

## LINCOLNSHIRE QUALITY IMPROVEMENT PLAN 2019/20

## Position as at end of Academic Year

Improvement Aspect	Improvement Priority	How	End Date	Status	Comment on progress (as at end of July 2020)
<b>Adult Skills and Family Learning, Study Programmes and Apprenticeships (combined)</b>					
<b>Intent</b>	Reviewing delivery methodology across Adult Learning, Apprenticeships and 16-19 Study Programmes to ensure it will enable learners to retain key learning into long memory.	Review teaching and learning methods and activities in SoW, in all areas, to ensure good use of kinaesthetic delivery methods and practical activities to embed key learning into long memory. Review SoW, Adult Learning and YPLP, to ensure skills are being revisited, reinforced, built on and applied throughout the learner's programme. Management to check the effectiveness through quality monitoring processes	31/07/2020		<p>A range of new delivery methodology was piloted in Adult Learning, including distance learning, webinars, etc. for added impact. All YPLP SOW were reviewed to support the embedding of learning into long term memory for the new academic year. Training was provided to trainers delivering the standard in Customer Service Practitioner level 2 Apprenticeship and monthly standardisation meetings were established. Business Admin level 3 standard will be delivered from Summer 2020</p> <p>Task and finish group established in January 2020 where procedures and processes were agreed in order to standardise the OTLA process across the different services. However, further work planned on establishing Minimum Standards across the services has not been completed as a result of COVID-19 and as such this task has been extended to 31/7/21</p>
<b>Implementation</b>	Increased individual stretch and challenge through building on learners' and apprentices' skills and knowledge.	Tutor training, feedback from OTLA and Learning Walks. Management to check impact through quality monitoring activities, progression data, learner evaluation and case studies	31/07/2020		<p>All trainers observed annually for a full observation and receive one learning walk. This will be standardised at the task and finish group. Centre learning manager monitors progression data which is forwarded to SMT. An OTLA / Learning walk schedule of activity is under way in the Adult Learning service and information is provided to tutors via newsletter and 1-1s and checked via quality monitoring activities. A Report on developmental themes was planned to be produced during the summer term for focus in 2020/21</p> <p>Procedures and processes have been agreed for a standardised OTLA process in task and finish group. Further work planned around establishing Minimum Standards has now been delayed as a result of Covid-19 and the task has been extended to 31/7/21</p>
<b>Implementation</b>	Refining learner and apprentice feedback to be more developmental.	Adult Learning - develop Tutor training, information in Tutor and Provider newsletters and reinforce through termly 1-1s/OTLA and learning walk feedback and learner feedback. YPLP to introduce a Learner Council with representatives from each of the sites. Review Apprenticeship feedback at IQA	31/07/2020		<p>In Adult Learning information is in Tutor newsletter (Jan 2020) and followed up through OTLA. Learner feedback/feed forward is checked through quality monitoring activities and tutor 1-1's. YPLP learner council has been established with representatives from each area meeting with the management team to discuss feedback and ideas raised by learners and feeding back to learners. Because of Covid-19, the Learner Council has not been able to meet but plans for this continue via Zoom in the next academic year. Feedback from the apprenticeship survey for 2019/20 indicates that the apprentices believe they are receiving good to outstanding provision with a number of delivery staff being commended</p>
<b>Intent</b>	Embedding sharing of good practice across the three different types of provision so that it becomes to reflect the 'One Council' approach of maximising combined strengths and expertise.	Establish a Learning Operational Group with representatives from all areas to meet quarterly to share ideas, areas of commonality and drive improvements	31/07/2020		<p>In-House Apprenticeship Working Group has been formed and will meet monthly. The 18/19 Joint SAR was agreed, signed off and filed with Ofsted in January. Health and wellbeing training was arranged by Adult Learning Service and colleagues from YPLP/Apprenticeships invited to join. New digital skills training and qualification information shared across services.</p> <p>The Learning Operational Group has been established and is working well to support annual self-assessment, Quality Improvement and Safeguarding. A co-ordinated approach to OTLAs and Learning Walks and Safeguarding policy has been agreed however, OTLA policy and procedures have been delayed due to Covid-19 and as such this task has been extended to 31/7/21</p>

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<b>Adult Skills and Family Learning</b>					
<b>Intent</b>	Strengthen community engagement, including employers, local services and organisations responsible for local regional economic growth to develop opportunities for learners	Networking/meetings with district council. Attendance at Boston Education Group. Attendance at English Language Co-ordination Fund Project meetings	31/07/2020		Attended LEP Officers meeting, 9th December. Follow up with SHDC re. Bakkavor. Spring LEP Skills Officers meeting was cancelled due to Covid-19. Attendance at Boston Project Group has resulted in Family Learning interest from Haven High and Holbeach Academy. New ESOL courses promoted on ELCF website. Involvement in CCF project has increased awareness of skills needs on East Coast and operational issues of seasonal employment for skills provision Partnership working with LinHigher to facilitate engagement with Lincolnshire Traveller Community. Work on Coastal Communities Funded programme to strengthen employer engagement in East Lindsey
