

**Herefordshire Council
Adult and Community Learning
Plan 2019/2022**

Next review due: Jan 2020

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Introduction

This plan identifies the key priorities for Herefordshire Council's Adult and Community Learning Service (ACLS) to achieve its strategic and organisational aims for the academic years 2019 to 2022. The plan covers the funding received from the Education and Skills Funding Agency (ESFA) annually to deliver Community Learning and Adult Skills Learning opportunities to Herefordshire residents aged 19 and over. This plan will be reviewed annually in January and updated again in June in each year as appropriate.

In particular this plan:-

- gives an introduction to Herefordshire Council's ACLS
- summarises the requirements of the Education and Skills Funding Agency (ESFA). The requirements are updated annually.
- identifies the key priorities and aims of the service for next three years
- gives the latest key results from 2017/2018 academic year (latest full academic year performance data).

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 (ACLS). The service sits within the Post 16 Learning and Skills team within Education, Development and Skills, Children and Families Directorate. Please see the team structure chart at Appendix A. The adult and community learning team are fully funded through the ESFA 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 January 2016.

Strategic Aims and Objectives

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 and the Marches Local Enterprise Partnership Skills Plan, European Investment Strategy and Strategic Economic Plan.

Key Priorities for 2019 - 2022

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.
 - residents with learning difficulties and/or disabilities
 - Mental health service users and adults with mild to moderate mental health problems
 - 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
- families, where parent/carers, have basic English and Maths needs or who have not reached level 2, where there is a single parent or families with complex needs
- wishing to improve their parenting skills.
- from areas identified as local areas of deprivation¹
- earn less than £16,009.50 annual gross salary
- Digitally excluded (unable to access ICT based services or opportunities due to having little or no knowledge of ICT)
- Refugee or Asylum Seeker status;
- Ex-Armed Forces personnel
- Further develop 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.
- Develop learning opportunities that enable our young people leaving care aged 19 and over to access.
- Increase the number of learners achieving successful outcomes 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.
- Continue to embed employability skills (communication skills, team work, time keeping, English and Maths)
- Work collaboratively to ensure skills gaps are identified and duplication of provision avoided
- 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

¹ [Deprivation in Herefordshire](#)

- 🍏 Publish and tender a new adult and community learning preferred provider framework for 2019/22 in April 2019
- 🍏 Support sub-contractors through a quality improvement programme: training to prepare for monitoring of contract, self-assessment, Observation of Teaching Learning and Assessment, data collection and ESFA requirements
- 🍏 Continue to develop and improve ways of collecting information on progression and destinations to improve future planning and measure impact
- 🍏 To train staff and sub-contractors to use the new MAYTAS Management Information software system. The new system will enable sub-contractors to submit data returns and access information remotely through a provider portal.
- 🍏 Improve promotion of the service and courses available
- 🍏 Ensure 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. Our links to National Drivers - Requirements of Providers Directly Funded by the Education and Skills Funding Agency

Adult and Community Learning is funded through a contract with the Education and Skills Funding Agency (ESFA) through the Adult Education Budget (AEB). The principle purpose of this funding is:

- To engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or further learning
- To develop the skills, confidence and resilience of learners in order to progress towards formal learning or employment, improve their health and wellbeing and or develop stronger communities.

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
- 🍏 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 ESFA funding agreement and the ESFA funding rules.
- 🍏 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 ESFA's funding rules [AEB Funding and Performance Management Rules](#).

4. Purpose of Community Learning

Community learning includes a range of community-based and outreach learning opportunities. These are primarily provided by local authorities and further education colleges. The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment and/or
- Improve their health and wellbeing, including mental health and/or
- Develop stronger communities

Community Learning course are delivered under the following four learning strands:

- **Personal and Community Learning** – learning for personal and community development, cultural enrichment, intellectual or creative stimulation and or enjoyment (in most cases not leading to a formal qualification)
- **Family English, Maths and Language** – learning to improve the English, language and maths skills of parents, carers or guardians and their ability to help their children
- **Wider Family Learning** – learning to help different generations of family members to learn together how to support their children's learning

The ESFA's Community Learning Objectives are to:

- Focus on public funding on people who are disadvantaged and least likely to participate
- 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, including but not limited to;
 - Improved confidence and willingness to engage in learning;
 - Acquisition of skills preparing people for training, employment or self-employment;
 - Improved digital, financial literacy, and/or communication skills;
 - Parents/carers better equipped to support and encourage their children's learning;
 - Improved or maintained 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 behavior

- Increased online learning and self-organised learning;
- The lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including;
 - Bringing together people from backgrounds, cultures and income groups, including people who can and cannot afford to pay;
- Use effective local partnerships to bring together key providers and relevant local agencies and services;
- Devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
- Involving volunteers and Voluntary and Community Sector groups, shifting long term 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
- Supporting the wide use of on-line information and learning resources;
- Minimizing overheads, bureaucracy and administration.

