



SELF-ASSESSMENT REPORT FOR THE YEAR 2021/2022

LIONHEART IN THE COMMUNITY (LITC)

UKPRN 10032250

1. Context

LITC is a pioneering social enterprise mobilising the power of Sport, Education, Technology, and Art to empower local communities. LITC offers Community Programmes, International Youth & Volunteering Projects, Skills Development and Apprenticeships in a range of dynamic training qualifications.

The organisation supports Young People throughout London to be aspirational, participate in and create their own opportunities, as well as developing their skills and experience to build a strong foundation for their future careers.

Through intense and carefully monitored apprenticeships, mentoring schemes, skill building activities, vocational qualifications, and volunteerism, LITC provides unique opportunities for young people and supports them in challenging themselves and unlocking their true potential.

Through a range of youth-focused programmes such as Youth Citizenship, Youth Exchanges, Tate Exchange Workshops and Football in the Community projects, LITC provides opportunities not just to develop new skills, but to acquire essential life experiences and attributes; as well as allowing participants to engage in productive discussions and actions around social issues.

Vision

Our vision is to harness the power of sport and education to inspire young people and impact communities around the world.



Mission

Engaging young people in various interactive ways, helping them unlock their potential, and supporting them in bringing meaningful change to their local communities.

1.1. LITC Vocational Training

LITC offers work-based training for young people aged 16+. Our courses provide the perfect opportunity to learn whilst working. These courses are designed to support learners to gain lifelong skills that will enable them to gain and sustain employment, as well as advance their careers. The duration of these courses ranges from 6-12 months and can be tailored to fit the learner's needs.

Our courses are delivered both face to face and online through Laser Learning Systems. We have a dedicated team of Assessors/ Trainers located across the country to support learners to complete their qualifications.

We offer Level 2 - 7 qualifications in the following areas:

- Health and Social Care
- Children & Young People's Workforce/Child Care
- Business Administration and Management
- Information Technology
- Assessing Vocational Achievement
- Sports Active Health & Fitness
- Beauty Nail & Spa Therapy

Our learner turnover pre Covid-19 Pandemic was over 1000, this reduced to 820 in 2020, however, we hoped to reach pre-pandemic levels by the end of 2022 as a result of few delays of completions.

2. Quality of Education

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2.1. Intent - Strengths

- Leaders continue to drive forward an ambitious curriculum. A 3-year Curriculum Intent is ensuring provision is prioritised to meet local and regional needs. Developments in year 1 included the implementation of a new curriculum. i.e the Level 3 Access to Health Professions and a series of Online Micro Courses delivered during the 2020 Coronavirus outbreak, refer to **Appendix A** for further details. Programmes were designed in response to a fast-changing landscape and in response to student feedback.
- Feedback from learners and staff demonstrates that LITC's mission is at the forefront of curriculum planning and delivery. Learners are supported to develop the knowledge and skills required for positive change and purposeful progression. **89%** of learners stated as a result of the course, they have improved their career prospects and **95%** stated that the course has helped to present themselves with confidence. **Refer to appendix E for survey results.**
- Classroom discussions and Deep Dive activity evidence that the curriculum is planned and sequenced to build on previous teaching and learning and to provide the skills for future learning.
- The English and Maths level 2 curriculum is sequenced to ensure a wide, innovative and challenging curriculum which provides a foundation for learners and enables learners to attain this qualification. 90% of learners enrolled in level 2 curriculum in 2021/2022 completed the qualification, **refer to appendix A for more details.**
- Our observation shows that training ambition is high, learners have highlighted during classroom visits the benefit they receive from teaching, 1 to 1 coaching and developmental feedback which stretches and challenges them.
- LITC is ambitious for all learners, hence, we tailor provisions in order to ensure the widest range of learners can benefit from the learning being offered. Focused recruitment activity has continued to increase engagement from underrepresented



learner groups. For example, there was a 60% increase in student numbers from BAME communities in 2021/22, **refer to appendix B.**

2.2. Intent - Areas for Improvement

- Ongoing COVID 19 cases are still impacting learning and have amplified the need for the LITC short course curriculum to be developed in partnership with local and regional employers. In doing so LITC have ensured pathways for learners to progress into work or further skills based learning which shows continuous improvement.
- The intent and planning of Level 3 programmes will continuously be refreshed to ensure skills for future employment features on a par with higher level of skills development.
- Widening access from male learners remains a priority for LITC. The LITC curriculum intent, plus tailored marketing and recruitment activity will be reconsidered in light of the ongoing impacts of COVID 19 on learning especially in the health and social care quals; to continue to target this area.
- Building on departmental level success, LITC will ensure the curriculum for all learners includes a focus on the skills for successful progression through the roll out of the LITC skills framework.