<b>Intent</b>	Develop a Quality Calendar to support effective service planning	Review and update QC and bring to team meetings	31/07/2020		Replaced by Operational Framework developed for 2019-20 and 2020-21. Circulated and updated on a regular basis and discussed at team meetings
<b>Intent</b>	Local employment opportunities, as well as local employer engagement, aren't consistently embedded in the Adult Learning programme to fully inform progression opportunities	Review information provided by individual Providers regarding local employment opportunities/employer engagement. Develop an action plan on employer engagement. Review data provided by LEP (Local Industrial Strategy/Skills Advisory Panel analysis). Monitor the action plan at contract monitoring meetings. Attendance at Job Fairs. Update 2Aspire/Newsletters with Job Fair information	31/07/2020		Job fair information included in January Family Learning tutor newsletter and Provider newsletter. Careers and Jobs page added to 2aspire website to include advice and information on : Careers, Job Fairs, Job Hunting, Job Ready Skills, Volunteering, as well as links to videos provided by local employers on Lincolnshire job profiles and job ready skills
<b>Intent</b>	TERMS Development: Ensure a suitable bank of reports are available that support all aspects of learning provision	Ensure a suitable bank of reports are available that support all aspects of learning provision	31/07/2020		Scheduled reports established and produced out of TERMS on a weekly / monthly basis to support data monitoring undertaken by the YPLP and Apprentice Levy services. Further reports created during the Summer Term include a Completions Report to inform learning providers of enrolments that need to be finalised, a report which providers access directly through TERMS detailing their own current enrolment data, and an apprentice levy report that shows continuers and other data for that provision as a whole. The bank of reports will continue to be developed and enhanced and plans are already in place to deliver some new automated reports in the Autumn Term 2020
<b>Implementation</b>	Better availability of Adult Learning learner destination data to fully measure the impact of the programme.	Commission J2Research to undertake telephone follow up survey. Progression e-survey for 100% of provision Collect progression data from providers at termly contract monitoring meetings. Work with providers to ensure progression data is collected, collated and returned to the Adult Learning Service	31/07/2020		J2Research commissioned to contact 1040 learners from 2018/19. Follow up telephone calls commenced in February 2020 and the subsequent J2Research report was received. Further work was planned to drill down into individual responses to inform 2020/21 planning. However, this task has now been impacted by Covid-19 and no further tracking has been undertaken due to the sensitivity surrounding this. As a result this task has been extended to 31/7/21
<b>Implementation</b>	Consistent embedding of numeracy to raise awareness of numeracy capabilities and further opportunities	Tutor and Provider training. Information in Tutor and Provider newsletters. Supplementary information in Tutor and Provider handbooks. Check through OTLA/Learning Walks, Learner feedback	31/07/2020		Draft tips sheet in place and used by Project Officers for Family Learning provision. Request for additional suggestions through January FL newsletter. An online focus group consisting of ASFL staff and interested FL tutors has taken place to pool ideas to support tutors with embedding maths within teaching and learning. There was consensus that the Learning Diary/PLR be adapted to represent learning and progress more diagrammatically. Additionally, within FL there was agreement that a bespoke session on number/counting/maths in family life be included within all courses. Implementation of these ideas is awaiting approval
<b>Implementation</b>	Ensure effective use of learner contributions and experience in class to enrich and broaden learners' skills and knowledge	Tutor and Provider training. Information in Tutor and Provider newsletters. Supplementary information in Tutor and Provider handbooks. Check through OTLA/Learning Walks, Learner feedback	31/07/2020		Because of a lack of classroom learning through Covid 19, this task has been extended to 31/7/21

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<b>Adult Skills and Family Learning (continued)</b>					
Implementation	Maximise enrichment opportunities for Family Learning learners	Introduction of additional, free, resources, guest speakers, etc.	31/07/2020		Due to COVID-19 classroom delivery was ceased in March and so the team had to think of other ways to support learners and continue to support them through home schooling. Worked with FL tutors to provide 'tip sheets' for families that are placed on 2aspire website, in a variety of categories including children, adults, ESOL and families. Worked with FL tutors to create 'Family Learning In Action' videos. These are short activities that demonstrate to learners how you can support your child in particular curriculum areas. Websites are signposted to within the categories for extra support. Worked with a provider to create a new online FL course to support those who find home schooling challenging and is based more around wellbeing than curriculum.
