

Adult community learning development plan 2011/2012

Community learning and employability

June 2011

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1 Introduction

This plan identifies the proposed development of Herefordshire Council's Skills Funding Agency's informal adult and community learning (IACL) provision over the academic year 2011/2012, in reference to key strategic issue emerging from the national, regional and local environments.

2 The place

Herefordshire is predominantly a rural county of 842 square miles. It is situated in the south-west corner of the West Midlands region bordering Wales. At 80 persons per square kilometre¹, Herefordshire has the 4th lowest population density in England². The population of Herefordshire is 179,100 and it is the most sparsely populated of the English Counties, with 0.5 or fewer per hectare. Just below one-third of the population lives in Hereford City (55,800 people), about a fifth in the market towns and almost half in the rural areas. The population living in the market towns is as follows: Leominster (11,200), Ross-on-Wye (10,100), Ledbury (9,800), Bromyard (4,600) and Kington (3,200). Using the official definition, 54% of the population live in a rural area³.

Poor communication links across the county are a barrier — with 46% of rural areas having either very slow speed connections or no access to broadband at all.

Within Herefordshire there are two areas that have particularly high levels of income deprivation — in the Ridgemoor area of the market town of Leominster 41% of individuals live in income deprived households, and in the Golden Post / Newton Farm area of Hereford City 37%. Both are within the 10% most deprived areas in the country.

Herefordshire has low proportions of ethnic minorities; experimental statistics suggest that, in 2007, only 4.4% of the county's resident population was from ethnic minorities (7,800 people). This is very low compared to nationally (16%), but has grown rapidly since 2001, when it was just 1% of the total county population.

Herefordshire has an older age profile than both the West Midlands region and England and Wales — a quarter (26%) of the county's population is of state retirement age or above which has grown by more than double the equivalent national increase.

Herefordshire has a low unemployment rate compared to the West Midlands, but it is rising. In April 2011 the claimant count was 2,692, 2.5% of the working age population (West Midlands 4.7%) and England 3.7%). The number of long term claimants (over 12 months) has also increased considerably during the recession and is currently 19% of those on benefits.

¹ There are 100 hectares in one square kilometre.

² ONS – 2001 Census & mid-year estimates.

³ Mid – 2009 Population Estimates for Super Output Areas, Wards & Market Towns in Herefordshire, ONS, copyright 2009

Herefordshire's rate-of-earnings is low when compared both regionally and nationally. In addition, the gap between Herefordshire's rate-of-earnings and those of the England as a whole is getting wider – in 2006 it averaged 14% lower, increasing in 2011 to 16%.

In Herefordshire 69% of the working age population were qualified to at least level 2 in 2008, 29% to level 4 or 5 and 12% had no qualifications:

Herefordshire rates of qualification were higher than those of the West Midlands and higher than England up to level 2. Above level 2, Herefordshire's rates were similar to England's.

Approximately 47% of the residents of Herefordshire are estimated to be at level 2 in literacy, and 23% at level two in numeracy⁴.

	Numeracy		Literacy	
	Number	%	Number	%
Entry Level 1 Skills	2,715	3%	675	1%
Entry Level 2 Skills	11,320	11%	600	1%
Entry Level 3 Skills	29,540	28%	9,095	9%
Total Entry Level Skills	41,040	39%	9,865	9%
Level 1 Skills	38,550	36%	46,470	44%
Level 2 Skills	24,380	23%	49,660	47%

3 Strategic context

3.1 National priorities

Skills Funding Agency Priorities (BIS – Skills Investment Strategy 2010 – 11 November 2009)

- Implementing the new vision for informal learning, as set out in The Learning Revolution White Paper 2009, strengthening local infrastructures and widening access to learning for disadvantaged and hard to reach groups.
- Every adult should have the same rights and opportunities to learn new skills and get on in life.
- Better skills for adults improve social mobility, boost earnings and opportunities and critically improve the life chances of their children too.
- Commitment to giving adults the skills they need to get first full Level 2.
- Full funding to those adults who are out of work and on low incomes.