2.3. Implementation - Strengths

- The quality of teaching and support activities are excellent across the LITC. Learners on all types of programmes achieve outstanding results. Achievement rates in all of the LITC's key sector subject areas are on a par or above national rates. This is mirrored in the learner satisfaction survey, 97% of learners on short course provision rated the quality of their course as excellent / good. **Refer to appendix E for survey results.**
- Leaders construct a curriculum that is relevant to local, regional and national needs. LITC continued to grow innovative and bespoke provision designed with voluntary



sector and employer partners in 2021-22 with a focus on needs arising from the move to online delivery.

- LITC provides a focused, residential, learning environment: 91% of the learners on short courses confirmed (Strongly agree 40% and agree 51%) that learning materials made available on their course enhanced their learning. **Refer to appendix E for survey results.** Likewise, good feedback has been received on the availability of resources such as the library, quiet study areas, and LITC online learning platform. These resources supplements guided teaching/assessing and leads to outstanding quality in assignment-based work.
- Curriculums are built incrementally based on prior knowledge. Learners' progress from non-accredited through to Degree level provision as part of bespoke progression routes. 90% of learners enrolled to non-accredited courses in 2021/2022 progressed through to degree level provision.
- Assessors with extensive up to date knowledge support those teaching/assessing outside of their main subject area through coaching, buddy up and peer observation. This proved useful during the move to online delivery as it enabled Assessors that were new to online delivery develop and deliver courses effectively to ensure a range of online provision was accessible to learners.
- Assessors/Tutors check understanding systematically in lessons, identify any misconceptions and provide clear, direct and sensitive feedback. This is particularly evident in the pass rates of functional skills English and Maths learners.
- The use of subject specific and general vocabulary is acquired and effectively used by learners thus preparing them for further study and employment. Vocabulary is assessed formally on a range of programmes.

2.4. Implementation – Areas for Improvement

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- Despite strong learner feedback on LITC's ability to support during the COVID pandemic, learner achievement and retention for long courses over the lockdown period was low compared to previous years. Curriculum resilience planning will be a key focus for the coming year.
- A focus on good practice sharing between Assessors specifically on areas identified through quality improvement processes will be used to encourage and enable innovative teaching with a focus on digital pedagogy.
- Focus will be given to ensure feedback is always developmental and provides specific stretch so that learners know what to do to advance their learning.
- A refreshed system of additional learning support will be implemented to ensure a consistent and high quality offer is planned and sequenced to mirror curriculum expectation.

2.5. Impact – Strengths

- Teaching/Assessing challenges learners and enables them to excel as evidenced by outstanding levels of achievement across LITC, refer to **appendix A**. The quality assurance of non-accredited courses is of the same standard as that of accredited provision which ensures learner progress and achieves equally well across the LITC.
- LITC achieves excellent outcomes for learners from disadvantaged groups - BAME. For example, 90% of BAME learners enrolled in short courses in 2021/22 completed the course within the agreed time frame, **refer to appendix B**.
- Innovative development of courses for learners experiencing barriers to learning has widened participation amongst underrepresented learner groups.
- Highly effective use of Recognising and Recording Progress and Achievement (RARPA) as evidenced at moderation is used to plan, monitor and record achievement of learners on non-accredited courses leading to excellent outcomes for learners.



- External quality assurance from the current NCFE, VTCT and ATHE awarding bodies demonstrates that the presentation of information and skills are systematically checked through effective internal quality assurance and monitoring processes, thus ensuring learners make swift progress and achievement in a timely manner.

2.6. Impact – Areas for Improvement

- An updated registered student management system (individual learning plan, attendance monitoring, additional learning support tracking) will ensure curriculum staff have excellent visibility of learner progress across a learner's programme of study. This will ensure the steps required to achieve overarching ambitions and goals are clear.
- Although achievement rates for all groups are above national rates, in a small number of instances achievement rates for BAME or LD groups on specific qualifications; Health and Social Care are below LITC KPI. These areas will be interrogated, and actions taken to ensure parity of achievement rates across all groups.
- A new Passport for Success will be implemented across LITC within the UK and internationally, where applicable; ensuring all learners have a clearly articulated plan which will allow for incremental steps to be taken to forward their education.

