



Herefordshire Council Adult and Community Learning Plan 2015/18

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Index

Section		Page Number
	Introduction	3
1	An Introduction to Herefordshire	3
2	An Introduction to Herefordshire Council's Adult and Community Learning Service - Aims and Objectives - Key Priorities and Target Groups	3
3	National Drivers- Requirements of Providers Directly Funded by the Skills Funding Agency (in 2013 - 2014)	6
4	Purpose of Community Learning (Extract from Department of Business Innovation and Skills "New Chances, New Challenges" page 14)	7
5	Purpose of the Adult Skills Budget	7
6	Herefordshire Council's Priorities	7
7	How the Herefordshire Adult and Community Learning Service is Funded	8
8	Grants	9
9	Fee Policy	10
10	Promotion of Adult and Community Learning	10
11	Curriculum Areas	10
12	How the Service is Delivered	11
13	Herefordshire Community Learning Partnership	15
14	Delivery and Outcomes 2013/2014	15
15	Service Action Plan 2015/2018	20
	Reference	25

Introduction

This plan identifies the key priorities for Herefordshire Council's Adult and Community Learning Service to achieve its strategic and organisational aims for the academic years 2015 to 2018. The plan covers the funding received from the Skills Funding Agency (SFA) annually to deliver Community Learning and Adult Skills Learning opportunities to Herefordshire residents aged 19 and over. This plan is reviewed annually in January and updated again in June in each year.

In particular this plan:-

- gives an introduction to Herefordshire
- summarises the requirements of the Skills Funding Agency (SFA). The requirements are updated annually.
- identifies the key priorities and aims of the service for next three years
- includes the fees policy for 2015/2016
- gives the key results from 2013/2014 academic year (latest full academic year performance data).
- includes the Service action plan 2015/2016

1. An introduction to Herefordshire

For a comprehensive review of Herefordshire please read 'The Understanding Herefordshire report' <https://factsandfigures.herefordshire.gov.uk/>

2. An introduction to Herefordshire Council's Adult and Community Learning Service.

Herefordshire Council provides Adult and Community Learning through the Herefordshire Council's Adult and Community Learning Service. The service consists of a small team that sits within the Post 16 Learning and Skills team in the Education and Commissioning Directorate, Children's Wellbeing. Please see the team structure chart at Appendix A. The adult and community learning team are fully funded through the SFA contract and are therefore dependent on the successful delivery of provision.

We commission and contract out which means we do not employ our own tutors; we work with partners to deliver adult learning opportunities and the priorities that we set; encourage social, economic, educational and personal progression for individuals and families.

We work with delivery partners to ensure adult education courses are available for local residents within priority areas. Delivery partners include voluntary and community organisations, FE colleges, private training providers, schools, children's centres and libraries. To deliver non- accredited, entry and level one and two provision.

The service is subject to Ofsted Inspections and was awarded an Overall grade of 2 'Good' in the last inspection in May 2012. The Ofsted inspector awarded a Grade 1 in community development.

Strategic Aims and Objectives

The strategic aims and objectives are as follows:

Aim

To engage with local people who are least likely to participate in learning and enable them to access a range of high quality learning opportunities. So that they can lead more independent lives, support their families, gain a qualification, get a job, volunteer and become less socially isolated.

Objectives

- Focus Adult and Community Learning funding on people who are disadvantaged and least likely to participate in learning, including people on low incomes, those with low skills and those furthest away from the labour market.
- Widen participation in learning through locally delivered informal and accredited programmes, serving the needs of the diverse communities across Herefordshire.
- Contribute to a wide range of outcomes for individuals and the wider community including personal and social, educational attainment, economic regeneration, and improved health and well-being. By supporting adults back into learning, training and employment, through community outreach provision delivered at local venues.
- Develop the capacity of voluntary and community sector organisations to deliver effective adult learning that meets the quality requirements of Ofsted through funding and supporting niche provision.
- To work with local partners to deliver a programme of high quality learning, which clearly contributes to the priorities of Herefordshire Council (to create and maintain a successful economy; enable residents to be independent and lead fulfilling lives; keep children and young people safe and give them a great start in life; enable residents to live safe, healthy and independent lives) and the Marches Local Enterprise Partnership Skills Plan, European Investment Strategy and Strategic Economic Plan.

Key Priorities

In order to achieve the above objectives, we will:

- Widen adult participation in learning through a targeted approach, promoting equality and diversity and improving access to learning for particular under-represented groups and those who have not been engaged in learning for a significant period of time. In particular the service will continue to work with those people who are:
 - unemployed.
 - people with a learning difficulties and/or disabilities, including mental health issues.
 - homeless, or in danger of becoming homeless, or living in sheltered accommodation.
 - carers of people with learning difficulties and/or disabilities, including mental health issues.
 - care leavers
 - yet to achieve a prior level of attainment at full level 2 qualification.

