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# LITC

## **SELF-ASSESSMENT REPORT**

### **2014/2015**

## **Nature of LITC's Business**

LITC is a pioneering NGO and social enterprise, mobilising Sport to empower local Communities. LITC offers: Apprenticeships in a range of dynamic training qualifications; international Youth projects; Volunteering; Sport for Development; Skills programmes; and Welfare to Work services.

LITC supports Young People, aged 16 to 24, throughout London to be aspirational, participate in opportunities and develop skills and experience, building a strong foundation for their future careers. Services include Apprenticeships; Information, Advice & Guidance; and Training, alongside more unique opportunities such as Youth Exchanges, Skills development through Sport, and Youth Citizenship projects. Young people also benefit from a wrap-around job matching and in-work support service.

LITC also supports Adult Learners and Unemployed Customers, through Skills, Training and work-focused Qualifications, as well as robust Information, Advice and Guidance service. Adults also benefit from a wrap-around job matching and in-work support service.

LITC's office is based within the Shakespeare Business Centre, in Brixton, Lambeth. LITC also delivers our services from a range of Local Authority and partners' sites, including: CareerWise Consultancy, Green Man Skills Zones; Job Centres; YMCA; Nacro; Colleges; and Schools, as well as Housing Estates; Food Banks; and other key engagement points.

LITC mobilises a unique Enterprise Staffing model, which supports local individuals, businesses and SMEs to capacity build, providing a unique level of trading protection, information, advice and commercial guidance. The Enterprise Staffing model involves a team of over 20+ Self-employed Trainers, Consultants and Micro-organisations. LITC employs 7 full-time staff members, as well as several part-time staff and Volunteers.

## **Service Objectives**

LITC was established with one of objective: to make a difference to socially deprived communities throughout the UK and on an international platform: Empowering Local Communities through Sport.

LITC's services are designed to revolve around our customers' needs. In order to ensure every customer receives the full support they require, LITC's team has identified four service objectives.

Service Objectives:

- **To promote development through Sport**
- **Support Young People & Adults to up-skill, gain work & work-based qualifications**
- **Wrap-around support**
- **Integrity & Quality service**

### **To promote development through Sport**

LITC aims to promote Skills and Personal development through Sport, while also promoting healthy living and lifestyles through Physical activity. All of LITC's Sport for Development programmes incorporate Skills; Education; Employability; Civic Responsibility; and Respect.

### **Support Young People & Adults to up-skills, gain work & work-based qualifications**

LITC aims to support Young People, Adults and the wider Community to up-skills, through training; life skills; volunteering; and community activities. LITC also support individuals to develop the skills and experience they require to move into employment. Once an individual moves into work, LITC supports them to develop the work-based skills required to stay in work and move up the career chain. LITC also provides a minimum of 6 months in-work support.

### **Wrap-around support**

Every customer LITC works with can access a full wrap-around service through our One-Stop-Shop. LITC's One-Stop-Shop ensures all our services are customer-orientated. LITC strives to provide services of superior quality ensuring we meet our customers' expectations. During initial engagement, a Customers situation is reviewed from each angle, and a Smart-targeted support plan is developed to meet all their needs. This is then regularly reviewed on a monthly basis, throughout a Customer's engagement with LITC.

