

North and South Delivery Group – Meeting Notes

18 and 25 April 2018

- **Audit**

- Despite calls for partners to check their files, the project team have continued to find errors on forms and gaps in documents as we ramped up for the visit by the ESF audit team. This has caused a great deal of extra work for the project team.
- Common errors still showing are:
 - Incorrect wording on certification
 - Missing NINOs and GLinc numbers on forms
 - Data in MWS is incorrect and doesn't match forms. This is the partner's responsibility to check and the project team must be able to trust the spreadsheet submitted quarterly.
 - Only front pages of double sided documents are being scanned.
 - Scanned documents are sometimes shown upside down, sideways, etc – not good for the neck!!

- **Learning Outcomes**

- Following a number of quarterlies, partners are concerned at how many people they are moving on to learning/training via MOVE but are unable to claim it.
ACTION: JE to investigate any possible solution with funders.
- Coverage of areas – Question asked if there was a gap in provision of services. Suggested that Lincoln and NK both had problems with coverage. We need to feed this to LCC and attempt to influence commissioning. People are unable to move into work as they need to upskill but they can't as there is nothing available locally.
- BGU have managed to arrange for potential distance learning courses with Hinckley College. People do not need to be IT literate for the courses, and are able to cover subjects such as Food Hygiene and Health and Social Care (similar to Grimsby Institute).
- What is needed is training for pre-entry maths and English – Stepping Stones, entry levels 1,2, and 3 courses. Could this be funded under AAP? CLIP may be able to do this, but we're unaware of any provider in NK or Lincoln.
- IT skills in Lincoln can only be done in the college or at the library – leaving a black hole. LCC are commissioning community learning provision in the next couple of weeks.

- **Internal Evaluation and Soft Outcomes**

- Participant surveys are a crucial part of us being able to measure softer, more personal outcomes of the project. The surveys are not optional. There has been a huge increase in the numbers of partners using them – thanks for the effort.
- It is critical that they are uploaded to Aptem/MWS or we are unable to review and include them in our stats.
- Results that we are starting to see:

- As at 4/4/18 we could measure the start and end questionnaires distance travelled for 59 people (156 have exited in total, including 'without outcomes')
 - Feedback in terms of the numbers of clients we can measure is very good e.g. of 59 people, 49 reported increased confidence, and 43% claimed an increase sense of wellbeing. Furthermore, some 55% had initiated some positive actions.
- There will always be those who are exited 'without outcome', but we can ask them to complete the form – it's still useful to show any sort of progression.
- We are looking to see if there is any correlation between the length of time on the project and high scores at the end.
- We're not expecting to see universal progression as many have scored highly in some areas to begin with. We're looking for trends, such as 'can the project show positive impacts on people overall'? We do not currently have the numbers to show this, but this will change as and when we begin to get the numbers increasing. We'll be able to measure correlation between length of time on the project and how positive their outcomes are. **ACTION:** CC to continue evaluation of project.
- A reminder to partners to ensure that **G/Linc numbers and your organisation's title** are added to the questionnaires
- CC requests that delivery partners talk through the questionnaires rather than leave it entirely to the participant. Please check the completed forms to make sure that all questions are answered.
- CC has been attending partner evaluation meetings, seeking perceived impacts on the organisation. Positive themes that seem to be emerging:
 - People like the holistic nature of the support
 - The degree of flexibility – the freedom to work with clients based on their needs
 - Tailor the support to match their needs and their goals.
 - Support from the wider project team
 - Having the budget to support volunteering has been very important
- Negative themes/problems that have emerged include:
 - Problems generated by changes in personnel and paperwork
 - The partnership might be able to make better use of partner's specialisations, be more joined up in delivery. However, funding restrictions have prevented it happening.
 - Difficulty of dealing with participants with complex needs/chaotic lives.
- Partner feedback from these meetings has resulted in a number of positive changes:
 - A new secure drive has been created for financial reporting information from partners.
 - Guidance has been made available on filling in financial returns
 - Working Groups have been run to develop future projects and partnerships