5. Our links to local plans

Herefordshire Council's Priorities

The Adult and Community learning provision is aligned to the priorities of Herefordshire Council's corporate plan 2016-2020, economic plan and Learning Disability Strategy 2018-2028 as follows:

- 🍏 enable residents to live, safe, healthy and independent lives
- 🍏 support the growth of our economy
- 🍏 keep children and young people safe and give them a great start in life
- 🍏 have improved skills and educational attainment within our communities
- 🍏 improve local access to skills training
- 🍏 embrace digital technology
- 🍏 reduction in the % of residents with no qualifications

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

Marches Skills Plan and Strategic Economic Plan <https://www.marcheslep.org.uk/downloads/>

- 🍏 Enhance digital skills
- 🍏 Widen participation and access to employment
- 🍏 Target groups include unemployed, under-employed, residents with a disability, English as a second language and older workers
- 🍏 Support socially excluded and marginalised groups by removing barriers to their participation in activities that will improve their economic well-being
- 🍏 Work with businesses and education providers to support lifelong learning and upskilling relative to the needs and opportunities of local businesses,

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

The service is predominately funded by the ESFA through the Adult Education Budget (AEB); other funding is raised by learner's fees or external grants. **The ESFA grant for 2019/2020 academic year is £512,345**, which is an increase of £7,400 from previous year's funding. All adult education budget providers' funding will be affected by devolution, even those only delivering in non-devolved areas. This is because the ESFA needs to change the way the budget is distributed and allocated. The calculation of budgets for MCAs/GLA and ESFA provider allocations for non-devolved delivery will be based on learner residence and historic funding to those learners. A provider with all their delivery in non-devolved areas will see a change to the way their allocation will be calculated, compared to previous years. ACLS only delivers to Herefordshire residents.

We have made the planning assumption that funding will remain the same for the next 3 academic years.

The funding from the ESFA 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 year on year that we are able to deliver to.

7. How the service is delivered

The council delivers its adult and community learning provision in partnership with a range of sub-contracted providers across Herefordshire to better meet local, national and service priorities for learning and skills. The council however, remains responsible for contract compliance, funding and data management, awarding body registration, and quality assurance and is inspected by Ofsted. The council also has the option of directly delivering learning if the need arises. Further information can be found in the [ACLS Sub-Contracting Policy 2019-2022](#)

The reasons for sub-contracting include:-

- Improved access to learning in rural locations – Sessions are delivered in community venues across Herefordshire.
- Learners with specific needs are supported better – We work in partnership with organisations that have the expertise to support their specific client group's needs.
- Value for money – partnership organisations often supply the learning venue for free and additional support staff.
- Support Community and Voluntary organisations to develop their capacity and capability to meet the needs of learners.
- Respond quickly to learners/community needs.

The Adult and Community Learning Provider framework

Providers who express an interest in working with us to deliver adult and community learning will be invited to undertake a market entry pre-qualification process based on financial and technical assessments. The process includes due diligence questions on capacity and capability.

The current 3 year adult and community learning provider framework expires in July 2019. Therefore the council will invite organisations to apply to join a framework of preferred delivery organisations to deliver its adult and community learning provision between August 2019 and July 2022. The framework will be advertised on the Supplying the South West e-tendering portal. Organisations can register to be sent opportunities, this is a free service. Full details of Herefordshire Council procurement policies and procedures can be found at: https://www.herefordshire.gov.uk/info/200145/business/340/doing_business_with_the_council

Each organisation that meets the criteria will be accepted onto an approved list of providers for the period July 2019 to July 2022. The approved list will be open annually for new applicants to apply. The council reserves the right to undertake due diligence with providers on the approved list at any point and will carry out annual financial checks.