⁴ BIS April 2010 Read Write Plus Research

- Work within communities to reach out to those who have not already gained skills at these levels
- Robust fee strategies for the 2011/12 academic year to maximise the collection of fees and contributions from learners and employers in line with expectations.
- Continued delivery of high quality provision and ensure that a full range of provision can be offered in line with demand.
- Foundation Learning Curriculum

3.2 Local priorities

Herefordshire Council has entered into an innovative public service partnership with NHS Herefordshire and leads the delivery of the local strategic partnership's Community Strategy published in April 2010 to deliver services to the local community. Provision will be delivered in the context of the Community Strategy, which aims that:-

"Herefordshire will be a place where people, organisations and businesses, working together within an outstanding natural environment, will bring about sustainable prosperity and well-being for all"

The Strategy identifies five guiding principles with a thematic approach to planning to deliver across these principles within four identified themes:

- Economic Development and Enterprise
- Healthier Communities and Older People
- Children and Young People
- Safer and Stronger Communities

The Community Learning and Employability unit's provision is developed within the context of the partnership. It seeks to develop a coherent approach to provision throughout the county, the development of provision and the sharing of good practice.

The service works with schools to assist those which are interested in developing local community learning provision. It has successfully developed a range of adult learning courses at a number of venues, and has supported the aims of others in accessing funding to purchase equipment to support this aim.

3.3 Coherence with other LA plans and Strategies

Community learning and employability works with other services within the public service trust to deliver to their priorities. These are summarised in the 'Policy and Strategies Overview'

3.4 The ACL Service Priorities

The Informal Adult Community Learning (IACL) budget, funded through the Skills Funding Agency (SFA) is used to support the design and delivery of a wide range of high quality opportunities across Herefordshire. The intention is to widen participation in this type of learning and, in particular, to focus some of the activity specifically on deprived areas and to disadvantaged groups.

Within the overarching principles of general access to IACL provision, the aim is to concentrate most of this budget on those who:

- need most help
- lost out at school
- would not otherwise be able to afford the cost of a course.

Herefordshire contains 17 of the 25% national deprived areas (Lower Super Output Areas), and two of areas are within the top 10% of the most deprived in the country. A significant part of the Council's IACL provision is placed within these areas.

The Council's Community Learning and Employability Service will deliver its provision to achieve its aims of:

- widening participation in adult community learning by providing outreach for IACL in target neighbourhoods and with disadvantaged groups.
- working with local partners to deliver a wide range of high quality learning opportunities.
- supporting adults back into learning, training and employment, through community outreach provision delivered at local venues.
- increasing the number of learning opportunities with a particular focus within areas of deprivation.

In order to address these aims, the service's priorities are to:

- lead on the delivery of family learning and family literacy and numeracy in the County.
- develop provision for learners in areas of high socio-economic need.
- support partnership organisations in order to develop provision which will lead towards the implementation of The Foundation Learning Curriculum.
- increase capacity for neighbourhood learning and contribute to the aims of the big Society by working with groups and voluntary organisations and thereby contribute to economic and social regeneration.
- embed quality improvement across all provision and address issues identified in self-assessment reports and quality improvement plans

- focus delivery on supporting access to employment



4 Service overview

4.1 Partnership

Herefordshire Council recognises that community organisations are often best placed to deliver services. They have a level of engagement with their clients and local communities and are able to facilitate their access to learning provision. The Community Learning and Employability service facilitates and chairs the PCDL partnership, and through it supports the development of a cohesive approach to delivery of adult learning opportunities within the County. In addition it will work with extended schools and children's' centres to develop and deliver adult learning opportunities.

The Council has no learning facilities of its own, and places all of its provision in community facilities.

4.2 Delivery

The Community Learning and Employability service will, subject to appropriate commissioning procedures, seek to subcontract delivery of its provision to the local 3rd sector, and will seek to capacity build and support the sector in enabling it to meet contractual, quality and workforce development requirements.

It will adopt three models of delivery for its provision in 2011/12.

4.2.1 Sub Contracted Delivery – Quality assured by CL&E

Herefordshire Council identify a course need and a specific learner group. Organisations who have the curriculum expertise and capacity and who are on the Council's provider framework are contracted to deliver the course. The provision is delivered through the quality framework of Herefordshire Council and quality assured by the Community Learning and Employability service.

