

Adult and community learning

Self assessment report

2010 - 2011

Community learning and employability

December 2011

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SECTION A: Self assessment outcomes

1 Summary of grades

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
Outcomes for learners	Grade 2
Quality of provision	Grade 2
Leadership and management	Grade 2
Safeguarding	Grade 2
Equality and diversity	Grade 2
Community learning	
ICT	Grade 2
Other	Grade 2
Family learning	Grade 2
Foundation learning	Grade 2

Table 1: Summary of grades

2 Key strengths and areas for improvement

(a) strengths

- Learners enjoy good levels of achievement
- The level of teaching and learning is good, with some areas excellent.
- Very effective engagement with identified learners through excellent partnerships with 3rd sector organisations which meets learners' specific needs and contributes to individual and community development
- The service is exceptionally proactive in making improvements to meet newly identified demands

(b) areas for improvement

- Lack of internet accessibility constrains opportunities to utilise e- learning
- ILPs not fully effective across all learner groups

SECTION B: Overview of provision

3 An introduction to Herefordshire

Herefordshire is a predominantly rural county of 842 square miles. At 80 persons per square kilometre¹, it has the 4th lowest population density in England². The population of Herefordshire is 179,300 and it is the most sparsely populated of the English Counties. 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. Using the official definition, 54% of the population live in a rural area.

Herefordshire has low proportions of ethnic minorities; experimental statistics suggest that, in 2007, only 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 — almost a quarter (22%) of the county's population are aged 65 and over. This age group has grown by more than double the equivalent national increase since 2001.

Herefordshire has a low unemployment rate compared to the West Midlands. In September 2011 the claimant count was 2,728, 2.5% of the working age population (West Midlands 4.9% and England 3.8%). Currently both women and young people are experiencing high levels of unemployment. At a rate of 7.4% the youth unemployment rate is close to its peak at the height of the recession (7.6% in August 2009). Just over 1,000 women are currently claiming Jobseekers Allowance, putting female unemployment at its highest since 1997.

Herefordshire's rate-of-earnings is low when compared to both regionally and nationally. In addition, the gap between Herefordshire's rate-of-earnings and those of England as a whole is getting wider — In 2006, Herefordshire's earnings were 6% lower than the West Midlands, by 2010 this gap had widened to 19% lower. The gap between Herefordshire's and England's earnings is even wider, 14% lower in 2006 increasing to 25% lower in 2010.

In 2010 rates of qualification amongst Herefordshire's working age residents (16-64) were lower than those across England at all levels from 1 to 5. For example 46.5% of the working age population in Herefordshire were qualified to at least level 3 (equivalent to 2 or more A-levels, advanced GNVQ or NVQ 3) compared to 50.7% across England. Herefordshire also had a higher proportion of working age residents without any qualifications in 2010. This negative picture is a departure from previous years where rates have been similar to those across England. Although not significant, rates of qualification have decreased over the last three years in Herefordshire, whilst national rates have significantly increased.

Poor infrastructure in the county is an issue — In 2011 Herefordshire had one of the highest proportions in the UK of broadband customers receiving a service of less than 2 Mbps. In 2008 57% of Herefordshire's postcodes had the potential for broadband up to 2 Mbps – the highest category of service available via BT landline. However, 46% of rural postcodes in the county were likely to receive no service or low broadband speed (up to 0.512 Mbps), compared to only 1% of urban areas. There are also mobile phone 'black-spots' in some rural areas.

4 Service aims

Provision of services to all members of the community is a particular challenge in sparsely populated rural areas and a robust multi-agency approach is needed to overcome these challenges. Herefordshire Council has entered into an innovative public service partnership with NHS Herefordshire to form Herefordshire Public Services. This leads the delivery of the Community Strategy to deliver services to the local community. The Council's corporate plan states how it will play its part in meeting the strategy's vision.