Acceptance onto the approved list does not mean that an organisation will be awarded funding. However, the organisation will be awarded a framework contract and invited to compete and tender for adult and community learning funding on an annual basis.

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.

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

ICT Equipment

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

Data Management

ACLS is required to submit monthly data returns to the ESFA. These returns generate income for the service. ACLS has recently procured a new Management Information System (MIS) software provider. The new system will be implemented in March/April 2019 and will also enable sub-contractors to access and submit documentation direct to ACLS. ACLS still has the responsibility as the ESFA contract holder to submit the data returns. The new system will improve the efficiency of collecting and submitting accurate and timely data to the ESFA. It will also enable the production of a wider range of management information reports at the click of a button.

The Programme Support Officer has developed and written a bespoke database which is used to monitor performance and for sub-contractor management. This will continue to be used until the new system is in place and staff and sub-contractors are trained to use it.

Equality and Diversity

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. 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.

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:-

- 🍏 Reviewing and agreeing course proposals, schemes of work and learner workbooks
- 🍏 attending learning sessions
- 🍏 undertaking observation of teaching, learning and assessment
- 🍏 organising provider staff training
- 🍏 talking to learners/evaluating learner feedback
- 🍏 gathering and evaluating tutors and provider feedback
- 🍏 formal termly contract review meetings

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.

8. Local Learner Fee Remission Policy 2019-2022

A local Learner Fees Remission 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 local learner fee remission policy for 2019/22 remains unchanged and is published on the council's website: [Local Learner Fee Remission Policy 2019-2022](#)

Pounds Plus policy - the 'Pound' represents the public pound, the 'Plus' is everything else that can be generated in addition to the non-formula community learning funding allocation, such as fee income, funding from other sources, resources in kind and other sources of revenue / sponsorship / volunteering. The Pound Plus fee income / savings that the ACLS and its sub-contractors generate must be invested for the people who most need, and can least afford, community learning provision.

9. Promotion of Adult and Community Learning

In addition to sub-contractors promoting their courses, the council publishes course information on the Herefordshire Council website: [ACLS course information](#) With a link also from [Wellbeing Information Signposting Hub](#) for Herefordshire (WISH)

10. 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 2019 to 2022:

- English, Maths and ICT
- GCSE English
- English for Speakers of other languages (ESOL)
- Employability Skills
- Health and Wellbeing programmes
- Family Learning
- Parenting Skills
- Skills for independent living

11. 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 General Protection Regulations 2018 (GDPR) and the Council's 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 providers and partners to arrive at judgments of the provision against Ofsted's Common Inspection Framework.

Self - Assessment Report 2017/2018 - 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 2019 provider meeting.

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

Key Strengths

- 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
- The service has clear strategic priorities informed by identified need of local residents through key partners
- The service has good management processes to monitor the service to secure high standards and improvements for learners
- Regular contract management and review meetings are supportive and set out expectations
- Effective partnerships with delivery partners and agencies
- An effective programme of Observations of Teaching, Learning and Assessment (OTLA).
- All tutors delivering on provision are graded good or outstanding.
- Tutors plan lessons well and use course content imaginatively to improve the personal skills, health and wellbeing
- Learners receive good spoken feedback from tutors which aids progression, enjoyment and participation
- Majority of community learning learners complete and achieve the aims of their course.
- Most learners in accredited programmes who complete their course succeed in gaining their qualifications

Areas for improvement

- Success rates in accredited learning need improving on some courses
- Employability skills (communication skills, team work, time keeping, English and Maths) needs further embedding in some provision
- There is good practice in embedding Equality and Diversity and British Values however this is not across all provision
- The number of learners responding to destination surveys to be able to measure impact and inform planning although increasing is low (35%)
- Ensure RARPA is evidenced and recorded
- Promotion of provision – success stories and case studies
- Tutor Mandatory CPD needs to be reviewed

Observation of teaching, learning and assessment (OTLA) – every tutor is subject to an annual OTLA and awarded a grade. An action plan is developed for any identified training needs and monitored to ensure these have been carried out. In the 2017/2018 academic year 47% of tutors were graded as 1 outstanding and 53% of tutors were graded 2 good with 0 requires improvement. This exceeded our target set of 40% outstanding and 60% good with 0% requires improvement.