4.2.2 Sub Contracted Engagement and Delivery – Quality assured by CL&E

Organisations, predominantly voluntary sector, bid to an opportunity to deliver a range of learning opportunities determined by the organisation to deliver to its client's needs or to a particular community. Organisations do not have the capacity to fully meet all of the quality requirements in delivering provision to the standard expected within the CIF. The provision is delivered through the quality framework of Herefordshire Council and quality assured by the Community Learning and Employability service

4.3 Sub Contracted Engagement and Delivery – Quality monitored by CL&E

Currently used to deliver 1st Steps funding through a foundation learning model. A detailed specification is developed and published, and returned tenders are appraised to determine the preferred delivery organisation/s. Only organisations that can demonstrate that they have a quality framework in place that is robust enough to meet the requirements of OFSTED’s CIF, and have processes in place to drive quality improvement, are considered for delivery. Provision is delivered through the quality framework of the contracted organisation, which is monitored by Herefordshire Council.

5 Resources

5.1 Funding

During the academic year, the funding received from the Skills Funding Agency, and the proportion of funding which is used to support staff costs is given in the following table.

	Direct Course Costs	⁽¹⁾ Admin. and Management	Total Budget	Of which SFA funded	Of which other funds
PCDL	176,736	40,011	216,747	191,124	25,623
1ST STEPS	209,407	35,571	244,778	244,778	
NLDC	49,661	10,651	60,312	60,312	
WFL	27,084	20,653	47,737	47,737	
FLLN	48,814	20,653	69,467	40,467	29,000
TOTALS	511,702	127,539	639,041	584,418	54,623

Proportion of Costs as direct costs = 80.1%

Proportion of Costs as administration/management 19.9%

The salary of the Community Learning and Employability Manager are borne by Herefordshire Council

Herefordshire Council contributes accommodation costs and support services (payroll, accounts, HR etc.)

⁽¹⁾ Due to the delivery model, these costs include development and quality assurance and improvement activities

Additional funds are accessed wherever possible. Within the budgets for 2011/12 funds to fill the gap in reduced family leaning budget been obtained. Other income is from anticipated fees and other internal sources.

5.2 Fees

The Council has reviewed its fees policy for 2011/12

The council will expect that those learners who are able to will pay a contribution to the courses fees, which are based on 50% of the direct delivery costs.

The policy is to collect fees from those who are in a position to pay, and to focus remissions on those who are the service's key target groups.

For 2011/12 the revised fees policy will set fees on the basis on:

Those actively seeking work: -	fully remitted
Those with less than level 2:-	fully remitted
Those on income related benefits	50% remitted
Others	full costs

5.3 Staff

Eight staff are employed within the Community Learning and Employability service, covering 6.65 full time equivalents. Five staff, working to 3.8 full time equivalents are employed to deliver the community learning provision (not including the Community Learning and Employability Manager who oversees the staff working in this area). A recent restructure and refocusing has lead to the development, and delivery, of projects to support people into employment, which aligns with the aim of the IACL provision in supporting learners in achieving skills to improve their life chances.

A team staffing structure is given in Appendix B.

The council do not employ any tutor staff, as the provision is subcontracted

5.4 Accommodation

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

The Community Learning and Employability team are based in council offices.

5.5 ICT Equipment

A large proportion of course provision is for ICT courses. The service provides two banks of up to date laptops wich can be supported for wireless web access which are serviced and maintained. During 2011/12 12 laptops will be replaced with new ones.

Staff ICT equipment is maintained by Herefordshire Council.

5.6 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.

The system reports ILRs to the SFA, and is utilised to provide reports to the service which are used as a cornerstone to the service's quality improvement processes.

5.7 Risk Management

The service manages risks through the Councils Risk Assessment process. The Economy and Culture Manager has the responsibility for owning the risk register, and the service informs the monthly updating of register.

Risks for 2011/12 are principally

- Provider underperformance or failure – mitigated through multiple contracts
- Poor Ofsted inspection result – mitigated through high focus on quality improvement
- Repositioning or removing service through organisational change – mitigated through increasing awareness of provision meeting other services objectives.

5.8 Sustainability

There is a Directorate policy for sustainability. The Community Learning and Employability service has a sustainability action plan which it delivers to meet the policy's aims and objectives.