### **Integrity & Quality Service**

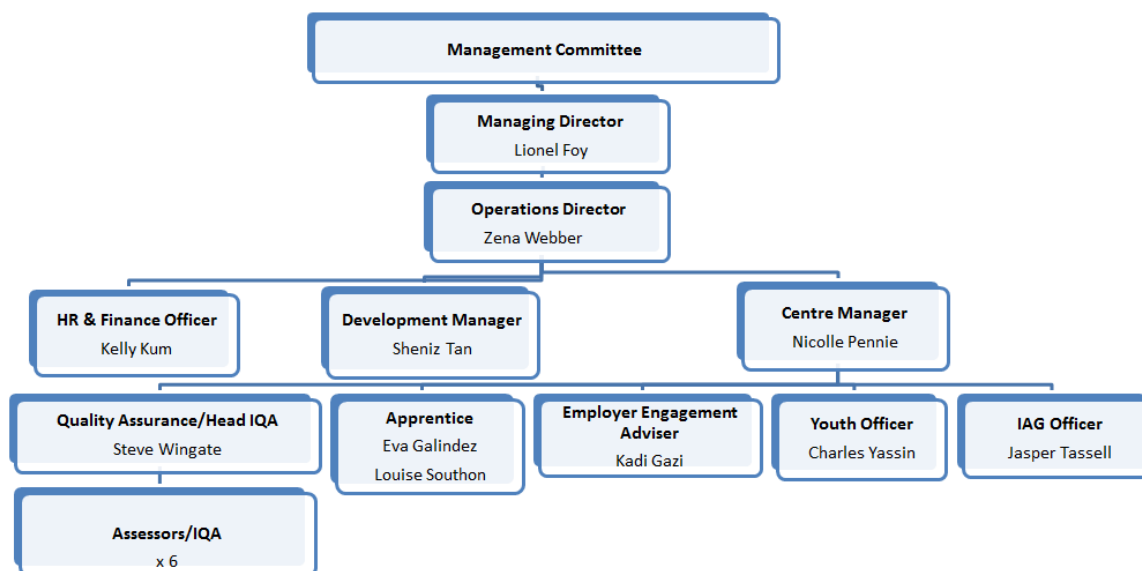
LITC is an organisation of integrity. LITC demands openness and honesty by all our staff to ensure trust from our customers. LITC respects the diversity of all our customers and demonstrate flexibility in our approach to recognise the individuals in the local communities we serve.

LITC aspires to provide a bespoke and quality service to all customers and partners we work with in London. Through providing extensive assessments, information, advice and guidance and Smart action planning, ensures all customers receive the intensive support they need to move forwards.

## Management Structure

LITC's management structure is fairly flat, allowing dynamic and successful micro-delivery.

Please see a copy of our Organisational Chart below:



## Route to our Programmes

LITC carries out a 4-way route of referrals for our different programmes and services:

- **General**
- **Referral from agencies/partners**
- **Employers**
- **Recruitment/Outreach**

**General:** this route of referrals involves promoting current employment opportunities to participants through the local press, on-line portals, social media, the National Apprenticeship Services website, self-referrals, and promotion to our network. It also involves promoting our services across the board via our marketing channels to our stakeholders, current and past customers, key partners, as well as to general audiences. Channels used are wide and regularly re-mobilised for individual Service/Programme campaigns. In particular, current and past customers, participate in our promotion to their networks.

**Referral from agencies:** LITC works with a network of stakeholder partners, JCPs and Local Authority bodies in achieving referrals to our programmes and services. Referrals will include an initial Information, Advice & Guidance session either by telephone or on one to one before being referred for an assessment, and Smart action planning.

**Employers:** LITC's employer engagement team connects with employers, promoting opportunities of learning for their staff members. This is only used in relation to our Apprenticeship and other funded Work-based learning services.

**Recruitment/Outreach:** LITC's Outreach and IAG team regularly carries out recruitment sessions at JCPs; Youth centres; Schools; Community centres; Food banks; and Partners' organisations. LITC engages with approximately 68% of all of our customers through this route-way.

## **Numbers on the Programme**

### **Apprenticeships – Aug 2014 – June 2015**

First enrolment for August 2014 to June 2015 academic year, took place in August 2014. Awaiting confirmation on all Programme completions, including untimely completions.

Enrolled onto programme	224
Disengagement	23
Untimely Completion	43
Programme completion	4 – confirmed 43– awaiting confirmation – will complete in June 2015

### **EU Erasmus+ EU Sportastic – April-May 2015**

Start	22
Completion	22

### **Sporteducate – Aug 2014– June 2015**

Start	30
Mid-programme Starts	18
Completion	35

### **Sportivate Croydon & Lambeth – August 2014 – June 2015**

Start	50
Completion	40

### **Skills Support for the Unemployed – August 2014 – June 2015**

Start	64
Training started	64
Completion	50

## 24+ Loans – August 2014 – June 2015

Start	
Training started	
Completion	

### Delivery of the Programme

LITC's Learning Programmes, include work-based learning; skills-based; sport; and informal learning. Please see 2014/2015 programmes and details of their delivery below:

- **SFA Apprenticeships**
- **EU Erasmus+**
- **Sporteducate**
- **Sportivate**
- **Skills Support for the Unemployed**
- **24+ Loans**

### SFA Apprenticeships

<b>Duration of the programme</b>	<p>LITC's Apprenticeship delivery takes place for a minimum of 12 months per learner.</p> <p>For learners requiring job brokerage support, the customer journey involves:</p> <ul style="list-style-type: none"> <li>• IAG &amp; Assessment</li> <li>• Work Preparation</li> <li>• Diagnostic, IAG &amp; Registration</li> <li>• Functional Skills</li> <li>• Portfolio development &amp; Observations/Assessments</li> <li>• Monthly Progress Reviews</li> <li>• Exit interview</li> </ul> <p>For learners in employment, their customer journey involves:</p> <ul style="list-style-type: none"> <li>• IAG &amp; Assessment</li> <li>• Diagnostics, IAG &amp; Registration</li> <li>• Functional Skills</li> <li>• Portfolio development &amp; Observations/Assessments</li> <li>• Monthly Progress Reviews</li> <li>• Exit interview</li> </ul>
<b>Activities undertaken</b>	<ul style="list-style-type: none"> <li>• Functional Skills Tutorials &amp; Examination</li> <li>• Progress Reviews</li> <li>• Workshops &amp; Classroom learning</li> <li>• Development of a portfolio of evidence</li> </ul>

	<ul style="list-style-type: none"> <li>• Participation in Observations</li> <li>• Final examinations</li> </ul>
<b>Frequency</b>	Weekly 1 day sessions as a minimum with extra support as identified. These sessions include: Tutorials; Progress Reviews; Workshops; Classroom; Portfolio mentoring; and all of the above mentioned activity types.
<b>Engagement with Trainer</b>	<p>The Learner engages with the Assessor to undertake assessments and positive progress reviews, primarily in the work place, through planned visits, as well as on a remote-working setting basis, if a visit is not possible.</p> <p>This is done via telephone, Skype, email, OneFile App for IOS and Android and e-portfolio interface.</p> <p>Furthermore, learners engage with their Functional Skills Tutor, both at the work place and at LITC's training centre, as well as on a remote basis is required.</p> <p>Learners meet with LITC's IAG Adviser if there are other issues.</p>
<b>In-Work Support</b>	<p>LITC's Training team also provides in-work support to learners to ensure their relationship with their employers remain stable during the course of their learning.</p> <p>LITC's Employer Engagement team liaises with employers to identify solutions and provide recommendations for staff development.</p> <p>This includes a wide range of skills, training and informal learning opportunities such as Youth in Action projects encouraging cultural exchanges amongst young people; learning about participation, democracy and citizenship and engaging with decision-makers contributing to the development of communication; inter-personal; team; leaderships; and life skills amongst learners.</p> <p>As well as offering wider training programmes, such as Short Courses in Health and Social Care modules; First Aid; Health &amp; Safety; Security; CSCS, amongst others.</p>

### **EU Erasmus+ EU Sportastic**

<b>Duration of the programme</b>	<p>The project began implementation in October 2015 with the youth exchange scheduled for 2015.</p> <p>The Youth Exchange activities occurred:</p> <ul style="list-style-type: none"> <li>• Hungary, 14/04/2015 to 20/04/2015</li> <li>• UK, 19/05/2015 TO 25/05/2015</li> </ul> <p>The project end date is due on: 01/06/2015</p>
<b>Activities undertaken</b>	<ul style="list-style-type: none"> <li>• Bi-lateral Youth Exchange in UK and Hungary</li> <li>• Mobilisation of Adapted Sport inc. Fencing; BMX biking; Boxing; Swimming; Football; etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural engagement activities</li> <li>• Skills development training</li> <li>• EU &amp; EU Citizenship workshops</li> <li>• Scavenger hunt</li> <li>• Careers advice</li> </ul>
<b>Frequency</b>	Bi-lateral Youth Exchange, so 2 flows took place, in the UK and in Hungary for 7 days.
<b>Engagement with Youth team</b>	<p>LITC aims to deliver one project per annum as a minimum</p> <p>From day one. Participants completed Erasmus+ initial assessments; progress reviews; and exit interviews.</p> <p>Furthermore, throughout the project and post-programme regular mentoring and careers advice took place.</p>