The service seeks to support a coherent approach to provision throughout the county. The Adult Safeguarded Learning (ASL) 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, disadvantaged groups and in geographical areas where there is a lack of provision.

Within the overarching principles of general access to ASL 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 8 areas (Lower Super Output Areas) that fall within the 25% most deprived in England (in terms of multiple aspects of deprivation). One of these is amongst the top 10% of the most deprived in the country. A significant part of the Council's ACL provision is placed within these areas.

The service works with Extended 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.

5 Scope of the provision

5.1 Overview of the service

The Council's Adult and Community Learning Service is delivered through the Community Learning and Employability Unit. The staffing structure is shown in Appendix D.

The provision principally seeks to engage with first steps learners yet to achieve a Level 2 qualification, or unemployed, and to provide them with an initial 'return to learn' opportunity. Other than in skills for life and functional skills, delivered within 1st Steps, FLLN and FLIF, it does not offer qualifications, but aims to engage with learners and progress them on to other provision. To support this process the Council is an Open College Network (OCN) centre and offers portfolio-based accreditation on some of its courses

The service engages with a range of community and voluntary organisations to which its provision is subcontracted. These partnerships are effective in identifying target groups and individuals to benefit from the provision. Herefordshire Council does not have a dedicated learning centre and courses are delivered at a range of local facilities within the learners' community. The low population density affects the class sizes and the nature of its key priority target groups means that most of the classes average 8 – 10 learners.

The Community Learning and Employability service subcontracts through two models. The first model commissions learning provision from appropriate organisations who deliver the learning, and whose outputs and quality of provision are monitored. Subcontracted providers identify and engage the learners. In the second model Council staff identifies and engages the learners and subcontracts the provision of the tutor from a partner organisation. In this instance the Council directly manages the quality of delivery.