5.9 Equality

Service delivery is carried out in the context of the Council's Equality of Opportunity Strategy. The Council has adopted the Local Government Equality Standards (www.herefordshire.gov.uk/docs/CEP_2007.pdf). The service has carried out an Impact Assessment.

6 Quality

Quality improvement is embedded in all aspects of programme planning, delivery and evaluation. The Adult and Community Learning Manager leads the implementation of all aspects of quality improvement which is delivered within a service quality framework for IACL. The quality assurance framework 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:-

- **Development plans** – in curriculum areas are used to monitor quality improvement.
- **Self-assessment report** – the annual self-assessment process starts in September 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.

- ◆ **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.
- ◆ **Curriculum reviews** – termly cross curriculum reviews are held to ensure standardisation across the provision and the sharing the good practice.
- ◆ **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 against IfL guidance.
- ◆ **Course monitoring** –all courses are monitored by a member of the Community Learning and Employability 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 will support tutor CPD and provides termly specific training/meeting sessions. The provider contract states that the tutors must be and remain up-to-date with professional training and are members of the ILF.
- ◆ **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.

6.1 Ofsted Grading at latest inspection

The service was last inspected by Ofsted in May 2007. It was found to be Good (Grade 2)

Summary of grades awarded - Ofsted inspection (May 2007)	
Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Good: Grade 2
Sector subject area	
Information and communications technology	Good: Grade 2
Preparation for life and work	Good: Grade 2

Key Strengths

- Clear strategic planning and direction
- Highly effective partnerships
- Good support and training for partners
- Highly inclusive learning
- Effective quality assurance

Key areas for improvement

- Inadequate initial assessment and use of individual learning plans
- Insufficient monitoring of ESF projects
- Unsystematic monitoring of learners' progression
- Insufficient involvement of stakeholders in self-assessment process

Identified areas for improvement from inspection, and the self assessment process, inform the quality improvement plan and actions identified to improve inform curriculum area development plans.

6.2 Self Assessment Report 2009/10

The service carries out an annual self assessment. For the latest year that this has been carried out the service assessed itself as good, with grade 2's in all areas, except for wider family learning, and equality and diversity, which were both graded a 3, 'satisfactory'.

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

Key Strengths

- The Council is very effective at forming and supporting partnership which are able to develop and deliver a curriculum to meet learners' individual needs
- Learners enjoy good levels of achievement
- The Council has a clear strategy, effectively delivered, for developing the capacity of the 3rd sector to deliver high quality learning opportunities.

Key areas for improvement

- Opportunities for tutors to promote equality of opportunity across all curriculum areas are being missed
- There are limited opportunities for progression courses
- ILPs are not flexible in meeting the needs of all learners.

6.3 Learner Welfare (H&S & safeguarding/risk assessments)

Herefordshire Council recognises the importance of ensuring that there is a safe learning environment that places the learners' welfare at the centre of learning. It has a planned approach to reviewing the accessibility and appropriateness of the learning environment, ensures that its providers are compliant and have a robust approach to health and safety and learner welfare, and undertakes risk assessments of all delivered activity.

It has a fully developed safeguarding policy which sits within the corporate policy – all staff are trained on being aware of, and procedures to report – on safeguarding matters

6.4 Workforce development

Herefordshire Council employs no staff directly. Its provision is subcontracted to a number of predominantly third sector delivery organisations. It does however, with the exception of the 1st Steps contract to HELP, centrally identify and delivery staff training and inset activities to meet identified needs, and will arrange and financially supported PTLLS and CTLLS courses. Herefordshire Council will support tutor CPD and provides termly specific training/meeting sessions. The provider contracts state that the tutors must be and remain up to date with professional training and are members of the ILF.

6.5 Skills for Life

Skills for life provision, whether 1st Steps or FLLN funded, is contracted out to a number of qualified organisations.

To meet the new teaching qualification requirements, all tutors will need to be qualified in level 2 literacy and numeracy, and to have a level 5 teaching qualification in literacy or numeracy. The service has undertaken a training needs analysis, and has put into place a training programme to ensure that this requirement will be met. Ongoing support is arranged for tutors to help them upskill.

The Council is a City and Guilds provider, and accredits the skills for life qualifications. On line tests are arranged to be taken at partner provider venues – e.g. Marches Access Point, and in the future at Hope Family Centre in Bromyard and the Herefordshire Academy Adult and Community Learning Centre.