### **Sporteducate**

<b>Duration of the programme</b>	40 weeks
<b>Activities undertaken</b>	<ul style="list-style-type: none"> <li>• Adapted Sport sessions</li> <li>• Employability Skills</li> <li>• Wider Workshops/Training including Life Skills;</li> </ul>
<b>Frequency</b>	1 per week - 5pm to 7pm
<b>Engagement with Trainer</b>	<p>Young People meet with Youth Officer during Employability sessions. Young People also have the option on monthly progress reviews, which they are encouraged to take up.</p> <p>Young People also meet with the Sport Coach, who is a qualified teacher and youth worker.</p>
<b>In-EET Support</b>	<p>In-EET support is not part of this programme. However, if any participant also enrolls into another LITC programme, incorporating job matching, In-EET support is automatic.</p> <p>Also, if during a young person's Progress Review, In-EET issues are brought up, IAG and Mentoring will be offered.</p>

### **Sportivate**

<b>Duration of the programme</b>	14 weeks – April 2014 to October 2014
<b>Activities undertaken</b>	<ul style="list-style-type: none"> <li>• Adapted Sport sessions incorporating Skills development</li> </ul>
<b>Frequency</b>	2 per week – 5pm to 7pm in Croydon and Lambeth
<b>Engagement with Trainer</b>	Young People meet with the Sport Coach throughout the Sport sessions. Young People also have the option on monthly progress reviews, which they are encouraged to take up with an IAG Adviser.
<b>In-EET Support</b>	In-EET support is not part of this programme. However, if any participant also enrolls into another LITC programme, incorporating job matching, In-EET support is automatic.



	Also, if during a young person's Progress Review, In-EET issues are brought up, IAG and Mentoring will be offered.
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### **Skills Support for the Unemployed**

<b>Duration of the programme</b>	<p>Skills Support for the Unemployed or SSU, is a SFA training programme for JSA and ESF customers, requiring work-based training and qualifications to progress into employment.</p> <p>Learners' participation on programme involves a minimum of 6 months and can last up to 12 months.</p>
<b>Activities undertaken</b>	<ul style="list-style-type: none"> <li>• Information, Advice &amp; Guidance</li> <li>• Employability Skill training</li> <li>• Action Planning</li> <li>• Sector-based Training</li> <li>• Work-based Qualification</li> <li>• EET brokerage</li> <li>• In-EET support</li> </ul>
<b>Frequency</b>	<p>Training and Qualifications are run over a 4 week period. IAG, Progress Reviews and IN-EET support is carried out monthly</p>
<b>Engagement with Trainer</b>	<p>During training sessions, portfolio development and progress reviews.</p> <p>As well as engagement with Employment Advisers during IAG; Progress Reviews and In-Work Support.</p>
<b>In-Work Support</b>	<p>Learners all benefit from In-Work Support for 6 months+ following their entry into employment.</p> <p>This includes a wide range of skills, training and IAG. Furthermore, Staff also work with employers to ensure long term employment, through mediation, advocacy and on-going job-focused training.</p>

### **24+ Loans**

<b>Duration of the programme</b>	<p>Depends on the training programme or qualification learners are enrolled into.</p> <p>Qualifications include:</p> <ul style="list-style-type: none"> <li>• Health &amp; Social Care – Care certificate/Common Standards</li> <li>• TAQA</li> <li>• CSCS</li> <li>• SIA</li> </ul>
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<b>Activities undertaken</b>	<ul style="list-style-type: none"> <li>• On-site training</li> <li>• Informal learning</li> <li>• Digital training</li> <li>• Mentoring</li> <li>• Information, Advice &amp; Guidance</li> <li>• Employability training</li> </ul>
<b>Frequency</b>	Weekly
<b>Engagement with team</b>	This includes a wide range of skills, training and IAG.