- yet to achieve level 2 in English and Maths
- engaged within the troubled families programme (Families First¹)
- wishing to improve their parenting skills.
- from areas identified as local areas of deprivation²
- on low income (below £16,000) and/or in receipt of state benefits.
- Lead on the delivery of Family Learning in partnership with schools and children's centres in deprived areas where attainment levels are low. Programmes will be developed to directly contribute to the children centre's aims and objectives for supporting families in their areas with a particular focus on English and Maths. The service works with families including grandparents of children aged 0-16.
- To develop learning opportunities for our young people leaving care aged 19 and over.
- Continue to increase the number of learners achieving successful outcomes, increase the numbers of people gaining first accreditation in community-settings and increase the numbers progressing to further learning and work.
- Continue to develop the Adult Skills 'offer' and provision for learners in areas of high socio-economic need.
- Work with partners to continue to develop the Herefordshire Community Learning Partnership. In particular to develop further opportunities for those people with mild to moderate mental health issues including impact measures.
- Ensure learners have access to high quality information advice and guidance, sign-posting to the National Careers Service.
- Continue to improve the planning and commissioning of ACL so that we develop an improved analysis of needs, to improve further the quality of teaching and learning, outcomes for learners and value for money.
- Replace AQUA MIS system.
- Attain Matrix Standard.
- Develop and expand the 'LearnHerefordshire' website
- Embed quality improvement across all provision and address issues identified in the self-assessment reports and quality improvement plans
- To achieve OfSTED Grade 2 or above in next inspection.

3. National Drivers - Requirements of Providers Directly Funded by the Skills Funding Agency (in 2015-2016)

Adult and Community Learning is funded through a contract with the Skills Funding Agency (SFA) for Community Learning and Adult Skills.

The Council is required to:

- commission, deliver and support a locally determined formal and non- formal learning offer that conforms to the objectives set out in New Challenges, New Chances

¹ [Families First in Herefordshire](#)

² [Deprivation in Herefordshire](#)

- operate in strong local partnerships to ensure their plans and strategies are underpinned by engagement with communities, local authorities, LEPs and other key local stakeholders.
- operate within the terms and conditions of the SFA funding agreement and the SFA funding rules which state:- Providers must have in place a strategy that sets out how they have identified and will deliver a balance of the objectives set out in New Challenges, New Chances.
- show evidence on how they will operate in strong local partnerships to ensure their objectives are underpinned by engagement and consultation with their communities, local authorities, local enterprise partnerships and other key local stakeholders.
- have clear outcomes and appropriate measures capable of evaluation by their community and local stakeholders.
- develop and implement a robust financial strategy that adds to their community learning allocation.
- abide by the funding eligibility (including learner eligibility) as set out in the SFA's funding rules. <https://www.gov.uk/government/publications/sfa-funding-rules-2015-to-2016>

4. Purpose of Community Learning

<https://www.gov.uk/government/collections/community-learning-government-funding>

Community learning includes a range of community-based and outreach learning opportunities. These are primarily provided by local authorities and further education colleges (further education providers). Community learning is designed to help people of different ages and backgrounds:

- get a new skill
- reconnect with learning
- follow an interest
- prepare to progress to formal courses
- learn how to support their children better
- It supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility.

5. Purpose of the Adult Skills Budget

- To support flexible and responsive provision for learners aged 19+ without level 2 qualifications or without GCSE, English or Maths at grades A* to C
- Funding is focussed on qualifications that are part of a regulated framework approved by the Skills Funding Agency.
- Providers must operate within the terms and conditions of the funding agreement, the funding rules, the performance management rules and the individual learner specification. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414797/Funding_Rules_v2_March_2015.pdf

6. Herefordshire Council's Priorities

The Adult and Community learning provision is lined to the visions and priorities of Herefordshire Council's corporate plan 2013-15.

Herefordshire Council's Vision

Herefordshire - a place where people, organisations and businesses work together within an outstanding natural environment, bringing about sustainable prosperity and wellbeing for all.

The main priorities which directly link to the Adult and Community Learning service are to:-

- enable residents to be independent and lead fulfilling life
- create and maintain a successful economy
- keep children and young people safe and give them a great start in life
- enable residents to live safe, healthy and independent lives.
- decrease the % of working age population with no qualifications
- increase the % of residents who volunteer
- increase the number of unpaid carers receiving support

The family learning programmes support the priorities of the Children and Young People's Partnership by:

- targeting resources and supporting vulnerable families
- improving the emotional and mental health and wellbeing of parents and carers
- supporting outcomes for children
- helping families, parents and carers to help themselves, particularly in the early years of their children's lives
- promoting health and well-being
- achieving success in life, learning and future employment

7. How the Herefordshire Adult and Community Learning Service is Funded

The service is predominately funded by the Skills Funding Agency; other funding is raised by learner's fees or external grants. Plus the service receives a great deal of £plus money, from the organisations it works in partnership with e.g. free room hire, support staff etc. The service for the first time in 2013-14 measured the amount of £plus generated this came to in total £67,815.98. This is in addition to the fees generated by learners of £17,270.71.

Table 1: SFA Budget Allocation and Actual Funding Delivery by Academic Years

	2013-14 Allocation	2013/2014 Actual	Learner / Learner Starters Enrolments	Cost per Learner	2014/2015 Allocation	2015/2016 Allocation
Community Learning	£340,972	£340,972	1058	£322	£340,972	£340,972
Adult Skills Budget	£233,941	£141,844.52 (-£92,096.48)	190	This is pre-set by the government against the individual learning aim	£199,751	£173,046 as at March 2015 Further reduction to £168,973 July 2015

2013/2014 was the first year of Adult Skills Budget funding for our service. Due to needing to capacity build the provider network and how the SFA funding model works there was a short fall of the funding drawn down in the first year against the allocation. We are currently on target to deliver and fully utilise the Community Learning allocation for 2014/2015 and we forecast to outturn the same as we did in 2013/2014 for the adult skills allocation for 2014-15. We have actions in place to increase the delivery for adult skills for 2015/2016 academic year see service action plan section and key priorities.