Implementation	Review Learner focus group activity	Introduce a programme of dynamic learner focus groups to help shape the service	31/07/2020		Outline programme was agreed. 2 focus group sessions booked, one in April with First College and one with Abbey Access in May, but still waiting confirmation from Heritage for a session in June. In the event because of Covid 19 restrictions, these focus groups were unable to take place.
Implementation	Develop a progression survey that will automatically be emailed to learners at a specified point after course completion (task extended from 2018/19 QIP)	Develop Progression Survey. Pilot Progression Survey. Roll out Progression Survey to become part of day-to-day work	31/07/2020		Progression survey is almost completed and ready to roll out. However, further developments have now been put on hold due to the impact of Covid 19 and the ability to obtain what could be potentially insensitive data from learners at this present time. This task has now been extended to 31/7/21
Implementation	Review and enhance Provider communication	Review and extend format of Provider Newsletter. Consider other communication methods	31/07/2020		A review of the format of the existing newsletter took place but the actual production of a newly designed newsletter has been delayed due to the impact on resource availability as a result of Covid-19 and staff sickness. However, a new format will be developed and used in the new academic year
Implementation	Develop a webpage on the LCC website to promote our Adult Learning programme and link with 2Aspire	Map out web page requirements and liaise with the Council's web team	31/07/2020		Draft web page in place waiting for sign off
Implementation	Create a register of processes and procedures in relation to management information and performance reporting activities	Identify management information and performance reporting activities that require documenting. Design template to capture relevant information. Arrange for templates to be completed by named responsible officers. Ensure arrangements in place for regular review and challenge	31/07/2020		System is now in place. Process templates continue to be created, and where applicable, they are shared with other staff outside of the Team so as to aid their understanding when involved in a specific activity. A Register has been created and processes are in place whereby templates are reviewed and refreshed on a regular basis
Implementation	Continually develop and deliver improvements in relation to customer surveys	Develop a range of e-surveys to support the collection of feedback from learners, tutors and partners	31/07/2020		Progression Survey in process of being rolled out. Further surveys will be developed in line with Learning Service needs. This task may be impacted at a future point in time in view of the LCC move to replace SNAP with another survey product. Work has been delayed as a result of Covid redeployment. The intention is to produce a new e-survey to target learners enrolled on distance learning courses which will be rolled out in the Autumn Term. This task has now been extended to 31/7/21
Implementation	TERMS Development: Progression data analysis	Develop the recording and production of in year progression data for YPLP. Over 3 years, look at ASFL learners that progressed through different levels and produce appropriate analysis	31/12/2020		A Dandelion tracker was developed and created in TERMS for use by YPLP. However, further development work for YPLP is no longer required as the service will not be using TERMS wef 1/8/20. Discussions have taken place with West March, and further developments in relation to the progression of ASFL learners will take place in the Autumn term
Implementation	TERMS Development: Attendance data analysis	Develop the recording and production of attendance data, including that on the work based learning element for YPLP Initial focus on YPLP then expect to cascade to cover ASFL provision also	31/12/2020		Excel based in-house system for gathering attendance data was updated for 19/20. Further development work for YPLP is no longer required as the service will not be using TERMS wef 1/8/20. Improvements to TERMS recently rolled out by West March will improve the accuracy of attendance reporting for ASFL learners

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<b>Adult Skills and Family Learning (continued)</b>					
<b>Implementation</b>	TERMS Development: Streamline YPLP enrolment process with Tutors inputting data directly onto TERMS	(Spring 2020) Understand what actions are needed to allow this to happen (Summer 2020) Ensure systems and processes are in place to support this - including appropriate training (Autumn 2020) Go Live. Arrangements in place to ensure quality checks of data held on TERMS	31/12/2020		Task has been completed, but the original intention that tutors be trained to input data onto TERMS is no longer required as YPLP are moving to another MIS wef 1/8/20. YPLP staff were trained on how to input enrolments onto TERMS, and are currently providing data to ASFL to enable existing records to be updated in time for 19/20 end of year reporting