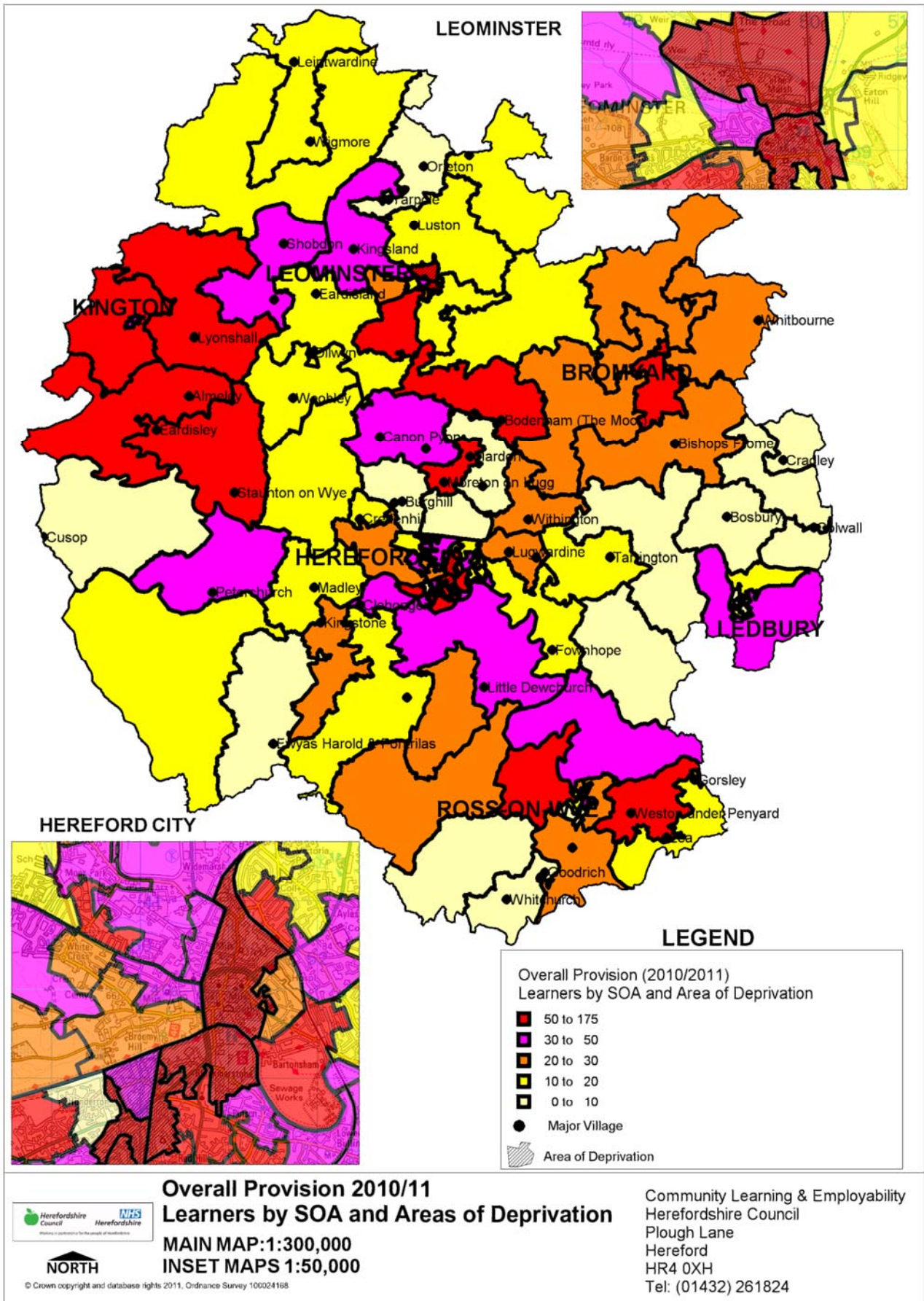
5.2 Health & safety and safeguarding

High priority is given to ensure that all learners and staff are safe. The delivery of all learning opportunities is carried out within the Council's Health and Safety policies. Venues and activities are risk assessed; there is a lone working policy and practice in place which is used by staff as appropriate. Tutors working with vulnerable adults have enhanced CRB checks. All data is handled and stored appropriately. All tutors, managers and providers attend basic awareness training in safeguarding.

5.3 Learners 2010/11

During the year, there were 3857 enrolments by 1699 learners onto 387 courses. 454 (26.72%) were male and 1146 (73.28%) were female, 270 (15.89%) were non white British, and 507 (2.84%) identified that they were disadvantaged or had learning difficulties.