3. Behaviour and Attitudes

3.1. Behaviour & Attitudes – Strengths

- An environment of respect, valuing difference and no tolerance of bullying and harassment is evident through high levels of learner satisfaction rate with LITC



experience (90%), excellent learners' attendance (91%) and retention (96%). **Refer to appendix B and E, for survey results.**

- OTLA and learner feedback shows that all staff at LITC contributes to creating a purposeful and engaging 24 /7 learning environment which creates room for exceptional behaviour and positive attitudes across LITC.
- Learners are motivated to learn and have positive attitudes to their studies, other learners and staff. In computing, peer to peer support is used as a key feature of learners' learning which gives learners opportunity to share knowledge, provide support and encourage each other.
- A unique setting ensuring both residential and non-residential learners benefit from a focused learning environment i.e., 91% of student's state that staying at LITC helped their learning. **Refer to appendix E for survey results.**
- The residential LITC environment supports learners from a variety of backgrounds to learn together including through LITC's extra curriculum programmes.
- The development of confidence is a key feature of the LITC skills development framework which enables learners to develop their wider life skills. 87% of learners reported an increase in confidence in their ability and 92% in the development of new thinking as a result of their LITC experience. **Refer to appendix E for survey results.**
- First steps community provision encourages learners back into learning through the development of confidence and resilience. 91% of learners report improved confidence as a result of their LITC experience. **Refer to appendix E for survey results.**
- Expectations are high and there are low levels of behavioural issues in LITC. Where there are issues these are dealt with in an effective and timely manner. Clear pathways of support are available to enable learners to address and evaluate behaviour.



- Learner attitudes to learning are positive and engagement in self-directed learning outside of curriculum time is high based on our observation on the e-portfolio. Provision of learning resources is supported by Laser resources library, student services and the additional learning support service.

3.2. Behaviour & Attitudes – Areas for Improvement

- Review/oversight of attendance and punctuality will be improved through the implementation of a new electronic recording system. This will ensure any patterns of low attendance are dealt with swiftly.
- A new pastoral drop-in will ensure a responsive and agile service is available to all learners, addressing any issues relating to behaviour and attitude on campus or via online study.
- Although learner satisfaction with activities is high, there is scope to increase the range of activities. Focus will be given to enabling learners to participate in competitions, employer led, and community led projects.

4. Personal Development

4.1. Personal Development – Strengths

- Personal Development is exceptional. The diversity of LITC curriculum coupled with the inclusive, safe and tranquil residential environment enables learners to develop a wide range of experiences in line with their talents and interests.
- LITC offers a centralised information and guidance services which is reviewed and approved by Matrix. Learners make good use of these services to advance their learning and employment applications. Student satisfaction with the service has seen rapid improvement.



- 90% of learners agree that the career information they have received has enabled them to understand the different paths available to achieve their goals and 92% of learners confirmed that as a result of the course, they have improved their career prospects. ***Refer to appendix F for survey results.***
- As part of teaching and learning, Assessors use the curriculum to facilitate debate and discussion to effectively engage learners in their understanding of community, national and international issues, enabling learners to think as global citizens.
- LITC's extracurricular programme receives good feedback from learners. It is well attended and covers opportunities for the development of social interests, further study, physical activity, student voice and social action.
- LITC promotes learners' understanding of democracy, mutual respect and tolerance by means of learner voice, in a range of areas of empowerment. Learners are effectively supported to participate and make a positive contribution to the wider LITC function.
- Prevent, Safeguarding and British values are all firmly embedded into induction. OTLA confirmed that discussion and debate are a key feature of course provision and they are utilised to reinforce messages about the importance of active citizenship in a diverse and modern Britain.

4.2. Personal Development – Areas for Improvement

- Course planning for Prevent and British values will be strengthened across LITC to ensure Best Practice as an outstanding education for all in this area and at large.
- LITC will make extended use of community and national agencies and outside influencers to support progression and personal development.
- Preparation for next steps with specific focus on preparation for employment will be a key feature of the curriculum and support service planning.



5. Leadership and Management

5.1. Leadership & Management – Strengths

- Leaders have ensured excellent outcomes are sustained across the LITC despite the challenges of COVID 19 resulting in an overall LITC retention rate of 96% and an achievement rate of 96% averagely. **Refer to appendix B for details.**
- Learners achieved excellent results at all levels and across accredited and unaccredited provision (91% achievement on accredited and 97% achievement on unaccredited programmes). Refer to appendix B and D for details. LITC continues to offer provision from first steps engagement through to Higher Education.
- Leaders use performance indicators to monitor progress with a focus on equality, diversity and inclusion. As a result, learners with learning difficulties and disabilities (LDD) achieve outstanding results. 85% of learners with LDD completed their course on time. Refer to appendix E for details.
- The Leadership team ensures stakeholder engagement is a key feature of the LITC improvement approach. A refocused partnership approach built on regional skills requirements ensures a strong local curriculum intent is evident to all stakeholders. Purposeful progression is clearly articulated for all LITC provisions.
- Excellent community engagement enabled LITC to provide education pathways for a range of community / voluntary sector groups. For example, LITC has provided programmes for upskilling volunteers and adults recovering from substance addiction.
- Collaborative local partnerships have allowed LITC to attract a variety of learners. Enrolments from BAME learners increased 65% in 2021/22, **refer to appendix B for details.**
- The leadership team has an ambitious vision for LITC and is realising this through refreshing LITC structures, policies and practice with a focus on continuous improvement of learners' experience.