The funding for Community Learning from the SFA has been fixed for the last 10 years (which represents an actual decrease, when the cost of living is increasing) Therefore this reduces the learner numbers we are able to deliver to.

The SFA has reduced nationally for the second year running the non-apprenticeship (other) adult skills budget allocation. For 2015/2016 the reduction is 24% of the funding that we were allocated in 2014/2015. A further reduction after the national elections was implemented in July 2015.

The service contracts out most of its funding to a variety of providers within Herefordshire to deliver the learning and retains some funding to provide contract monitoring, quality assurance and management of the service.

8. Grants

In 2013-14, NIACE/Skills funding agency - Equality and Diversity innovation funding awarded Herefordshire Council a grant for £15,000 to support an outreach project for the Gypsy, Romany and Traveller (GRT) community; to encourage engagement and participation in all kinds of learning, from light touch family learning through to accredited education and training. The Adult and Community team provided £40,000.00 to deliver provision.

The project aimed to redress the balance in attainment levels by reintroducing learning in a supported way. To undertake research into the best means of engagement with the community and potential adult learners, disseminate this information and share examples of best practice.

The project attained the following outcomes against target:

- 57 accredited certificates awarded
- 31 non accredited certificates awarded
- target to engage a minimum of 35 members of the Traveller Community. 84 members were engaged.
- projected 20 participants to engage

- Achieved engagement of 47 participants (a number of learners completed more than one course)
- target to support the delivery of 10 courses - 22 courses were delivered
- produced a dissemination video to share information about the project and good practice

This project was run in partnership with the Equalities & GRT Team

The project was so successful that it has been continued after the NIACE/Skills Funding Agency grant.

9. Fee Policy 2015-2016 (see appendix B)

A consistent Fees Policy is required to ensure that adults within Herefordshire are treated equitably by each delivery partner within the Adult and Community Learning Provider Network. The fee Policy for 2015/16 is attached at **Appendix B** and remains unchanged from 2014/2015.

10. Promotion of Adult and Community Learning

The service has supported the development of the LearnHerefordshire Website, www.learnherefordshire.co.uk which is currently hosted by Marches Access Point (Map). It is currently being investigated how this could be continued and expanded.

11. Curriculum Areas

The adult and community learning team develop and commission curricula that respond to the need of learners. The curricula take into consideration the courses, times, locations and modes of delivery.

Particular curriculum focus for 2014/2015 and 2015/2016 is:

- delivery of English, Maths and ICT
- development of employability programmes
- responding to the needs of JCP clients
- development and delivery of targeted provision for Care leavers
- development of progression opportunities from non-accredited courses
- review and delivery of Family Learning activity working in partnership with Children Centre's and schools
- development of accredited programmes for independent living for learners with learning difficulties and or disabilities
- responding to the needs of Herefordshire Housing Job club clients

12. How the service is delivered

Herefordshire Council does not directly deliver any provision, The Council works in partnership and sub-contracts with a range of training providers however, the council remains responsible for quality and is inspected by Ofsted.

26 organisations successfully completed the Provider Framework application process and are now included in the framework. The providers within the Framework are invited to tender for delivery opportunities in the following areas:-

- Adult Skills Budget(ASB)- English and Maths functional skills qualification – Entry 1,2,3, level 1 & level 2)

- | | |
|---|---|
| • Adult Skills Budget(ASB)-
will increase employment opportunities | Employment Skills and ICT - Qualifications that |
| • Community Learning | Learning for enjoyment – Fees policy applies. |
| • Family Learning
better. | Learning to help parents support their children |
| • Skills for Independent living
lives | Course to help learners live more independent |

Tender panels review each application and funding/outputs and contracts are awarded annually on an academic year basis.

Please see Appendix C for list of current providers.

Accommodation

The council has no learning centre of its own, and delivery is through community facilities. The accommodation costs for delivery of courses are paid through subcontracts for provision paid to delivery partners.

The Adult and Community Learning team are based in the Plough Lane council offices.

ICT Equipment

The service provides three sets of 12 laptops for outreach and a set of 10 iPads.

Staff ICT equipment is maintained by Herefordshire Council.

Data Management

The service has a contract with AQUA, a data management provider. The provider supports a web accessed database and reporting system which is maintained, supported and updated as a part of the contract. As the SFA data requirements have increased AQUA has become too labour intensive producing very limited reports. We are looking to replace the system in 2015/2016 academic year.

Equality

We seek to provide high quality learning opportunities that are inclusive and free from discrimination.

Equality of opportunity is an important aspect of raising aspirations, self-esteem and achievement. We aim to provide learning that is safe, accessible and welcoming. Discriminatory behaviour or harassment will not be tolerated.

The Equality Act which came into force in October 2010 talks about people with 'protected characteristics'. This law bans discrimination arising from a person's age, disability, gender, sexual orientation, gender re-assignment, religion or belief, race, pregnancy /maternity, marriage/civil partnership. These are the protected characteristics. As a contracted-out service we require all our providers to comply with the Equality Act 2010 and actively promote Equality and Diversity in the delivery of ACLS provision, as outlined in the Common Inspection Framework.

We support and develop our staff and provider tutors through equality and diversity mandatory training and through the tutor handbook. Equality and Diversity is also embedded within the Observation of Teaching and Learning process.

We monitor provider performance against targets, policies and procedures and act on any inequalities highlighted.