## **Induction & Initial Assessment**

The embedded procedure for initial assessment for the learners and induction for staff members is both comprehensive and supportive. Incorporating SMART targets, Individual Learning Plans, which identify goals, objectives and areas of support learners may require. Staff induction processes, provide information on our organisation, programme and training procedures and encouragement in participating in the process of change.

All delivery staff ensures that the initial assessment happens at the literal beginning of a learner's entrance onto a learning programme and is not differed to suit a timetable or programme. It has been concluded therefore that there should be an application cycle in place at LITC and all new applicants to courses should be referred to a single time and date for induction.

Diagnostic assessment assists the identification of specific learning strengths, styles and learners' needs. It determines learning targets and appropriate teaching and learning strategies to achieve them. This is important because many learners have higher-level skills in some areas than in others.

Diagnostic assessment happens initially at the beginning of a learning programme and subsequently when the need arises. It is related to specific skills needed for tasks. The two processes are closely linked: diagnostic assessment adds to the information gathered from initial assessment. Furthermore, due to monthly Progress Reviews, a learner's development is closely monitored for changes and extra support. Together they help trainers/trainers/learning assistant and the learner built a clear picture of individual needs in order to: personalise learning develop an individual learning plan begin the process of assessment for learning that will continue throughout the learner's programme make links to progression routes and prepare for the next steps.

## **Evaluation of Learning**

<b>IAG &amp; Action Plans</b>	<p>All learners participate in regular IAG sessions, which are recorded and embedded at each stage of learning. These feed into Action Plans and Support Plans.</p> <p>All learners develop their own Action Plan and Individual Learning Record with the support of their Youth Officer, IAG Officer or Assessor.</p>
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	<p>Based on SMART targets, the action plan is used as a base to measure their development throughout their time on the programme. Actions Plans are regularly reviewed, updated and acted upon to ensure the long term development of the learner.</p> <p>Action Plans, are based upon the results of a learners assessment, IAG and Diagnostics at their initial engagement with LITC.</p>
<b>CVs, Job search and Applications</b>	<p>Learners seeking job brokerage support or on LITC's SFA NEET into EET, SSU and Sporteducate programmes, staff support learners to develop the skills to develop their own CV and applications and also assist them in producing their final compositions. CV and applications are left on file as evidence of progression. Also learners are provided with advice and guidance to Job search.</p> <p>Fundamentally, these services are offered as a package of Employability tools.</p> <p>Learners are also encouraged to access widely available tools search as on the National Careers Service website and Europass.</p>
<b>Certificates of Achievements</b>	<p>All learners participating in different programmes receives a range of certification, including:</p> <ul style="list-style-type: none"> <li>• Pre-NVQ in-House certificates</li> <li>• Completion of Volunteering</li> <li>• Apprenticeship qualifications</li> <li>• EU Youth Pass certification</li> <li>• Sport participation certificates</li> <li>• Europass</li> </ul>
<b>Portfolios</b>	<p>All assignment, completed work and change recommendations are uploaded onto LITC's e-Portfolios and Customer Relationship Management systems, which evidences progression, learner development of knowledge and a record of skill.</p>
<b>Progress Reviews</b>	<p>All learners participate in monthly progress reviews for all programmes to ensure they are satisfied of their development, learning, outcomes and support.</p>

## **Review**

LITC's monitors a Learners' progress towards the completion of their programme or qualification through regular Progress Reviews and the monitoring of the achievement of their action plan objectives.

Furthermore, through e-Portfolios and CRM systems, LITC is able to see an individual's progress and customer journey.

LITC's utilises our performance management system to monitor progression and completion of programmes, allowing Centre & Project Managers and Head IV and Quality Assurance Manager to identify early on disengagement of learners and mobilise response. Full information on Progress Reviews and Action Plan can be found under the Evaluation of Learning section.

## **Exit**

All learners across our delivery participate in a penultimate Progress Review and final Exit interview, which considers a learners progression, achievements and steps towards future learning and opportunities.