Where appropriate, skills for life is embedded into all delivered courses, and the effectiveness of this monitored during the OTL process.

To meet the local shortfall of appropriately qualified skills for life tutors, the council has committed a sum of money to financially support tutors wishing to upskill to this level.

6.6 IAG

All learners are signposted to formal IAG provision – information is provided in the learner handbook and is further promoted by tutors/learning centres.

It is planned to pilot IAG sessions within group learning environment during the coming year, and dependant on its success plans will be made to roll this opportunity out across all longer and 1st steps courses.

7 Provision 2011/12

7.1 Funding

For 2011/12 guidance from the Skills Funding Agency has removed the ring fencing within the IACL budget of NLDC, PCDL, FLLN, Family Learning and Formal 1st Steps, although there is an expectation to deliver in all areas. Herefordshire Council has set its budget for 2011/12 on the basis of need and partnership consultation.

7.2 Subcontracting

All provision is subcontracted to predominantly local 3rd Sector organisations. The sub contracting process ensures due diligence by assessing the potential delivery organisation's quality and management processes, financial soundness and of its commitment to equality, health and safety and safeguarding.

7.3 Personal community development learning

Delivery will either be in training venues with appropriate facilities, e.g. computer course can either be delivered in organisation with a computer suite or in community venues using Herefordshire Council laptops. Delivery will be based in locations throughout the County. It will locate some of its provision within the two community learning centres in Hereford City (the Hereford Academy Community Learning Centre - and the WRVS Riverside Community Learning Centre), and with partner organisations (e.g. MIND, Marches Access Point, extended schools services etc)

It will develop and deliver a range of ICT and community learning courses at Village Halls throughout the county, and will liaise with local community groups and individuals to identify need and arrange for the delivery of the provision.

It further intends to develop a range of provision in Leominster, areas of which have high numbers of disadvantaged residents.

Computer courses

The Council will deliver a range of computer courses – starting with a very basic course for learners who have never used a computer before working towards higher level accredited courses recognised by employers.

Adult and community learning development plan 2011/12 - 12 -

Herefordshire Council is currently an OCN provider, but is able to offer ECDL/ITQ through other organisations.

Community learning

A discrete range of further, non ICT courses will be developed and delivered at community venues across the county to meet expressed learner needs. These will link it to support the Council's LAA targets and performance indicators.

7.4 First steps provision

First Steps provision will be focussed on meeting the needs of those who are most disadvantaged, and who are marginalised as a result of poor or inadequate levels of general education (less than level 2). The provision will aim to equip learners with basic skills to enhance access to employment or further education to improve life chances and is delivered county wide.

The service seeks to align its most of its first steps provision with the Foundation Learning curriculum, offering all learners provision to support their functional skills needs, and further employment or first level 2 OCN units.

The provision will be sub contracted, and is currently being commissioned with the intended start date of August 1st 2011.

7.5 Family language literacy and numeracy

Family literacy, language and numeracy provide courses in deprived areas of Herefordshire, predominantly in the South Wye area and some market towns. The provision targets parents/carers who are hard to reach and particularly families at risk. All parents/carers are below Level 2 in their Skills for Life. The programmes offer accreditation and also develop learners' soft skills, including confidence, to enable them to progress onto further learning and employment opportunities.

Course are designed to meet the children's needs, as well as the adults', and their progress is monitored. A training programme is in place to support tutors in this.

Delivery is contracted out and the 2011/12 provision is currently being commissioned. The Council's Family Learning Coordinator determines the placement of the provision through working in partnership with and leading stakeholders throughout the County and in liaison with venue managers. The Family Learning Coordinator leads quality improvement and continuously monitors the provision.

Venues include Primary Schools, High Schools, Children's and Family Centres, Housing Association Community Halls and a woodland setting.

Herefordshire Council will be responsible for monitoring the progression of learners. All learners on the programmes will have, as appropriate, initial

and diagnostic assessments, Individual Learning Plans, the opportunity to work towards and take Skills for Life Tests, access to IAG and appropriate progression opportunities. Some of the longer courses will also encourage and monitor work experience.