An Equalities Impact Assessment has been carried out.

Contract Management

Each provider is allocated a contract manager. The contract manager is the first point of contact for the provider, if they require any help or support. The contract manager is responsible for monitoring the contract and ensuring that the quality standards are being maintained.

They do this by:-

- attending learning sessions
- undertaking observation of teaching and learning
- organising provider staff training
- talking to learners/evaluating learner feedback
- gathering and evaluating tutors and provider feedback
- formal termly contract review meetings (including reviewing MIS data)

If a provider is deemed to be a risk of non-delivery or there are concerns about quality – monthly monitoring visits are arranged, until there is an improvement or the contract is withdrawn.

Annual contracts are awarded for Adult Skills Budget contracts and 3 year contracts for all Community Learning Contracts – on the condition that they can be amended / withdrawn depending on how they have performed.

Quality and Safeguarding

The Adult and Community Learning manager is responsible for ensuring that all learners achieve their best possible learning outcomes, stay safe, received the appropriate support, are treated fairly, learn in a safe environment and received the best advice and guidance to aid progression. The manager is also responsible for ensuring that all data is handled and stored in line with Herefordshire Council Information, security governance policies and procedures.

The Adult and Community Learning Manager leads the implementation of all aspects of quality improvement. The quality assurance cycle reflects the requirements of Ofsted, awarding bodies and Recognising and Recording Progress and Achievement (RARPA) for non-accredited learning. The following approaches are used to identify areas of good practice and areas for improvement:

Self-assessment report (SAR)– the annual self-assessment process starts in November and involves qualitative analysis of data, consultation with learners, tutors, partners, venues and other members of the Marches Peer Review group to arrive at judgments of the provision against Ofsted's Common Inspection Framework.

Self - Assessment Report 2013/2014 - this is the latest year that the SAR has been carried out the service assessed itself as good, with grade 2's in all areas and was moderated at the January 2015 Provider meeting.

The service's key strengths and areas for improvement were identified as:

Key Strengths

- Learners achieve extremely well across the service
- Extremely strong partnership work resulting in courses specifically developed to meet learners needs
- Learners develop good confidence communication and interpersonal skills to enable them to progress onto further courses within and outside the service; volunteering and employment
- Herefordshire Council's support of the voluntary sector and training providers to increase their capacity and capability to provide high quality education and training provision

Areas for improvement

- Learners do receive on course information and advice and are sign posted to formal IAG however need to develop relationship with Prospects new contract holder for National Careers Service locally.
- Attain Matrix accreditation
- Replace MIS system as current AQUA system is labour intensive producing limited electronic data reports. Making robust contract management impossible. Reports are produced manually at present which makes tracking difficult and monitoring of data inefficient.

Observation of teaching and learning (OTL) – every tutor is subject to an OTL and awarded a grade. An action plan is developed for any identified training needs and monitored to ensure to ensure compliance.

Learner and tutor evaluations – at the end of each course – learners and tutors actively encouraged to complete an evaluation form. The information gathered from these forms is recorded and where necessary the appropriate action is taken. The results from these evaluations are used in the SAR process.

Contractual reviews – where the provision is subcontracted out – a half termly quality review will be conducted to ensure that the standards required are being maintained and the learner targets met. Including tutor CPD monitoring.

Course monitoring – all courses are monitored by a member of the Adult and Community Learning team to check that they are being delivered according to contractual arrangements. It also gives the team member the opportunity to talk to learners.

Tutor training - Herefordshire Council provides mandatory training for tutors and has developed e-learning modules with HOOPLE. The provider contract states that the tutors must be and remain up-to-date with professional training. Mandatory provider & tutor training in Equality and diversity, Safeguarding, data protection, activity risk assessment and Information Advice and guidance

Termly provider meetings – are held to share good practice, update providers with SFA requirements, any changes to processes and systems, identify areas for improvement, dissemination of information, guest speakers, promoting partnership opportunities. Meetings are held at different training venues.

Peer support programme – Herefordshire Council leads on the Marches Peer Support Group. This has proved an excellent forum for sharing good practice and for developing standardisation with sub regional local authority adult learning services.

13. Partnership Working

A Herefordshire Community Learning Partnership was formed in 2014. The main purpose of the partnership is to develop a strategic approach to the shaping of the learning offer across Herefordshire and to ensure we use Adult and Community Learning funding effectively in order to have the greatest impact. Through the Partnership, we aim to develop a joint funding strategy, reduce areas of duplication and improve mechanisms to ensure that communities are able to shape and deliver elements of the learning offer. This will continue to be a major focus for the work of the ACL team manager in 2013/2014 and 2014/2015.

Membership consists of the two partners receiving Skills Funding Agency Community Learning funding (Herefordshire Council and Herefordshire and Ludlow College), JobCentre Plus, Voluntary Sector, Health, Learning Disability, Leisure and Housing.

14. Delivery and Outcomes 2013/14

Adult and Community Learning operates within academic years. The 2013/14 year is the most recent full set of data.

Number of courses, learners & enrolments split between community learning / adult skills budget academic year 2013-14

Funding Stream	Number of courses	Number of learners	New to learning	Number of enrolments
Community Learning	287	1058	660	2000
Adult Skills Budget (ASB) Accredited	40	190	140	257

2013/2014 was the first year Herefordshire Council was given an adult skills budget.

The core recruitment and delivery areas are Hereford City, Leominster, Kington, Ross-on-Wye and Bromyard.