- Local cluster groups have been formed to make better use of local geographical knowledge. While the Cluster Groups have been well received by those who have attended, the attendance has been minimal.
- **Support for Clients**
 - Many partners are continuing to support clients after they have progressed on from the project. We need to measure this. **ACTION:** JE to use quarterly meetings to collect information.
 - We need to conduct a further survey 6 months after the client has left the project, asking them if they've continued to receive support post-exit. How could we manage any follow-up survey, given that it could increase our workload? This needs resourcing properly.
 - We need to keep supporting clients to increase aspirations to obtain employment, and get a better job. Note that we aren't funded to support this, which is something that LEP wanted.
 - It is partly how we exit clients. They can still get light touch support from partners:
 - We might see them in the community
 - Some pop in to update partners, or just to chat
 - Some partners organise get-togethers
 - Other partners have 'job clubs' and café's.
 - Sometimes it's hard to keep clients engaged after they have had an outcome.
- **Progressions**
 - Question asked about what participants might be moving on to. We are behind on Learning Exits – why? Partners considered this to be a complicated area, made even more so with the fact that project funded courses cannot be claimed as outcomes.
 - There is a frustration about the fact that volunteer placements cannot be included as an outcome. Idea was floated that clients might be moved to Job Search in order to get an outcome. This is an area that needs to be looked at. **ACTION:** JE
 - There is also a potential seasonal element included in some geographical areas (e.g. agricultural and holiday based economy locations) that may have an impact on figures.
- **Dependency**
 - We are trying to curb the tendency to pop in whenever they pass just to say hello. This can be time consuming for staff.
 - Encourage clients to volunteer in more varied places, so that they have a wider support network.
 - Sometimes we should try to get other members of the wider team involved, so that there is no personal dependency. We could also access different support skills, although this is not always possible in all teams.
 - Look for signs, especially if the client has e.g. mental health or learning disabilities, see if they react differently to people they're not used to.
 - Create a map – this is especially good if they lack confidence as it shows them their progress.

- Negotiate an end to the relationship so that they don't feel they are suddenly dropping of a cliff.
- The use of 'learning ladders' is a good way to show where the client is. ACTION CLIP to send to JE.
- We need to identify the point in the project where people are potentially 'too comfortable' and challenge them. By them remaining on the project, and not moving on, there is an impact on project outcomes.
- **Support for Autistic Clients**
 - There is a need for support for clients who are considered to be on the autistic spectrum. The University of Derby have a free online course about supporting people with autism, but we need more useful resources about supporting people with autism. **ACTION:** JE to seek funding to train advisors, and AH will ask the University if there is anything that they have to help with online assessment.
 - It might be useful to get 'expert advice' (including those who have first hand experience of the problems) and invite them to speak to the partners at their various meetings.
 - Questions asked as to how we might be able to get formal diagnoses as this can help access services the individual needs. Any suggestions would be welcome.
 - Across the county, autism training for staff is missing, and parents are finding this regarding young people who need support and volunteering opportunities.
 - What's needed is the actual provision of something like a socialisation course, but the nearest is thought to be in York. There is nothing in Scunthorpe after school age.
 - We also need to look at how to identify undiagnosed individuals.
- **Limitations of the Project**
 - We can't pay for staff training, although it would be good to have a number of people to deliver more specialised services e.g. for people with autism.
 - We remain unable to support clients with any funding after they exit the project.
- **Sharing Learning**
 - Jennifer and Ann continue to do a minimum of 20 interviews per year with participants. They are currently working with partners to see further clients during year 2, and will continue to do so up to the end of year 3.
- **GDPR**
 - GDPR is a concern – how do we tie in BBO requirements and GDPR. We have prepared documents, drafts and guidance and will be doing it in line with BBO requirements. ESF is to issue guidance in the near future.
 - All partners are to submit their data protection policies as soon as they are written, and the project management team will send out Lincs BBO-wide partnership policies as and when we are able to get them.
- **Other projects**
 - The Engagement into Learning project is seeing a general increase in the numbers, but the split between male and female is showing a larger number of males. This will have to be addressed.

- A new Annex H (Onboarding Wizard) is to be made available, giving further options regarding a client's sexuality.
- A new version of the Greater Lincs BBO-wide Marketing and Media booklet is to be issued shortly for use by all partners in the 3 projects.
- The 16th May sees a Cross Cutting themes committee meeting at Grantham College, to which all are invited.
- **AOB**
 - From Community Lincs: Lincs Connect advertise jobs all over the county on a Monday morning, using the Twitter feed @JCPLincs
 - From Grantham College: Job Clubs are a good fit for sustainability targets, given that they encourage social, economic and environmental changes. Participants have also been known to form social groups from which they also benefit.
 - From Taylor ITEX: Victoria Limb reiterated her offer of coaching to those who might need stress management.
 - Those present were informed of the reduced hours for JE and that LD would be taking responsibility for some tasks for immediate future.
 - Those present were made aware of the evaluators wish that we measure quality. Queries were made as to what 'quality of delivery' was, e.g. is it consistency of approach, staff training, participant feedback? Perhaps the PMB could provide guidelines on what it is? **ACTION:** JE and PMB