## **Management Information**

Starts – Academic year from 1 <sup>st</sup> August 2014 to 30 <sup>th</sup> June 2015:	24+ Loans		APP		SSU		Sporteducate		Sportivate	
	No	%	No	%	No	%	No	%	No	%
Total number of Starts:	14		200		64		30		50	
Males:	2	14.2 %	74	37%	44		28	%	42	84%
Females:	12	85.7 %	126	63%	20	%	2	%	8	16%
With a disability:	0	0%	4	2%	9	%	0	%	2	4%
With a learning difficulty:	0	0%	2	1%	12	%	5	%	9	18%
Who define themselves as White British:	4	28.5 %	36	11%	20	%	6	%	1	2%
Who define themselves as Asian:	1	7.1%	16	8%	2	%	3	10%	0	0%
Who define themselves as Black:	7	50%	53	8%	38	%	10	33%	21	42%
Who define themselves as Mixed:	2	14.2 %	17	8.5%	13	%	8	27%	23	46%

Who define themselves as from other ethnic groupings:	0	0%	25	12.5%	2	%	3	10%	5	10%
Not provided	0	0%	1	0.5%						

Leavers – Academic year from 1 <sup>st</sup> August 2014 to 30 <sup>th</sup> June 2015:	24+ Loans		APP		SSU		Sporteducate		Sportivate	
	No	%	No	%	No	%	No	%	No	%
Total number of Leavers:	1		5		14		3		10	
Males:	0	0%	3	60%	11	%	3	100%	9	90%
Females:	1	100%	2	40%	3	%	0	0%	1	10%
With a disability:	0	0%	1	20%	12	0%	0	0%	0	0%
With a learning difficulty:	0	0%	0	0%	0	20%	0	0%	1	10%
Who define themselves as White British:	0	0%	0	0%	2	10%	0	0%	0	0%
Who define themselves as Asian:	0	0%	1	20%	1	0%	0	0%	0	0%
Who define themselves as Black:	1	100%	3	60%	10	3%	2	67%	7	70%
Who define themselves as Mixed:	0	0%	0	0%	0	60%	1	33%	3	30%
Who define themselves as from other ethnic groupings:	0	0%	1	20%	1	0%	0	0%	0	0%

Completions – Academic year from 1 <sup>st</sup> August 2014 to 30 <sup>th</sup> June 2015:	24+ Loans		APP		SSU		Sporteducate		Sportivate	
	No	%	No	%	No	%	No	%	No	%
Total number of completers:	8		49 – tbc		50		27		40	
Males:	1	12.5%	18	36.7%	33	66%	25	93%	33	83%
Females:	7	87.5%	31	63.3%	17	34%	2	7%	7	17%
With a disability:	0	0%	0	0%	1	13%	0	0%	2	5%
With a learning difficulty:	0	0%	0	0%	1	13%	5	19%	8	20%
Who define themselves as White British:	2	25%	9	18.3%	8	16%	6	22%	1	2.5%
Who define themselves as Asian:	1	12.5%	2	4%	0	1%	3	11%	0	0%
Who define themselves as Black:	5	62.5%	6	12.2%	8	66%	8	30%	14	35%
Who define themselves as Mixed:	0	0%	8	16.3%	1	15%	7	26%	20	50%
Who define themselves as from other ethnic groupings:	0	0%	21	42.5%	0	1%	3	11%	5	12.5%

### **Self-Assessment Grading**

<b>Overall Effectiveness</b>	<b>Grade 2</b>
<b>Judgement &amp; Improvements</b>	LITC has excellent and focused planning and mobilisation quality management of the delivery of learning programmes. Regular observations

(Bi-annual and for new staff quarterly observation sessions); monitoring of learners' progression throughout their training, and evaluative actions through EoS, learner feedback, distance travelled and focus groups, ensuring learners, employers, staff and management are aware of the organisation's service delivery, quality and areas of improvement.

### **Learner Retention**

In 2013/14, LITC continued to reduce the level of disengagement and early leavers on programmes, reducing fall outs to 13%, 2% lower than the 2012/2013 academic year.