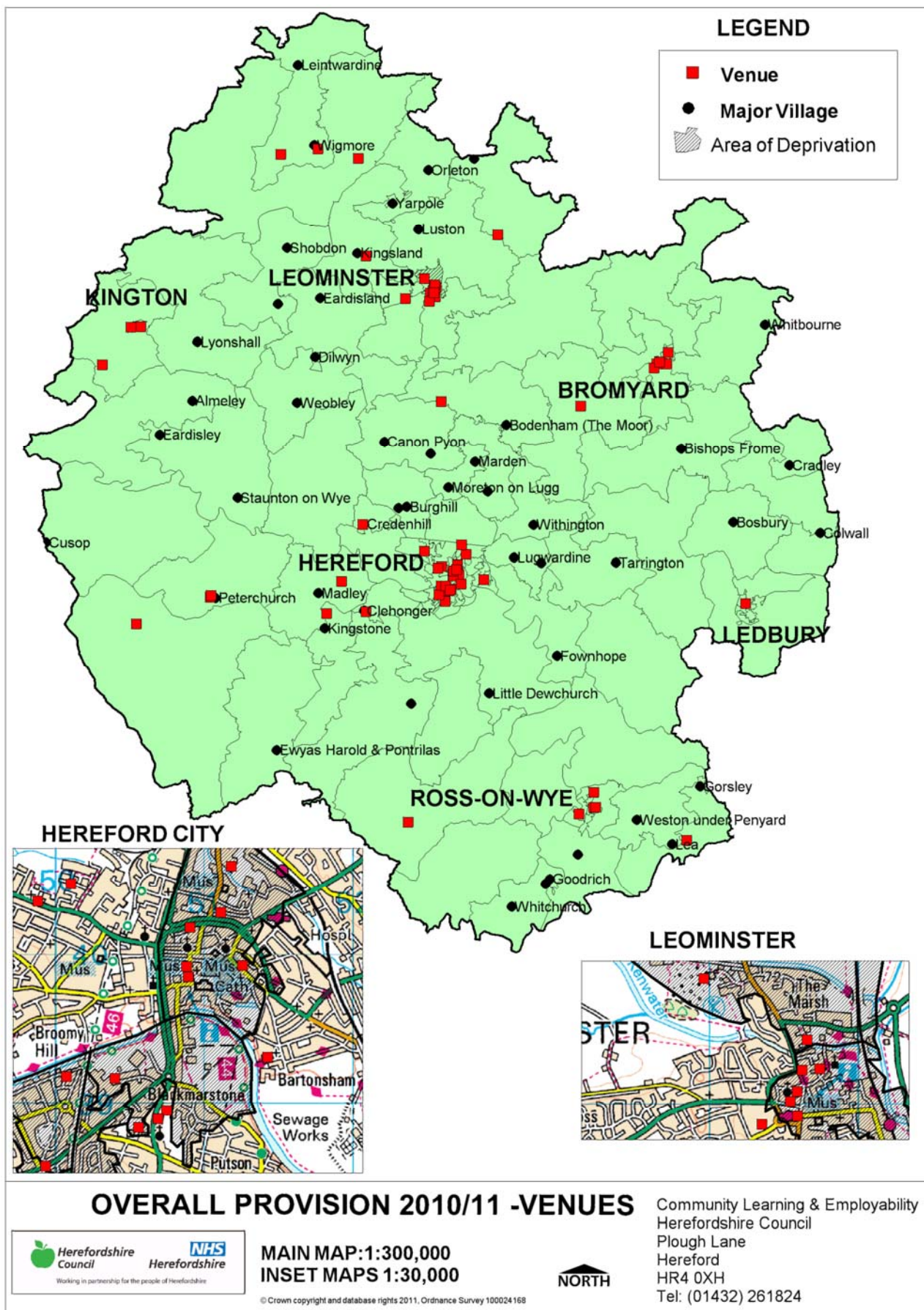
5.3.1 Distribution of learners



Map 1: Whole service distribution of learners

5.2.2 Delivery of courses

Courses were delivered from 68 community facilities.



Map 2: Whole service course delivery locations.

6 Self assessment

6.1 Self assessment process

Termly curriculum meetings are held at which achievement against targets for key indicators are monitored. These meetings are attended by the service's curriculum coordinators, chaired by the Adult and Community Learning Manager. Actions arising from this meeting inform development actions which are taken forward by the team. This process enables an organic approach to on-going self-assessment.

The self-assessment process draws evidence from stakeholders at all levels, and includes input from:

- learners
 - tutors
 - curriculum coordinators
 - partners, providers, learning centres
 - management
- and accesses data obtained through:
- observation of teaching and learning
 - tutor feedback forms/tutor verbal feedback
 - learner feedback forms/learner evaluation letters
 - registers
 - learner portfolios, ILPs, initial assessments
 - moderation
 - course monitoring
 - MIS data

Partner organisations, contractors and tutors are invited to make comments on a self-assessment pro forma on how they view the quality of the provision of the service. These comments are used to inform the self assessment against the Common Inspection Framework key questions.

The confirmation of key strengths and weaknesses arising from the self assessment and discussion on final grading, took place at a SAR grading meeting on 21st November 2011. This meeting included partner provider organisations

The Council's Policy and Performance team reviewed the draft self assessment report, and following their agreement the final report was signed off by the Director of Place and Communities after its circulation for further comment to the Herefordshire Public Service's Leadership Team.