<b>Impact</b>	Increase achievement rates on English and maths Functional Skills to be significantly above the ESFA threshold	Review achievement rates by Provider by level to establish a starting point. Define target for each level. Compare target to achievements by Provider. Develop an action plan for underperforming Providers. Monitor the action plan at contract monitoring meetings	31/07/2020		This activity has been impacted by Covid-19 and the introduction of tutor assessment grades, combined with withdrawal of qualification achievement rates for 2019/20. Task to be moved to 2020/21
<b>Impact</b>	Learners to have a better developed understanding of the personal risks posed by radical and extremist ideologies	Tutor and Provider training. Information in Tutor and Provider newsletters. Supplementary information in Tutor and Provider handbooks. Check through OTLA/Learning Walks, Learner feedback	31/07/2020		Grimsby Institute contacted for information on their approach to highlighting this issue. Met with Head of Quality at Boston College and ideas/information produced from meeting forwarded for consideration.
<b>Impact</b>	Increase the numbers of qualifications delivered through the service	Increase number of qualifications delivered through Family Learning. Information in Tutor newsletter.	31/07/2020		New Accredited courses have been added to the curriculum. Presentation and information on all courses given to tutors both at tutor meeting and sent out. No further progress as this activity has been impacted by Covid-19 and the cancellation of provision from March onwards. Task to be moved to 2020/21 and extended to 31/7/21
<b>Impact</b>	Maintain a register of Improvements (worth a mention - WAM) to demonstrate continual improvement	Maintain register and impact of improvement	31/07/2020		Register has been established and a range of improvements delivered i.e. <ul style="list-style-type: none"> <li>Improved functionality and presentation of data collected through the Benchmark Club thus enhancing its usefulness as a source of comparative data</li> <li>Developed a Learning Diary specifically for ESOL Learners</li> <li>Created new course-Let's be Happy and Healthy in response to schools need for wellbeing support for parents and families</li> <li>Creation of an e-survey aimed at improving the collection of Progression data from learners</li> <li>Creating Distance Learning page on 2aspire website to be able to extend our service offer through distance learning.</li> <li>Content plan and tutor engagement for distance Learning programme for Family Learning attendees during Covid-19 lockdown period</li> <li>Supporting our learners further during the Covid-19 lockdown through regular group emailing of current and relevant information for Health and Wellbeing, Family Learning and Adult skills</li> <li>Creating Distance Learning newsletters for their families who have had their Family Learning courses cancelled because of C19</li> <li>Outlining the ESFA guidance and LCC position we continued making payments to providers for the remainder of the academic year 2019/20</li> <li>Responding to feedback from Provider training, controls have been increased to protect learner data.</li> <li>Extending our service offer through online Learning at Home pages targeted at all of our learner groups-ESOL, Adult Learners, Family Learning</li> <li>Job and Careers page on 2aspire updated to run alongside additional Learning at Home pages.</li> </ul>

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<b>Adult Skills and Family Learning (continued)</b>					
Impact	Maintain a register of Improvements (worth a mention - WAM) to demonstrate continual improvement	Maintain register and impact of improvement	31/07/2020		(continued from previous page) <ul style="list-style-type: none"> <li>Family Learning in Action page was added to extend the learning offered to our Family Learning groups. Tutors created short videos modelling learning activities for our families.</li> <li>Weekly team meetings held through the new TEAMS system</li> <li>Streamlining the presentation of monthly PFR data</li> <li>Benchmark Analysis - added in new data collection field to gather information on the number of enrolments delivered by distance learning / elearning</li> <li>Creation of an enterprise report within TERMS which lists enrolments where the end date has passed and they are missing the Destination, Outcome, or Attendance information</li> <li>Improving the professionalism and effectiveness of training on TERMS through the introduction of formal course lesson plans, course workbooks to support learning and attendee feedback forms</li> </ul>
Impact	Community Learning (Funding Model 10) Benchmark Club	Review the presentation of data in the Benchmark Club and streamline the data collection process	31/07/2020		Task completed - revised data collection templates were designed and issued. Additional information is being requested in relation to learners engaged on distance learning/e-learning.