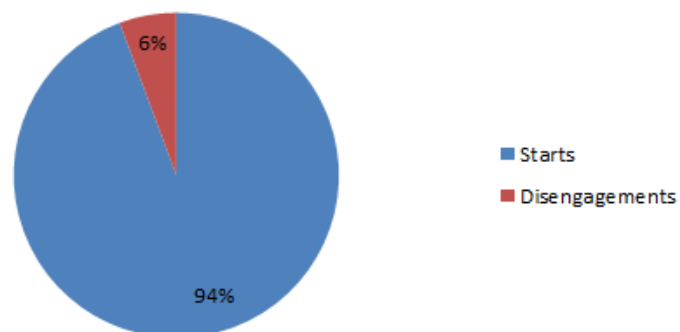
This was further reduced in 2014/2015 with 12 out of 200 learners registered between August 2014 and June 2015 officially disengaging equally 6%.

Although this number may still has the potential to rise, LITC's new proactive re-engagement policies and mentor support system both through Assessors, IQAs, Youth Officers, IAG Officers and Learning Assistants has resulting in more sustained engagement of Learners.

With a significant number of LITC learners enrolling through our Employer Engagement recruitment strategy rather than through referrals from third party agencies such as Job Centres, Community bodies etc. It means that learners have the support of their employer with regards to their enrolment. This has also resulted in those considering disengagement, because encouraged by employers to re-consider.

Tactics such as fully expensed European Traineeships and Youth Exchanges we hope will also been influential on individual learners..

### **2014/2015 Disengagements**



Feedback was mixed by early leavers. Over 70% stated that they currently no longer wished to participate in a learning programme. The other 25% proffered more in-depth reasons. For instances, those on Apprenticeships, primarily stated that they currently could not commit the workload, against employment responsibilities. Others identified LITC-focused reasons,

	<p>including not being ready to start employment, in the case of those joining an apprenticeship through our job brokerage service. Others indicated that they only enrolled because their Job Centre Advisor made in mandatory. Approximately, 5% advised that LITC's hands on progress reviews and learning systems resulted in their decision to leave the programme.</p> <p>LITC utilised this feedback to build our 2015/2016 Action Plan.</p>
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Capacity for improvement	Grade 2
<b>Judgement &amp; Improvements</b>	<p>Through the mobilisation of new staff resources, learning materials, change management systems and quality procedures, LITC's overall delivery has developed considerably in 2014/2015, and looks to continue into 2015/2016.</p> <p>Continued improvement throughout the organisation should be the main objective over the next 12 months. This will require:</p> <ul style="list-style-type: none"> <li>• Leadership and Management asset assessments</li> <li>• Address staff turnover</li> <li>• Implementation of Change Management strategies</li> <li>• Re-training of personnel</li> <li>• Review of HR policies</li> </ul>

Leadership & management	Grade 2
<b>Judgement &amp; Improvements</b>	<p>LITC's Senior Management Team is highly ambitious, towards providing good quality teaching and learning, opportunities for all and ensuring responsive performance management. Through an embedded customer charter, LITC's leaders mobilise organisational ethos in every aspect of delivery, filtering down through to Advisers/Assessors/Trainers/IQA and other team members. The organisational objective of: Empowering Local Communities through Sport, is fundamental in all delivery, promoting excellence amongst delivery staff for the benefit of all Service Users, especially Learners.</p> <p>Leaders' management processes involve weekly organisational meetings, performance and case review meetings for each programme, whether this be for Apprenticeships, Training, Sport for Development or Informal learning programmes.</p> <p>All programmes are assigned realistic targets, with structured forecasting and objectives, identified in a consultative session amongst all staff members.</p>