7.6 Wider family learning

The focus is on working in partnership with family service areas and extended schools to deliver training to:

- below Level 2 learners;
- male family members.

Courses will be jointly delivered to both children and adults. Some provision will be delivered to adults where the course content will include "learning how to support their children's learning".

All learners on a programme will have some form of assessment so that the programme can meet his/her needs.

All WFL courses will be set up as a lead into the FLLN programme. Therefore, all learners will receive basic skills progression guidance, especially to numeracy. Learners will also be offered IAG advice from a supporting Matrix provider. For courses over 5 hours, there will be a requirement for children to have ILPs. Accreditation will be offered on longer courses of 20 hours or more.

7.7 'Grass roots community learning'

The provision seeks to deliver learning opportunities in communities within the County where low achievement levels and high unemployment and low wages are apparent. In addition to geographical communities, access to the fund is open to learners with limited access to learning opportunities through rurality or vulnerability.

The funds will be the primary used this year to support the aims of the Big Society, with a focus on opportunities to develop 'community learning' in addition to 'learning for members of communities'.

7.8 Monitoring of contracts

All subcontracted provision is delivered to meet a specified contract within which a detailed specification will indicate the level of provision, the outcomes required, the value of the outcomes and quality and contract monitoring requirements. The Herefordshire Council monitor in class provision, and conduct termly contract review meetings against identified criteria.

8 Outputs

8.1 Indicative Learner Numbers 2011/12

Delivery Area	Lnr Nos.	Lnr Enr.	Completion
Family Learning			
Family Language, Literacy & Numeracy	147	194	85 %
Wider Family Learning	220	320	95 %
Family Learning TOTAL	367	514	

First Steps			
HELP	220	880	80 %
other	70	109	62 %
First Steps TOTAL	290	989	
PCDL	942	1608	94 %
Grass Roots	150	200	86 %

TOTALS	1749	3311
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8.2 Performance Targets

Equality	Number	Male	Female	BEM	ALD
HC Population %	139,000	49	51	4.4	7.7
Delivery 2010/11	1555	30	70	21	28

Target Learner age groups %	Under 25	25 - 34	35 - 44	45 - 54	55 - 64	65+
H/C Population%	26	8.9	17.34	18.62	19.05	27.72
Delivery 2010/11	12	22	19	14	13	22

Target learners mapped to deprived super output areas

Deprived National LSOA	Learners
Top 25%	356
Top 20%	317
Top 10%	111

Deprived Local LSOA	Learners
Top 25%	584
Top 20%	432
Top 10%	299

8.3 Numbers (or %) unemployed/ numbers on less than level 2

Unemployed = 60%

< Level 2 = 60%

8.4 Efficiency Indicators

		Costs		Guided Learning Hours - target 2011/12		Comment
		Target 2011/12	% Budget	glh	Costs/glh	
Overall Costs including support services						Nominal costs, not charged
Overall	Total Costs	757,936	100	56876	13.30	£71,396 and P Ding (50%)
	Management Costs	148,973	19.6%			
	Delivery Costs	529,567	80.4%			
Overall Costs – excluding support services						
Overall	Total Costs	658,540	86.9%	56876	£11.58	
	Management Costs	128,973	17%			
	Delivery Cost	529,567	70%	56876	£9.31	
Direct Costs						
		£481,928	64%	56876	£8.47	

Action	Detail	Timescale	Owner	Outcome
Implement revised fees policy	revised policy for 2011/12	Sept 2011	Peter Ding	<ul style="list-style-type: none"> ▪ Policy in place for August 2011-10-26 Providers briefed ▪ Process to ensure fees separately accounted for
Enhance monitoring of provision	<p>GLH - Value for money indicator developed and used as a comparison to other services (where possible) and monitor value for money of service year by year.</p> <p>Reporting on level 2 learners/those on full and partial fees remission</p> <p>Set targets and monitor provision against targets</p>	Sept 2011	Peter Ding	<ul style="list-style-type: none"> ▪ Vfm of previous year established (2009/10 & at end off year) ▪ Targets set for 2011/12 ▪ GLH Benchmark established with PRD group
Prepare for anticipated Ofsted Inspection	<p>Hold Ofsted planning group meetings</p> <p>Ensure Quality Improvement action plan up to date and actions completed</p>	Autumn 2011	<p>Peter Ding</p> <p>Sue Cobourne</p>	
E learning policy	Service policy developed in the context of Herefordshire Council's e-learning policy	Sept 2011	Chrystella Bieler	<ul style="list-style-type: none"> ▪ Service Policy Statement ▪ Tutors trained/informed of impact of policy ▪ Guidance produced
Identify and	Develop a range of provision based in	S	Chrystella	<ul style="list-style-type: none"> ▪ Courses delivered at