Impact	Review and enhance the range of dashboards used to provide performance data for a range of audiences	Develop dashboards at District Council level that reflect the relationship between LEP priorities and the ASFL commissioned learning for that area. Refresh dashboards and produce twice yearly	31/07/2020		Task was delayed due to resource implications as a result of Covid-19 redeployment, staff absence and other work commitments. However, a District Council dashboard template was produced to support the presentation of the planned programme for 20/21, and with a focus on ELDC provision. Dashboards will be further developed in 20/21 once up to data LEP and national data has been sought that reflects the current economic climate. Task extended to 31/7/21
Impact	Create a new Impact Report to support the 2019/20 SAR process	Develop a new impact report which will contain simple but key data highlights, a 'you said we did' type approach as well as some learner / tutor / partner feedback	01/07/2020		Work in relation to SAR reporting has not started yet. However, a new Impact Report was created for the Learning Board which includes key performance data, learner case studies and progress against the QIP.
Impact	Business Continuity	Review the service's response to Covid-19 crisis and update Business Continuity Plan accordingly to improve resilience against service interruptions	31/07/2020		Various activities implemented to provide resilience in response to Covid 19 i.e. <ul style="list-style-type: none"> <li>Zaspire developed and updated to incorporate Learning at Home pages, Learner Stories, Jobs and Careers info, online learning, as well as links to video clips, etc.</li> <li>Monthly Facebook campaign in place.</li> <li>Moodle under development for Autumn term.</li> <li>Online enrolments under development for Autumn term</li> </ul>

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<b>Apprenticeships</b>					
<b>Implementation</b>	The functional skills model of delivery was not achieving the success rates required, as a result delivery was moved into Business Support where the model was revamped to meet the needs of the learner as well as the requirements of the reformed qualifications	Robust assessment of learner needs in place. Define target for each level. Amend delivery model optimise successful learning	31/7/2020		<p>First cohort of FS Maths completed exams with all but 1 learner passing. Direct Award Status has been achieved by Business Support in-house provision, this will be set up as a satellite delivery centre utilising Lincolnshire County Council grant funding to up skill staff.</p> <p>Due to COVID 19 FS exams were not undertaken over the summer period. Calculated grades were submitted to the awarding body. The results were received on the 31 July 2020 with all learners achieving their qualifications. We will be delivering FS, in the autumn, via Microsoft Teams delivering online learning model with 1:1 tutor support where required. Workshops will be delivered to no more than 5 learners at any given time, the course will be delivered on a weekly basis over 8 - 12 weeks depending on learner support requirements.</p>
<b>Intent</b>	The Council will evolve to deliver in-house provision from a number of specialist areas across the Authority, appropriate data needs to be collated seamlessly to validate data integrity and provide analysis to promote growth and efficiencies	Form working group to identify data requirements Redefine roles within HR Services to collate and validate data Once process in place in-house apprenticeship working group scrutinise data on monthly basis, identifying areas of growth	31/04/2020		Working group is progressing with data. A Senior Talent and Early Careers advisor was recruited to lead on the operational governance and implementation of satellite centres Governance document will go live from September 2020 and will be reviewed and updated annually. The governance document includes roles and responsibilities around data, deadlines, escalations points and standardised templates have been introduced. Additionally further work is being undertaken to optimise reporting for in-house provision. Task extended to 31/3/21
<b>Implementation</b>	Trainers set clear and achievable targets for apprentices. However, these targets focus too often on the completion of individual units of the apprenticeship. This limits apprentices' opportunities to develop and extend their existing skills, behaviours and knowledge to enable them to be even more effective in their job role		31/7/2020		<p>Trainers set weekly targets in the contact diary on the eportfolio. 3 way reviews are held between the trainer, apprentice and team leader every three months. Trainers have a holistic approach to the learning and development of the apprentices however the Diploma that is studied alongside the standard is unit based.</p> <p>Apprentices are now logging training and stating whether it is knowledge, skills or behaviour. Enrichment sessions had been arranged for all apprentices on 06/04/2020, these will be re-arranged once COVID-19 crisis is resolved.</p> <p>All apprentices are completing a Diploma initially in either Business Administration or Customer Service which is recorded using units/modules but the apprentices are made aware at induction that this only supports the knowledge, skills and behaviours which they record in their OTJT and is duly recorded as such. Face to face sessions have not happened since March 2020, this has been replaced by virtual 1:1 sessions on Microsoft Teams</p>