6.2 Quality improvement development plan

The Self Assessment Report informs the Quality Improvement Development Plan. This is a rolling plan, which identifies actions to address areas of weakness arising from the quality review processes. Specific actions required to address areas of weakness within the self-assessment are cross referenced to the plan. Progress towards identified actions is reviewed at monthly one to one meetings between the ACL Manager and the Curriculum Coordinators, and also at the termly Curriculum meetings.

SECTION C: Assessment of provision

7 Headline data 2010/11

OTL grades

Grade 1	Grade 2	Grade 3	Grade 4
7	25	6	

Enrolments

	2008/09		2009/10		2010/11	
Enrolments	2134		3714		3857	
Withdrawn	190	8.9%	292	7.86%	350	9.07%
Completed	1944	91.10%	3422	92.14%	3507	90.93%
Achieved	1630	83.85%	2746	80.25%	2814	72.96%

Equality and diversity

	2008/09		2009/10		2010/11	
Male	598	28.02%	918	24.72%	1037	26.89%
Female	1536	71.98%	2796	75.28%	2820	73.11%
BEM	257	12.04%	707	19.04%	802	20.79%
ALD	569	26.67%	986	26.55%	1384	33.1%8

Age groups

	2008/09		2009/10		2010/11	
Under 25	220	10.31%	385	10.37%	398	10.32%
25 - 34	389	18.23%	796	21.43%	940	24.37%
35 - 44	442	20.71%	726	19.55%	648	16.80%
45 - 54	310	14.53%	544	14.65%	591	15.32%
55 - 64	307	14.39%	521	14.03%	410	10.63%
Over 65	439	20.57%	720	19.38%	841	21.80%
N/K	27	1.26%	22	0.59%	29	0.75%

Equality and diversity comparison

numbers	Hrfdshire	Learners	Enrolments	Completion	Achievement
BEM group	7800	270	802	740	472
ALD group	13,631	507	1384	883	779
Male	87,700	454	1037	952	751
Female	91,400	1245	2820	2555	2063
Total Learners	179,100	1699	3857	3507	2814

Table 2: Equality and diversity engagement compared to Herefordshire population

%	Hrfrdshire	Learners	Enrolments	Completion	Achievement
BEM group	4.36%	15.89%	20.79%	92.27%	72.42%
ALD group	7.61%	29.84%	33.10%	87.69%	80.70%
Male	48.97%	26.72%	26.89%	91.08%	72.42%
Female	51.03%	73.28%	73.11%	90.60%	73.16%
Total Learners	100%	0.95%	-	90.92%	72.96%

Table 3: Equality and diversity engagement compared to Herefordshire population as percentages

Age groups comparison

	U/25	25-34	35-44	45-54	55-64	O/ 65	NK
Herefordshire	48,000	15,800	24,200	26,000	26,600	38,700	-
% of Population	26.80%	8.82%	13.51%	14.52%	14.85%	19.63%	
No of Learners	146	359	311	246	195	425	17
% of learners	8.59%	21.13%	18.30%	14.48%	11.48%	25.02%	1.00%

Table 4: Comparison of age of learners to Herefordshire population

Percentage of learners living in areas mapped to deprived super output areas

Deprived National LSOA	Learners	%
Top 25%	363	21.37%
Top 20%	320	18.83
Top 10%	97	5.71

Deprived Local LSOA	Learners	%
Top 25%	637	37.49
Top 20%	466	27.43
Top 10%	303	17.83

Table 5: Learners by SOA

8 Overall effectiveness

Grade 2

How effective and efficient is the provider in meeting the needs of learners and users, and why?