pursue options for developing service	Libraries Health Improvement Action Plan	Cobourne	Bieler Sue Cobourne	libraries <ul style="list-style-type: none"> ▪ Courses developed in liaison with PCT
3 rd sector capacity Building	Enable 3 rd sector partners and organisations to become more self sufficient in quality and to enable them to be potential providers to organisations other than Herefordshire council	May 2012	Sue Cobourne	<ul style="list-style-type: none"> ▪ 10 community tutors on PTLLS courses ▪ 14 community tutors on courses CTLLS ▪ More effective input into SAR by provider organisations ▪ Termly data on learner achievement given to providers for comment ▪ Development of modified SAR for delivery partners to use
Align service to emerging national priorities and in expectation of outcome of Informal Adult learning reform.	Identify and pursue opportunities for sub regional partnership to meet challenge of minimum contract levels Develop service to align with emerging big society, localism and skills strategy initiatives	February 2012	Peter Ding	<ul style="list-style-type: none"> ▪ Brief Director and engage political process ▪ Commission independent review of options
Capacity	Identify key providers on 'hub and spoke' model	May 2012	Sue Cobourne	<ul style="list-style-type: none"> ▪ Consult with local sector ▪ Propose options ▪ Implement for 2012/13 commissioning

Quality	Develop 'own quality' approach with hub organisations (above)	May 2012	Sue Cobourne	<ul style="list-style-type: none"> ▪ Identify needs and support arrangements ▪ Develop and implement support plan
Grants	Ring fence some funding (NLDC) For grants to meet Big Society etc. opportunities	August 2011	Sue Cobourne	<ul style="list-style-type: none"> ▪ Commissioned August 2011
Commissioning	Develop 'Provider Framework'	August 2011	Sue Cobourne	<ul style="list-style-type: none"> ▪ Commissioned September 2011-10-26 reviewed for 2012/13
Service alignment	Closer working with other services delivering skills/employability (e.g. children's services)	ongoing	Sue Cobourne/ P Ding	<ul style="list-style-type: none"> ▪ Coordination around employability group
Data	On unemployed and less than level 2 Progression data for 2011/12	October 2011	A Lewis	<ul style="list-style-type: none"> ▪ Reports in all areas to show numbers and % of learners meeting service priority categories ▪ Detailed sampling of progression of learners to other provision/employment/volunteering

In addition to 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.

Appendix A

Glossary

ACL	Adult & Community Learning
ALD	Adults with Learning Disabilities
ASL	Adult Safeguarded Learning
BEM	Black & Ethnic Minorities
CDO	Curriculum Development Officer
CIF	Common Inspection Framework
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ESOL	English for Speakers of Other Languages
FLIF	Family Learning Impact Funding
FLLN	Family Language Literacy & Numeracy
HACLC	Hereford Academy & Community Learning Centre
HCT	Herefordshire College of Technology
HELP	Herefordshire Literacy Project
IAG	Information, Advice and Guidance
IACL	Informal Adult and Community Learning
ILP	Individual Learning Plan
ILR	Individual Learner Record
MIS	Management Information System
NIACE	National Institute of Adult Continuing Education
NLDC	Neighbourhood Learning in Deprived Communities
NVQ	National Vocational Qualification
OCN	Open College Network
OCR	Name of Awarding Body
OTL	Observation of Teaching & Learning
PCDL	Personal & Community Development Learning
PTLLS	Preparing to Teach in the Lifelong Learning Sector
RARPA	Recognising and Recording Progress and Achievement
SAR	Self Assessment Report
SFA	Skills Funding Agency
WFL	Wider Family Learning

Appendix B Community learning and employability – staff August 2010

Public service trust (PCT/ council management structure)