For the whole service delivery in 2013/2014 academic year

58.7% of enrolments were from female learners

5.1% are from ethnic minority groups.

53.38% of enrolments were from learners with a learning difficulty and or disability

Completion and achievement rates split community learning & adult skills academic year 2013-14

Community Learning 2013/2014

	Learner no.	Learner starts (enrolments) Learners start	Withdrawn	Retention	Achieved	Success Rate	Benchmark
Community Learning	1058	2000	88 (4.4%)	914 (95.4%)	1892	99.5%	91.4%

Adult Skills 2013/2014 first year of delivery for ACL no trend data

Qualification Type	Leavers	Achieved	Success rate
Type A qualifications Level 1	56	49	87.5%
Type A qualifications Level 2	9	9	100%
Type B qualification Award	27	23	85.2%
Type B qualification functional skills level 1	65	47	72.3%
Type B qualification functional skills level 2	16	11	68.8%
QCF unit level 1	1	1	100%
Total	174	140	80.45%

Both the retention and success rates for Community Learning have remained high in 2013/2014 and are both above the national benchmarks. Delivery of Adult Skills was new for the service in 2013/2014.

The success rate of 80.45% for adult skills is above the Skills Funding Agency minimum level of performance.

Please see Appendix D for further Community Learning data for 2013/2014 and Appendix E for Adult Skills data for 2013/2014

Learner Satisfaction – out of 888 learner evaluations 92% of learners enjoyed their course in 2013/2014, 100% felt safe and welcomed, 99% learned new things.

Provider	No of Learner Evaluations	Has the Course Helped you					
		Learn	Qualification	Job	Friends	Confident	Healthier
	888	792	74	36	557	628	246
	% based on evals received	89%	8%	4%	63%	71%	28%

Impact of learning - Learner Feedback

We contacted 893 learners (who had agreed to be contacted) directly by post at the start of November 2014, to see how they had used their new skills since leaving the course in 2013/2014 academic year.

275 learner responses have been received. (30.79% return) as follows:

Questions asked:-	yes	%	no	%
increase my personal knowledge & Skills	244	88.7%	7	0.25%
help my family, friends and/or neighbours	129	46.9%	50	18.1%
become more active within my local community	107	38.9%	71	25.8%
improve my physical and/or mental health	153	55.6%	40	14.5%
increase my confidence	216	78.5%	19	0.6%
progress onto another course/s	131	47.6%	76	27.6%
become a volunteer	45	16.3%	106	38.5%
Did tutor give you info on future/follow on courses?	198	72%	58	2.1%
change job	17	0.6%	91	33%
Did you access formal IAG?	10	0.3%		

find paid work	Full Time	7	Part time	43
Would like to take part in Learner Forum/s?	91		33%	

Service Delivery Targets

Community Learning Delivery Targets

Delivery targets 2013/2014 academic year to 2017- 2018 academic year across whole service – This is based on current income projections and is subject to delivery and changes to national policy and funding.

Year	Number of courses	Number of learners	Number of enrolments
2013-14	290	1120	2000
2014-15	288	1100	1970

2015-16	286	1080	1950
2016-17	284	1060	1920
2017-18	282	1040	1900

Adult Skills Budget – Accredited courses. Delivery Targets

Accredited/non accredited	Number of courses	Number of learners	Achieved accreditation	Success
2013-14 ASB	35	175	85%	90%
2014-15 ASB	30	150	86%	91%
2015-16 ASB	29	145	87%	92%

Success Rates Targets – these may change if the service requirements change

	2013-14	2014-15	2015-16
Completion	89.5%	90%	91%
Achievement	90%	91%	92%
Success	99%	99.1%	99.2%
withdrawn	5%	4.9%	4.8%
Male/ Female	35% male 65% female	36% male 64% female	37% male 63% female
Non white British	7%	7%	7%
Learners with no qualifications	40%	41%	42%
Unemployed learners	45%	45%	45%
Retired learners	25%	25%	25%
LLDU learners	45%	45%	45%

DRAFT

Service action plan 2015/16

Action	Detail	Timescale	Owner	Outcome	Review date
Review and Revise provider frame work.	Review the current 3 year provider frame work and revise for implementation in 2016. A new 3 year framework will need to be developed for 2016-2019	Jan – June 2016	SC/AL	Provider framework in place – 2016 organisations successfully complete the process and issued contracts.	February, April, June 2016.
Provider contracts awarded	Community Learning – information to go out to providers for delivery proposals for 2015/2016 academic year. – June 2015 Adult skills – tender to go out to providers on the framework – June 2015 Adult skills contract award panel July 2015.	June 2015 – September 2015	SC	Community learning and adult skills information and tenders issued to providers on the framework June 2015. Contracts awarded and in place August/September 2015	July and August 2015
Adult Skills Budget.	Work with providers and partners to develop the adult skills offer. New provision being developed with ECHO Herefordshire Housing Headway HVOSS Roll out and expand provision from September 2015.	May – July 2015	SC/CB/AL	Development work started May 2015. Adult skills offer increased – numbers of learners and breadth of curriculum offer.	July 2015 review development of curriculum. First review November 2015
Implement revised	Revised policy for 2015/2016	June 2015	SC	Policy in place for	March 2016