	<ul style="list-style-type: none"> <li>• <b>Planning</b></li> <li>• <b>Developing</b></li> <li>• <b>Improving learning</b></li> </ul> <p>LITC's Managers encourage staff members to engage with all learners and service users in an aspirational manner, encourage all participants to achieve above and beyond their abilities. LITC's Senior Management Team embeds attentive quality and ethos within all aspects of delivery.</p> <p>LITC's Senior Management promotes the organisational ethos that all Learners, especially those seeking employment, are able to find and sustain long term employment. Furthermore, LITC believes that learners can achieve their qualifications. This is ensured through a wide assessment, ensuring all participants are enrolled in suitable programmes of studies and guaranteed long term development, quality and improvement,</p> <p>LITC's Senior Management team carries out regular observations of staff in delivering programmes, one to one sessions and mentoring. Observations are evaluated and staff-focused reports produced for the benefit of the employee observed. Key action areas are identified and a final action plan is developed and embedded in staff's CPD plans. This is currently being further developed following the appointment of a new Quality Assurance Manager.</p> <p>LITC's programmes' all have an integrated Quality Improvement Plan, even for those with a high success rate of learners completing courses of study. Through the Quality Improvement Plans, LITC's Senior Management Team guarantees ongoing and sustained development and delivery excellence.</p>
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Safeguarding & Judgement Improvements	Grade 2
	<p>LITC's Safeguarding policy, processes and strategies are embedded within the organisation to ensure learner safety at every stage of their engagement. Safeguarding systems are reviewed annually and regularly reviewed in line with government and local changes to policies. All policies, including Safeguarding, were updated in February 2015.</p> <p>All staff participate in annual Safeguarding and refresher Safeguarding training and Managers participate in Safeguarding for Managers training.</p> <p>During learners' induction, safeguarding, LITC's responsibilities for their safety and how to report issues is introduced to learners, ensuring they are fully aware of the support available by LITC.</p> <p>Health and Safety, Safeguarding and Disability legislation is regularly reviewed and embedded and included in LITC's Safeguarding processes.</p>

LITC's IT systems are designed to ensure a safe and secure learning environment and include web access settings. All of our IT is password protected; learners are advised to lock their stations when leaving their desks. All work stations lock automatically after 5 minutes if not constantly used by learners. LITC is currently embedding further awareness systems onto all of our learners' IT systems, such as the top 5 Safeguarding themes for learners to be more aware.

All data and learner associated paperwork is held in secure filing cabinets and LITC's staff adhere to a clear desk system, ensuring all learner data is secure and in line with the Data Protection Act. All staff are trained in Data Protection practices and policies upon joining our organisation and also participate in a refresher on an annual basis.

### **Self-assessment & improvement process**

LITC's self-assessment process has involved a 4-pronged approach towards acquiring knowledge, feedback and strategy to measure the quality, learner's experience, performance and staffing capabilities, as well as comparing 2014/2015 Action Plan against results. Through evaluation and engagement of our internal stakeholders: Learner, Employer and Staff, as well as partners, LITC has been able to identify areas of improvements and develop our 2015/2016 Action Plan. The key resources of self-assessment utilised during this process include:

- **Review of management & customer journey processes**
- **Performance, Quality Assurance management & Quality Improvement Plan**
- **Learner & Employer feedback**
- **Delivery observations, policy and staffing**

### **Summary of improvements 2014/15**

- Increased Employer-focused incentivised opportunities
- Appointment of a team of Functional Skills Tutors with ultimate responsibility for Functional Skills achievement bellowing to Assessors
- More robust Employment-based learner support.
- Monitoring of Assessors caseloads and appointment of key new staff including Quality Assurance Manager
- Implementation of Quality-driven delivery system
- In November 2014, LITC reviewed HR policy and recruitment procedure.
- Achieved Matrix accreditation in December 2014
- All staff members received training on: Data Protection; IT Security; and Clear desk policy and annual training has been embedded across our delivery

- Wider learner opportunities launched including: Youth Exchanges (EU Sportastic!); European-level Traineeships (including ECVET units to go towards Apprenticeship qualifications) and 24+ Loans opportunities encouraging Lifelong Learning
- Training qualifications reviewed and implementation of new qualifications.

## **2015/2016 Action Plan**

This Action Plan has been developed through the monthly Quality Improvement Plan, the Head IVs' observations, Feedback from Learners, Employers and key Stakeholders and other evaluative activities:

- Ensure evaluation of service is completed on a quarterly basis and other avenues for learners' to provide feedback in place.
- Continued review of all paperwork being submitted for claims
- Monitoring and ensuring key practices are carried out
- Ensuring all filing cabinets are Kept upto date
- Increase functional skills support for learners
- Increase in delivery of group activities i.e. informal learning, workshops
- Review of internal auditing
- Ensure all staff are aware of organisational policies and where to access them