Learner and tutor evaluations – 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 – Termly reviews are 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 ACLS 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. The provider contract states that the tutors must be and remain up-to-date with professional training, which is their responsibility. Mandatory provider & tutor training is organised by ACLS in equality and diversity, Prevent, safeguarding, data protection, activity risk assessment.

Termly provider meetings – are held to share good practice, update providers with ESFA 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 is a member of a newly formed regional Peer Support Group which includes, Gloucestershire, Worcestershire, Telford and Wrekin and Staffordshire. This replaces the Marches Peer Group. This has proved an excellent forum for sharing good practice and for developing standardisation with sub regional local authority adult learning services.

12. Partnership Working

A Herefordshire Community Learning Partnership was formed in 2014. Many changes have taken place to the local landscape since then and plans are in place to re-launch the partnership in 2019. 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 including European Social Funding (ESF) 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.

The manager of the service is also a member of the Marches Local Enterprise Partnership (LEP) skills board and attends the Marches Skills Provider Network meetings.

13. Delivery and Outcomes 2017/2018

Adult and Community Learning operates within academic years. The 2017/2018 year is the most recent full set of data.

Community Learning 2017/2018

Both the retention and success rates for Community Learning have although decreased slightly remained high in 2017/2018 and are both above the national benchmarking. The numbers of learners have decreased due to longer length of courses and cost of delivery increasing. Many learners also enroll on more than one course during the year.

	Learner no.	Learner starts (enrolments)	Retention	Success Rate	Success Rate Benchmark
Community Learning 2015/2016	785	1476	93.3%	99.5%	93.2%
Community Learning 2016/2017	589	1318	97%	99.3%	94.3%
Community Learning 2017/2018	550	1175	94.9%	96.8%	94.2%

Community Learning learner profile 2017/2018

Learners engaged reflect the service's priorities e.g. working with those who are unemployed or with no or low qualifications

	Male	Learners with a Learning Difficulty and or Disability	Ethnic Minority including white other	Aged over 65	Low or no qualifications	unemployed
Herefordshire	36%	26%	4.5%	7.3%	56%	75%
National Benchmarking group	29%	26%	22%	16.8%	45%	36%

Adult Skills 2017/2018 provisional data – final data to be published 28 March 2019

The number of learners undertaking qualifications increased by 59 to 285 in 2017/2018 from 226 in 2016/2017.

The qualification achievement rate for adult skills continues to be above the Education and Skills Funding Agency minimum standards. The overall provisional Quality Achievement Rate (QAR) has however, decreased to 81.8% in 2017/2018 AY from 89.4% 2016/2017 and 83.9% in 2015/2016.

Pass rate although high at 92.5% is a decrease from 99% in 2016/2017

Retention rate is 88.4% a decrease of 1.9% from 90.3% the previous year.

A number of qualifications were not included because the planned end dates had been recorded in August 2018 and therefore will be included in the 2018/2019 academic year. An example of this is GCSE English. 2017/2018 was the first year that we delivered this qualification and 8 out of 8 of the learners passed 7 were grade 4 and above. This alone would have increased the overall QAR to 84.6%.

There was a decrease in the English level 2 achievement rate with a particular provider where retention was an issue working with some learners in Kington, working shifts. One of the sub-contractor's QAR was only 50%. This had already been identified through contract reviews and we had decided that they would no longer deliver accredited learning and concentrate on community learning only. This sub-contractor took business decision not to deliver adult and community learning in 2018/2019.

Adult Skills Overall Qualification Achievement Rate 3 Year Trend

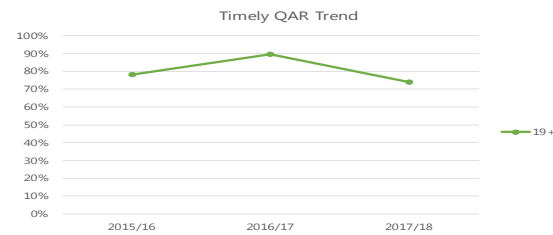
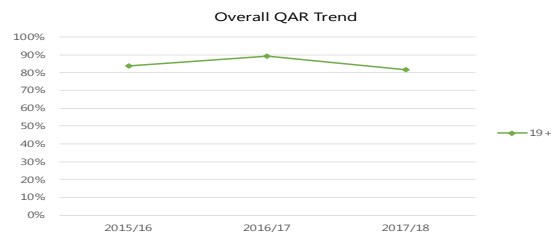
10003025 - HEREFORDSHIRE COUNCIL - Other Public Funded