fees policy				September 2015. Providers briefed and fees policy implemented. Process to ensure fees separately accounted for	
Provider contracts	Review and amend contract template in line with current SFA guidelines. Send to legal to check Issue Contracts.	July 15- August 15	SC/AL	Contracts agreed by August 2015.	July and August 2015.
£plus	Monitor the true value of £ plus. Produce £plus – accounts for 2014/2015	August 2015	AL/SC	Course proposal now included £ plus information. AL to record £ plus information.	Annual due August 2015/2016 and 2017
Localities	Further develop the services approach to delivering the provision through a locality approach Kington –health and well- being centre Tudorville – summer project	June 2015 July – Sept 2015	CB/SC	Community Learning Craft course being piloted in July 2015 in Kington. Engagement courses planned for summer 2015.	
Supporting delivery partners including the Voluntary and Community sector	Termly provider meetings to share good practice promote partnership working and keep providers abreast with the ever changing SFA requirements. Guest speakers invite to meetings to update providers in Specific areas. Tutors to be trained to deliver Adult Skills in line with SFA and OfSTED requirements.	Termly Autumn 2015	SC/CB	Skilled workforce to deliver high quality adult learning provision.	September/No vember 2015 January/March /June 2016

	<p>Develop new mandatory training programme for delivery from Autumn 2015.</p> <p>Support the development of a community training provider's website for sharing of good practice. Reliant on the purchase of new MIS system.</p> <p>Enable voluntary and community sector delivery partners and organisations to become more self-sufficient in quality and to enable them to be potential providers to organisations other than Herefordshire council.</p>	Spring 2016		Website developed as part of the new MIS system	2 months after MIS system installed
Quality	<p>Maintain and improve quality in-line with Skills funding Agency and Ofsted requirements.</p> <p>Ensure we are on target to achieve an OfSTED outcome of grade 2 as outlined in our Self- Assessment Report (SAR), Quality Improvement plan (QIP) and Adult Learning Plan</p>	Monthly from August 2015 – July 2016	SC/CB/DC	<p>Learner Achievement is above national benchmarks.</p> <p>Learner Satisfaction rates are over 90%</p> <p>Tutor's observation of teaching and learning grades are at least good (2).</p>	Monthly team meetings and quarterly provider meetings.
Community Learning Partnership	<p>Continue to develop the Community Learning Partnership with Herefordshire and Ludlow College.</p> <p>In particular to develop further opportunities for those people with mild to moderate mental health issues including impact measures.</p>	Termly September 2015 – July 2016	SC/AHe	<p>Community Learning Partnership in place.</p> <p>Learning opportunities in place for this priority group</p>	Termly meetings.
Matrix accreditation (IAG)	Obtain Matrix accreditation in line with Skills Funding Agency requirements.	June 2016	SC/AHe/CB/D C	Model of matrix service identified.	July/October/December 2015

	<p>CB attended introduction session. Consultant employed for specific advise</p> <p>To ensure learners have access to high quality information advice and guidance, sign-posting to the National Careers Service Mandatory IAG tutor training programme has been implemented</p>	June 2016	CB	<p>Matrix Standard Attained.</p> <p>100% of tutors teaching on provision have attended and achieved.</p>	
Family Learning	In addition to our planned activities for family learning programmes will be developed to directly contribute to the children centre's aims and objectives for supporting families in their areas.	June 2015 – July 2016	SC	<p>Increase in the number of parents/carers attending family learning provision through the children's centre.</p> <p>Increased use of data sharing to capture referrals, attendance, achievement and progression. This in turn will be used to inform planning and commissioning of services and provision.</p>	January /April/July 2016
Young People leaving Care aged 19 and over	Continue to develop learning opportunities to re-engage care leavers back into learning.	September 2015 – July 2016	SC/CB/DC		
Effective Management	Replace current MIS system in the academic year 2015/2016	September 2015 – March	AH/SC/AL	New MIS system in place that meets SFA	September/November 2015

