroom contract” for example. Additionally staff are proactive in identifying possible wellbeing concerns and/or changes in learners’ attitudes and behaviours and take appropriate steps to deal with this. This has included examples of signposting to support agency information and liaising with outreach centres or DWP for additional support.

Learners know how to keep themselves safe, including when they are working online. They know how to report any concerns they may have about themselves or others and know that this will be dealt with appropriately.

Personal development

Personal development is good because all learners develop their knowledge and skills beyond the purely academic, technical or vocational aspects.

LET's curriculum supports learners well to develop their knowledge and skills beyond the immediate needs of the ESOL course. All delivery staff have attended internal CPD programmes that cover the importance of embedding British Values, Equality, Diversity and Inclusion and impartial IAG and careers guidance. These are discussed regularly and documented as part of the mid/exit review process; learners are able to demonstrate how they can apply to day to day situations as well as how to identify and report any concerns they may have about themselves or others.

Staff are effective in identifying relevant, current and contextualised topics from the specific industry of the learner and/or through topics identified in the news and media. These topics instigate and fuel meaningful and relevant discussions about mutual respect, democracy, rule of law and individual liberty. They continue to revisit key concepts with apprentices to cement their learning and to ensure that apprentices continually apply their learning to their performance at work.

Learners benefit from thought provoking discussion around current affairs and media topics which highlight Diversity and Inclusion and make the learning content relevant and engaging. Learners took part in very effective discussions on the Black Lives Matter movement and were challenged with open and probing questions, for example; "What can we all do to share the message and promote equality?"

LET has a clear induction programme that quickly enables learners to settle in to ESOL programmes and supports swift transition to different levels enabling them to flourish. The use of a multi lingual training co-ordinator is essential in engaging in initial conversations with learners making them feel comfortable and confident about what they will be participating in. Tutors effective initial assessment and the sharing of learner information at enrolment to ensure our training content and the content of reviews is effectively differentiated to allow all learners to progress and to ensure they are stretched and challenged in accordance with their individual needs.

Learners benefit from very effective careers advice provided by Tutors and Co-ordinators. They provide suitable and unbiased information about potential next steps in training and in up-to-date and locally relevant careers guidance.

Leadership and management

Leadership and management requires improvement. Although leaders very effectively communicate their belief and trust in their staff to deliver high quality learning which has a positive impact on raising individual aspirations and commitment to change, leading to the majority of learners going on to achieve their planned outcomes, there were still too many where destinations have not been captured.

LET has however established a culture of trust and integrity and a commitment to continuous quality improvement. Leaders ensure that those with responsibility for implementing the vision have the necessary resources including time and the relevant training and authority to act with accountability.

Leaders have high expectations for all learners and a clear strategy for the curriculum they offer. They ensure that tutors effectively coordinate with centres/employers/job centres to allow smooth transitions between levels. As a result, the majority of learners develop substantial new knowledge, skills and behaviours which they use to enable them to progress. Whilst MI and data tracking systems are available these need to improve to ensure accurate progress data is reported and more timely intervention takes place to ensure learners do not fall behind.

Leaders use analysed data to scrutinise learner progression and they recognise that LET needs to increase the retention of Entry 2 learners and improve outcomes. This has been identified as a trend, and, more needs to be done to ensure the right learner is on the right course. This will continue to be a key improvement priority area in 23/24.

All staff attend regular CPD and update their skills in line with the curriculum. Tutors are expected to have a L3 Teaching qualification as a minimum requirement. CPD is planned using a variety of feedback mechanisms; for example, in response to learner, employer feedback, as a result of deep dive and observation actions, from IQA sampling, and in order to update sector competence and share best practice. Tutors become more skilled and more confident as a result and are better equipped to deliver quality training sessions to learners.

Leaders have taken appropriate steps to ensure the curriculum fully meets the principles and requirements of the ESOL qualification, such as ensuring learners receive appropriate classroom sessions which are effectively sequenced. Leaders understand the role they play in monitoring standards and high expectations are set and shared through quality assurance monitoring processes, underpinned by KPIs. Managers evaluate what works and what does not work in terms of teaching and training and make sure that outcomes of observation are linked to continuing professional development of staff. Learner & Employer voice feedback is regularly captured to review impact and identify further improvements.

Where learners have fallen behind in their learning, leaders have effective plans in place to ensure that they progress quickly, gain new knowledge, skills and behaviours and achieve not only their qualification but their full potential; this includes those with ALN in order to thrive in modern day Britain. A weekly learner escalation panel meeting takes place to ensure prompt response and intervention for learners that are a concern or at risk of withdrawal. This has resulted in reengaging a number of learners through to completion who were previously deemed at risk.

Directors, leaders and managers know the strengths and weaknesses of their provision. Directors receive information relating to learners' progress and the quality of education from senior leaders and hold them to account. They set clear and measurable targets for senior leaders to achieve, such as strengthening quality assurance of the curriculum. Leaders focus on the strategic management of the organisation by effectively delegating operational tasks to the ALT.

LET however recognises that there is a need to appoint external governance to conduct regular appraisal and external scrutiny of internal board and leadership team to identify impact and provide an independent review.

Achievement data: Apprenticeship outcomes – overall

Qualification	Qual Element	Pass Rate	Achievement Rate
Entry 1	Reading	100%	100%
	Writing	100%	100%
	SP+L	100%	100%
Entry 2	Reading	100%	78%
	Writing	100%	62%
	SP+L	100%	78%
Entry 3	Reading	100%	90%
	Writing	100%	90%
	SP+L	100%	90%

The poorest performing age group is the 25-29 age group however the low cohort number does distort the data. Ensuring that high expectations are set for all learners so they are supported effectively to be able to succeed remains a key area of focus.

Reasons for leavers and transfers by %

During the year we had 182 (48%) learners leave their programme early, a summary of reasons is listed below:

Leaver Destinations	2022/23	
Learner no longer wants to continue with course	29	16%
Personal reason	29	16%
Home Office	3	2%
Unable to contact	1	1%
Found Employment	78	43%
Total early leavers by year	42	48%

Learner achievements by LLDD

Performance by LLDD (self-declared)	2022/23	
	Achievers	Non achieving leavers
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	7	0
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	122	80
Total	129	80

There is evidence of a difference in achievement levels for those learners with a declared LLDD compared to without. The progress and outcomes of learners with ALN and also with mental health needs remains a key focus of our Quality Improvement Plan for 21/22.

EDIMS - learner achievements by gender

Performance by Gender		Overall
		2022/23
Male	Achieved	51
	Leavers	21
	Achievement Rate	71%
Female	Achieved	50
	Leavers	7
	Achievement Rate	87%

There are no significant differences in attainment levels between male and female learners. LET recognises that attracting a higher number of male learners on to our programmes is an area for continued development however.

Safeguarding data

Year	Number of safeguarding issues dealt with	Referrals to external agencies	Case Study Records
2022	0	0	0
2023	0	0	0

Sexual abuse and harassment reporting data

Year	Number of incidents reported	Referrals to external agencies	Case Study Records
2022	0	0	0
2023	0	0	0