Achievement Rate

Methodology	Age Band	Cohort	Provider
Overall	16-18	0	0.0%
	19+	285	81.8%
Timely	16-18	0	0.0%
	19+	280	73.9%

Minimum Standards

Cohort Below Minimum Standards	Below Minimum Threshold
44	15.4%



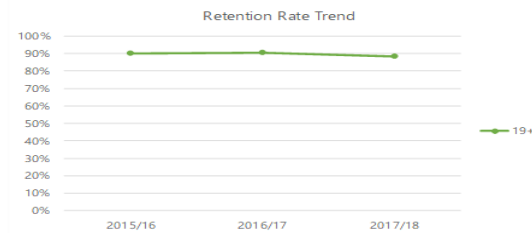
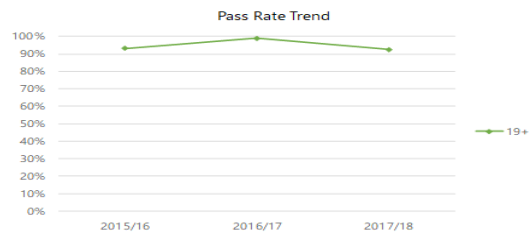
10003025 - HEREFORDSHIRE COUNCIL - Other Public Funded

Overall Pass Rate

Age Band	Cohort	Provider
16-18	0	0.0%
19+	252	92.5%

Overall Retention Rate

Age Band	Cohort	Provider
16-18	0	0.0%
19+	285	88.4%



Adult Skills Learner Profile

	Male	Learners with Learning difficulties and or disabilities	Ethnicity
2015/2016	35%	47%	2%
2016/2017	40%	56%	4%
2017/2018	25%	63%	9%

National benchmarking data will not be available until the end of March 2019. Ethnicity has increased due to the service now delivering ESOL qualifications. ONS population survey 2017-2018 estimates that 6% more males are economically active than females which may account for the low number of males undertaking qualifications.

In 2017/2018 the gap between achievement rates between male and female widened to 7% from 5% in 2016/2017. Learners who declared a learning difficulty and or disability achievement rates were higher at 83% in 2017/2018 than those without or unknown. However, the achievement rate had decreased from 92% in 2016/2017.

Achievement rates across all ethnic groups (100% and 84%) continue to be higher than those from a white background (81%).

Learner Satisfaction – 2017/2018

98% of learners who undertook a short course (less than 12 hours) enjoyed their course and learned new things. 258 evaluations returned.

On long courses – 595 learner evaluations

98% of learners were happy with the teaching on their course

100% were happy with the way that they were treated by the tutor/staff

100% felt safe and welcomed

94% were happy with the advice given about what they can do after the course

99% were happy with the support they were given while attending the course

96% felt that the course met their expectations

Learner Destination Survey - 2017/2018

Destination	Number	Percentage (rounded)
Higher Education	3	1%
In paid employment < 16 hours per week	6	1.4%
In paid employment > 16 hours per week	8	2%
Self-employed for less than 16 hours per week	1	0.2%
Voluntary work	20	5%
Not in paid employment, looking for work and available to start work	44	10%
Not in paid employment, not looking for work (inc. retired)	19	4%
Other FE (Full time)	1	0.2%
Other FE (part time)	8	2%
Self-employed or less than 16 hours per week	1	0.2%
Supported Independent Living	2	0.4%
Independent Living	1	0.2%
Other outcome not listed	37	9%
Unable to contact learner	33	8%
Not Known	247	57%

Further work will be undertaken to ensure a higher response rate to the survey.

14. Service Delivery Targets

Delivery targets 2019/2020 to 2021/2022 academic year across whole service – This is based on current income projections and is subject to delivery and changes to national policy and funding.