Information system (MIS)	Business case proposal submitted February 2015 to the IT Board .	2016		contractual requirements and enables the Service to improve its reporting and in turn improve development of provision, tracking of learners and contract management.	January/March 2016
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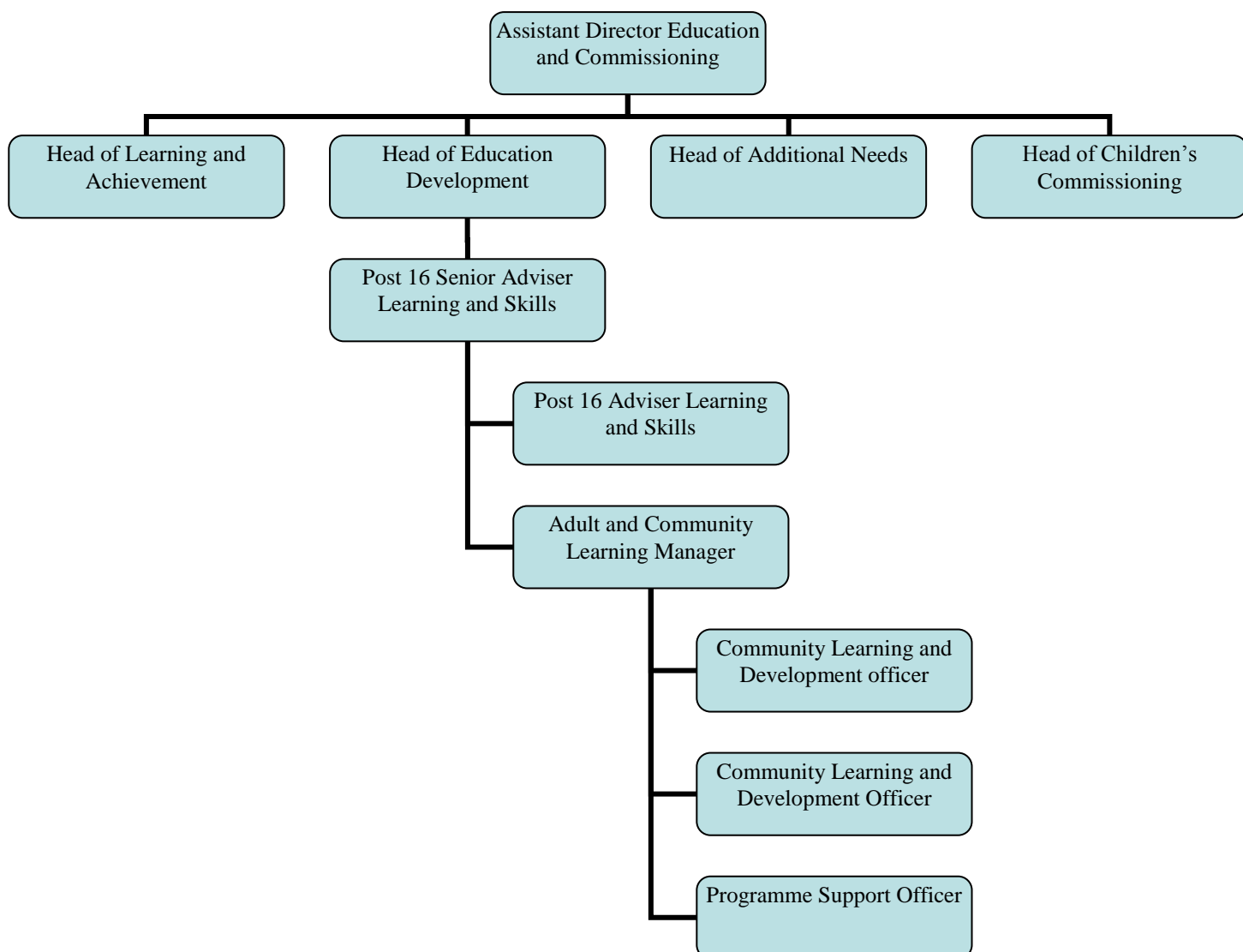
In addition and incorporating the above service action plan, a rolling Quality Improvement Action Plan is maintained and actioned, which identifies actions arising from the quality monitoring cycle to support and drive forward continuing improvement to the quality of the Council's provision.

References

- BIS (2011) New Challenges, New Chances FE and Skills System Reform Plan: Building a world class system
- SFA (2015) Funding Rules 2015/2016

Appendix A

Staff Structure:



Appendix B

Fees Policy:

HEREFORDSHIRE COUNCIL ADULT AND COMMUNITY LEARNING – FEES POLICY 2015-16

Herefordshire Council receives Community Learning (CL) and Adult Skills Budget (ASB) funding from the Skills Funding Agency (SFA) to support learning in Herefordshire.

Community Learning (CL) – where the learning is designed to help people gain a new skill, re-connect with learning, pursue an interest, prepare for progression to formal courses or learn how to support their children better. There is no requirement for CL learners to progress to other learning or achieve regulated qualifications.

Adult Skills Budget (ASB) – where courses lead to a qualification and/or accreditation.

All courses offered by Herefordshire Council's Adult and Community Learning Service are funded partially or totally by government funding allocated to the service via the Skills Funding Agency (SFA) and are therefore subject to SFA funding rules.

Purpose of Government Supported Community Learning (BIS – New Challenges, New Chances Dec 2011)

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

Objectives:

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - improved confidence and willingness to engage in learning or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintain health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self organised learning
 - the lives of our most troubled families being turned around.
 - develop skills for improving employability

Who is eligible to participate?

Most individuals who want to take part in learning will be eligible for funding if:-

- 1) they are a citizen of the United Kingdom and Islands, have Right of Abode (the right to live permanently in the United Kingdom without any immigration restrictions), or are a citizen of a country that is within the European Economic Area (EEA).
- 2) they have been ordinarily resident in the United Kingdom and Islands or the European Union (EU) or the European Economic Area (EEA); continuously for at least the previous three years on the first day of learning; and
- 3) the learning is taking place in England.

Other individuals could be eligible who do not meet the above list.

The above information has been taken from the Funding Rules 2015 – 2016 document as issued by the Skills Funding Agency

Fee policy and remissions

Community Learning (CL) courses

The cost of these courses has been set at £4.50 per learning hour however; learners in receipt of certain state benefits can enrol on these courses and pay £1.50 per learning hour.

Eligibility for discounted course fees will be subject to the learner providing proof of means tested benefits.

Refund Procedure

Learners should note that fees should be paid at the time of enrolment and are not normally refundable.

If a course is cancelled and no suitable alternative is available then a full refund will be given.

In the event of sickness, a full or partial refund will be given on production of a valid doctor's certificate, depending on the number of sessions attended. Applications for a refund should be made in writing and submitted to the provider for approval.

Non-Payment of Fees

Learners fees (where applicable) are collected at the time of enrolment. No learner can attend without having paid their fees.

Skills for Independent Living courses

These courses are free to the following key target groups, and are specifically aimed at increasing their independence:

- 🟢 Learners who are unemployed.
- 🟢 Learners with learning difficulties and/or disabilities, including mental health issues.