<b>Implementation</b>	Create a central repository of resources that apprentices can access	HR Services work with digital team on new platform in order to create a central resource area for apprentices	31/7/2020		HR Services working with digital team in developing area. Talent & Early Careers Team due to commence work with digital team to create a platform that will include an apprenticeship section. Task extended to 31/3/21

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<b>Young People's Learning Provision</b>					
Impact	Increase the achievements in English and maths qualifications	Monitor implementation of new F/Skills standards. Introduce stepping stones qualifications as an alternative for young people who will not achieve a full qualification in the academic year Improve exam preparation	31/07/2020		Implementation of new F/Skills standards has meant that less learners have been entered for qualifications than usual for the time of year. Learners have begun being entered for F/Skills qualifications. There has been a change in awarding body from OCR to C&G to deliver these assessments. Approval has been granted for stepping stones qualifications
Impact	Improve attendance in some areas so that all areas are achieving 90% +	Provision Managers and Pastoral Leads to monitor attendance at all sites. Pastoral Leads to work with learners on Behaviour Improvement Plans to increase Attendance. Introduce attendance incentives. Attendance to be monitored by site	31/07/2020		Attendance is monitored and reviewed by individual site. BIP are in place for learners with low attendance. Behaviour Improvement Plans have been implemented and improvements in attendance have been seen. At the end of February 4 of the 8 sites had attendance rates above 85% and a further 3 over 80%. A reward system was implemented at the beginning of March to further encourage learners First month of the reward and recognition system was very successful and it will continue into 2020/21 academic year
Implementation	Recording of support/behaviour interventions	Introduce Behaviour Improvement Plans. Paperwork training to ensure Ill records are completed thoroughly	31/07/2020		Behaviour improvement plans have been introduced and are being used with learners to focus interventions and improve the recording of the support offered to young people. Regular reviews are taking place with learners to support improvements in behaviour. The use of Ills improved greatly over COVID crisis due to all Safe and Well checks and other communications being logged. Ills will be transferred onto Databridge for the next academic year.
Implementation	TERMS Development: Progression data analysis	Develop the recording and production of in year progression data for YPLP. Over 3 years, look at ASFL learners that progressed through different levels and produce appropriate analysis	31/12/2020		Task no longer required to be delivered in support of YPLP data. YPLP progression data will move over to Databridge for 2020/21
Implementation	Develop a webpage on the LCC website to promote YPLP and work with Adult Learning to have YPLP information on 2Aspire	Agree web page requirements and liaise with the Council's web team. Agree with Adult Learning what can be added to 2Aspire	31/07/2020		The web team have agreed to support YPLP and content has been shared with them to review
Implementation	TERMS Development: Attendance data analysis	Develop the recording and production of attendance data, including that on the work based learning element for YPLP Initial focus on YPLP then expect to cascade to cover ASFL provision also	31/12/2020		Task no longer required to be delivered in support of YPLP data. YPLP attendance data will move over to Databridge for 2020/21
Implementation	Review and streamline examination processes	Move to City & Guilds for F/Skills Eng and Maths. Review exam processes	31/03/2020		New Functional Skills English and maths qualifications are accredited by C&G. Assessments with C&G have taken place. DCS status has been awarded. New YPLP Performance Officer: Data and Exams has been appointed to oversee examination processes across whole provision
Implementation	TERMS Development: Streamline YPLP enrolment process with Tutors inputting data directly onto TERMS	(Spring 2020) Understand what actions are needed to allow this to happen (Summer 2020) Ensure systems and processes are in place to support this - including appropriate training (Autumn 2020) Go Live. Arrangements in place to ensure quality checks of data held on TERMS	31/12/2020		Task has been completed, but the original intention that tutors be trained to input data onto TERMS is no longer required as YPLP are moving to another MIS wef 1/8/20. YPLP staff were trained on how to input enrolments onto TERMS, and are currently providing data to ASFL to enable existing records to be updated in time for 19/20 end of year reporting. YPLP enrolments will move over to Databridge for 2020/21