Adult Skills Budget – Accredited courses delivery targets

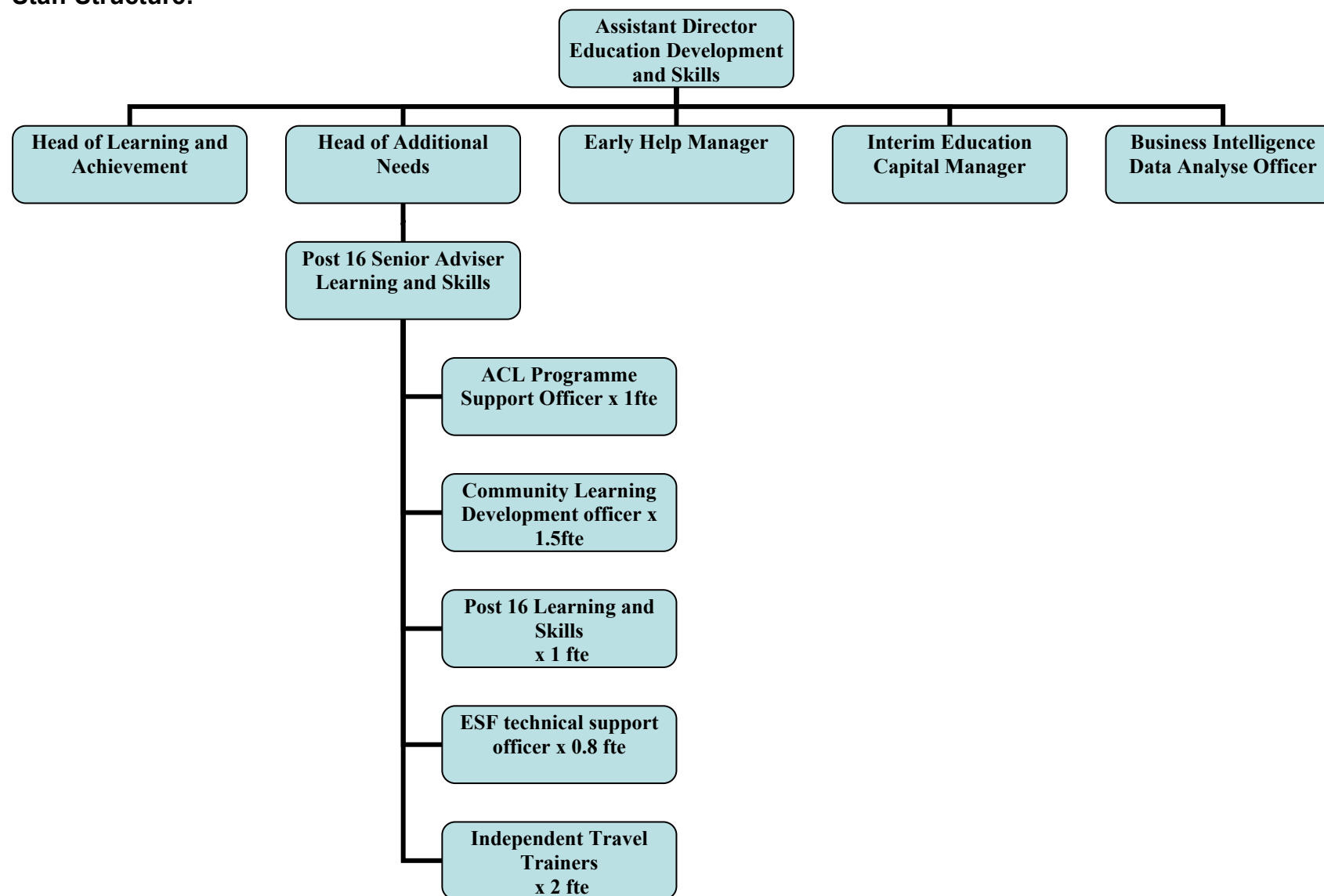
Accredited/non accredited	2019/2020	2020/2021	2021/2022
Achievement Rate	85%	87%	89%
Retention	89%	90%	91%
Pass Rate	93%	94%	95%

Community Learning Delivery Targets

	2019/2020	2020/2021	2021/2022
Retention	95%	96%	97%
Success	97%	98%	99%
Male/ Female	36% male 64% female	37% male 63% female	38% male 62% female
Non white British	7%	7%	7%
Learners with no or low qualifications	56%	57%	58%
Unemployed learners	70%	70%	70%
Aged over 65	10%	12%	16%
LLDD learners	26%	26%	26%

Appendix A

Staff Structure:



Appendix B

List of sub-contractors 2017/2018 academic year:

Sub -contractor
Business Angel (Hereford) Ltd
ECHO
Herefordshire & Ludlow College
Herefordshire Housing
Nationwide Community Learning Partnership
Red Spark Learning CIC
The Cart Shed CIC
The Houghton Project