The Public Service Trust (PCT/Council) is undergoing an organizational design process. As at (July 2011) the structure is follows, with Community Learning and Employability in Economic, Environment and Cultural Services:-

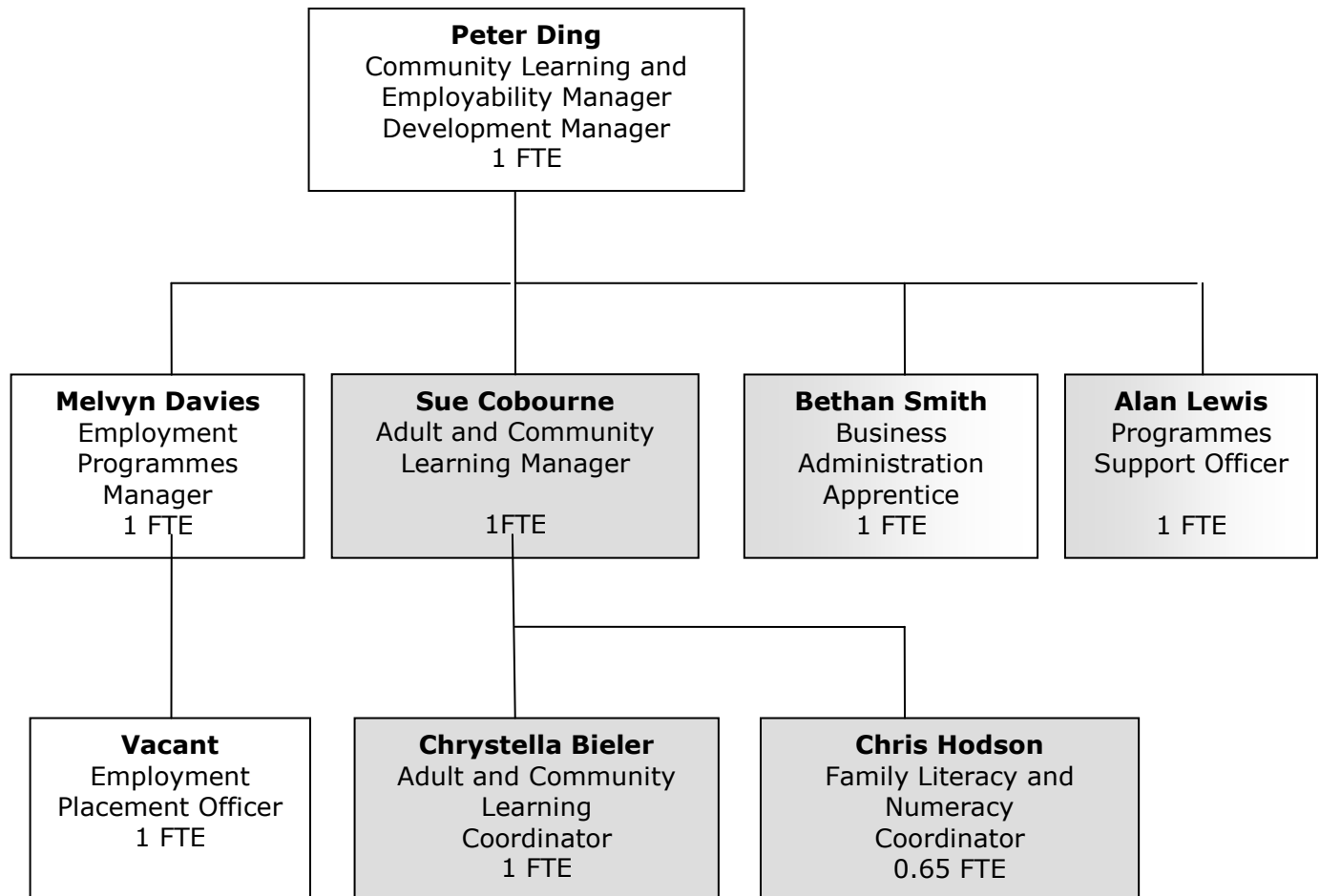


Further details of proposed services to be placed within the directorates are to be found in:-

<http://hc-sp/DocumentLibrary/Communications/Documents/Misc docs/OD Phase 2 final structure.pdf>

Community learning and employability service

Establishment as at August 1st 2011



ACL delivery staff