- Strong course leadership ensures that Assessors have the freedom to develop their own practice in line with the LITC Mission. External enhancement is used in a planned way to ensure vocational expertise can develop over time. In Essential Skills for example, a tailored package of professional development has led to changes in curriculum content and structure.
- Directors have a clear vision for LITC focused on innovation, diversification and promotion. Directors hold leaders to account for the quality of education through approving and overseeing the Curriculum Intent, LITC SAR / QIP and through the Curriculum implementation and Impact.
- Directors are clear about LITC's legal duties, responsibilities and risks. LITC ensures that its legal duties and responsibilities are fulfilled via a detailed governance framework and a regular self-assessment which is overseen by a qualified clerk.
- Leaders are engaged meaningfully with staff across LITC. The annual QDP staff survey indicates managers are well connected to the workload of their staff and support effective workload management. LITC performs well above the sector on a range of indicators including workload, communications and welfare. Significant improvement has been observed within a year in relation to staff engagement with the direction and leadership of LITC.
- Rapid and effective professional development to respond to the year move to online and blended learning focused on individual CPD plans for Assessors. Development has been both technical and pedagogical to ensure the quality of the student experience remained high.
- LITC safeguarding culture is effective. Staff and Directors are clear about roles and responsibilities in relation to supporting learners including in the area of extremism. Learners know who to contact if an issue arises.
- LITC staff undergo checks with the Disclosure and Barring Service. Safer recruitment practices are embedded as part of initial staff safeguarding training.



- Staff receive annual update training from external agents to ensure they are current.
- Equality and diversity policies are in place, duties and responsibilities are understood and modelled by learners and staff.

5.2. Leadership & Management – Areas for Improvement

- Centralised progression and destination information will drive the curriculum planning and development processes.
- A simplification and streamlining of admissions and enrolment processes including IAG and initial assessment will ensure all learners are placed on the most appropriate course to achieve their goals.
- Building overall LITC CPD plan, a targeted approach to vocational and technical CPD for teaching/assessing and additional learning support staff will be implemented. This will ensure professional development is progressive and staff continue to develop their skills.
- The approach to teacher/assessor Personal Development Plans and appraisal will be embedded into the new streamlined curriculum management structure to ensure improvement is developmental, practice led and rapid.

5.2.1 Safeguarding - Strengths

- Safeguarding is effective and robust arrangements are in place to support learners with safeguarding concerns, as well as to deal with allegations about LITC staff members or other learners. Learners feel safe and are generally confident that we will address and support them with any concerns they may have about their own wellbeing or the wellbeing of others. There is a strong focus on Mental Health and



Wellbeing via staff training, which supports and removes barriers to learners achieving.

- LITC staff are trained to hold discussions with learners in line for example, with the Mental Health First Aid ALGEE plan. All Safeguarding staff, together with managers have undertaken fully accredited Mental Health First Aid training to equip themselves to deal with disclosures and any concerns that may be raised.
- All safeguarding concerns are logged and monitored at the monthly meetings. LITC Board are provided with an anonymised monthly update of safeguarding themes and provide effective support and challenge. Good links have been established with the local Police Prevent Co-ordinator to identify risks in the area and all staff have undertaken ACT Awareness training by the Counter Terrorism Police.
- British Values are promoted well in order to develop and sustain a culture of tolerance and respect. Learners benefit from good discussions about treating individuals fairly and respecting differences, such as differences in beliefs and gender.
- Managers have ensured that all delivery staff are confident about promoting values such as democracy, the rule of law and individual liberty. As a result, delivery staff promote British Values confidently and effectively by making them relevant to learners' experiences, for example by discussing current affairs and 'Hot Topics'.
- Promotion of Equality, Diversity and Inclusion is good. Staff receive annual training on Equality, Diversity, Inclusion and Safeguarding/Prevent to allow them confidence in relating to a variety of differing groups. Safeguarding/Prevent topics discussed during reviews tackle issues such as bullying, discrimination drugs, domestic violence, mental health, and wellbeing. Monthly topics for debate are communicated with delivery staff to engage debate and encourage personal growth for learners.

5.2.2. Areas for Improvement



- Improve training for employers on Prevent.
- Strengthen the ambition for learners that are difficult to engage.
- Further work is needed to engage parents to support education and training learners receive at starting points and throughout the programme.
- Continue to strengthen the board through expansion of expertise in new curriculum areas.

Updated by: Kum Chi