- Learners who are homeless, or in danger of becoming homeless, or living in sheltered accommodation.
- Learners aged 19 or over who are leaving care.
- Learners who are carers or family of people with learning difficulties and/or disabilities, including mental health issues.
- Learners yet to achieve a prior level of attainment at full level 2 or above (i.e. 5 GCSEs grade C or above).
- Learners with pre-entry level English and Maths skills (only as progression onto an accredited qualification)

Learners who are engaged within the troubled families programme, known as Families First³ in Herefordshire.

Furthermore, In 2015/16 the following two categories have been identified as key priorities:

- Learners who wish to improve their parenting skills (Wider Family Learning (WFL) learning aims only).
- Learners from areas identified as local areas of deprivation⁴, who are on low income (below £16,000) and/or in receipt of state benefits.

All delivery remains within the funding rules dictated by your existing contracts and the Skills Funding Agency Funding Rules 2015/16⁵.

These courses will be clearly identified on any promotional flyers or literature.

Adult Skills Budget (Qualifications/accredited courses)

Only learners aged 19+ on the 31 August 2015 can access the Adult Skills Budget courses (ASB)

Maths and English

Maths and English courses for adults are free of charge, and are ideal in helping to increase your confidence and skills.

You may take an English and/or Maths qualification up to Level 2 if you do not currently hold a GCSE grade C or above in the appropriate subject. If you attained a Maths and/or English qualification but can no longer use these skills you will also be eligible to attend these courses

Employment Skills

Would you like to learn new skills which may improve your chances of finding employment?

If you are currently unemployed and in receipt of Job Seekers Allowance (JSA), Employment Support Allowance -work related activity group (ESA WRAG), Universal Credit, or in receipt of any other state benefit, and wish to study a course aimed at improving your employment skills, you can study for free (subject to producing evidence of your benefit).

If you are currently in paid employment you may still be eligible to attend these courses. To see if you qualify please contact *To be agreed*.

For details of available courses please visit www.learnherefordshire.co.uk

³ [Families First in Herefordshire](#)

⁴ [Deprivation in Herefordshire](#)

⁵ [SFA Funding Rules 2015/16](#)

Appendix C

Provider Contract details and courses delivered by area, venue and provider 2013/2014 academic year:

Provider	CL Value	ASB Value
Ant's Help Ltd	18,200.00	0.00
Aspire Living Ltd	8,400.00	0.00
Brightstripe	10,360.00	3,270.00
Business Angel (Hereford) Ltd	13,384.00	0.00
Deaf Direct	9,100.00	0.00
ECHO	19,117.00	0.00
Herefordshire & Ludlow College	27,000.00	0.00
Herefordshire Headway	18,900.00	0.00
Hoople	0.00	0.00
HVOSS	0.00	18,825.00
Kemble SHYPP	25,662.00	6,975.00
Marches Access Point	13,300.00	23,240.00
Nationwide Community Learning Partnership	0.00	18,390.00
Project Link Services CIC	10,500.00	0.00
Red Spark Learning CIC	19,950.00	37,029.00
The Cart Shed CIC	32,284.00	6,840.00
The Hereford Academy	28,000.00	9,675.00
The HOPE Centre	21,980.00	0.00
The Houghton Project	12,600.00	0.00
	288,737.00	124,244.00

Appendix D

2013-2014 Community Learning (CL)

1058 learners (of which 660 were new to learning)

2002 enrolments

The following comparison is based on the data returns of 41 contracted recipients of Skills Funding Agency Community Learning (CL) funding.	Herefordshire	National Average (%)	Herefordshire's Rank
Retention & Success -			
Retention rate	1914 (95.5%)	95.5%	19
Success Rate	(99.0%)	92.9	3
Male Learners			
Male Enrolments	938 (42.2%)	27.6	2
Unemployed			
Unemployed Enrolments	1229 (80.2%)	31.3	3
Learners with Learning Difficulty and/or Disability (LLDD)			
LLDD Enrolments	1120 (55.8%)	22.5	1
Black and Ethnic Minority (BEM) - All			
BEM – All Enrolments	118 (3.9%)	14.5	32

Appendix D

HEREFORDSHIRE COUNCIL'S Adult and Community Learning – Adult Skills Budget Data 2013-14 DATA REPORT 2013-14

Funding Stream	Number of courses	Number of learners	New to learning	Number of enrolments
Adult Skills Budget (ASB) Accredited	40	190	140	257

Adult Skills Budget – Qualifications 2013-14

Qualification name and level	Awarding Body	No. of learners entered for the exam	No. of Learners Achieved qualification	Success rate	SFA Threshold%
Functional Skills English Entry 1 5008835X	NOCN	2	2	100%	63%
Functional Skills English Entry 2 50093344	NOCN	4	3	75%	63%
Functional Skills English Entry 3 50093204	NOCN	6	3	50%	63%
Functional Skills English Level 1 50084999	NOCN	16	12	75%	63%
Functional Skills English Level 2 50094695	NOCN	6	5	83.3%	63%
Delivered by Business Angels, Red Spark Learning and Herefordshire and Ludlow College					
Functional Skills English Entry 2 50090860	OCR	5	5	100%	63%
Functional Skills English Entry 3 50091979	OCR	9	9	100%	63%
Functional Skills English Level 1 5Delivered	OCR	1	1	100%	63%
Delivered by Marches Access point					
Total number of Functional Skills English qualifications achieved.		49	40	81.63%	63%