Learners enjoy good levels of achievement; feel safe in the learning opportunities that are delivered in community facilities close to them, and are effectively supported by tutors and partner organisations. The level of teaching and learning is good, with some areas excellent. Lack of internet accessibility constrains opportunities to utilise e-learning. The Council is clear about its priorities and has good arrangements in place to monitor delivery against these priorities. It works with a wide range of partner organisations which helps to ensure that provision meets the needs of learners, and adds to individual and community social value and sustainability. Opportunities to provide progression routes to other provision is underdeveloped. Leadership and management is good, and the organisation is able to identify areas for improvement and to put into place actions to effect this improvement.

9 Capacity to improve

Grade 2

What is the Council's capacity to make and sustain improvements?

Herefordshire Council's Community Learning and Employability service has a good capacity to improve. It has satisfactory governance arrangements which support the setting of clear priorities, which it is able to meet, and which all partners understand and participate in delivering. Targets are set and monitored, and any disparities identified between retention and achievement of equality groups are identified and acted on. Opportunities to compare outcomes with other similar services through benchmarking are undeveloped. The self assessment process is effective at evaluating performance and driving the services quality improvement and includes involvement of and feedback from delivery partners in the process. The service is exceptionally proactive in making improvements to meet newly identified demands, and staff understand, and are fully empowered in driving through, improvement. The capacity to deliver to meet needs is constrained by the level of funding, but the service seeks to identify and access alternative funding where available. It has developed its partnership work with other Council services in joint initiatives, and utilises its funds appropriately. Its revised fees policy has realised income which has been used to provide more learning opportunities, whilst still maintaining its principle focus of engaging with disadvantaged learners.

10 A: Outcomes for learners

Grade 2

There is generally a very good level of completion and achievement across the provision, although in a very small number of traditionally challenging areas there is an identified area for improvement. Learners are clear about their learning aims and how they are progressing against them, and have opportunities to participate in developing the provision. Feedback to learners on their input is however inconsistent. There is a good approach to safeguarding which leads to learners reporting that they feel safe and enjoy their classes. The provision is effectively focused on the benefits that the learning opportunities offer learners in supporting their access to social and economic wellbeing and their contribution to the community.

11 B: Quality of provision

Grade 2

The Council has strong and exceptionally effective subcontracting partnership arrangements with a wide number of 3rd sector organisations either geographically or needs based across the county. Planning of learning provision is successfully carried out strategically with the involvement of the partners to meet needs. It develops and supports the capacity of these organisations to respond to the learning needs of their client groups with high quality learning opportunities, contributing to the high levels of completion and achievement throughout the provision. The Council manages a comprehensive programme of tutor initial training and CPD for all partner organisations' tutors which is reflected in the achievement of good OTL grades. There is a thorough approach to ensuring that assessment of learners is effective and consistent across the provision. An identified area of improvement in 2009/10 was the effectiveness of ILPs for some learner groups. Despite a variety of new ILPs being piloted in 2010/11 these still need improvement for some

learners. There is some work to be done to develop progression pathways to other provision. Internet accessibility is limited within the county, and this constrains opportunities to fully utilise technology to deliver quality provision.

12 C: Leadership and management

Grade 2

C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC1.1	Leaders effectively generate a culture which enables development of the service's strategic aims, and the delivery of learner focused provision which supports quality improvement	Herefordshire Council is clear about its aims and objectives, and how they meet the needs of learners. There is effective involvement of staff in determining the delivery strategy.	Learners most in need are prioritised and have access to provision	QIP32
LMC1.2		There is a very positive culture of striving for excellence, and staff are encouraged to identify and implement quality improvement initiatives.	Learners enjoy a quality of provision	QIP32
LMC1.3		There is an innovative approach to subcontracting provision to third sector organisations, which optimises the impact on the learner and which is effectively quality managed. The approach optimises the use of the funding available	There is an effective learner engagement which supports access to the provision by targeted learners	QIP32
LMC1.4		There is an effective allocation and monitoring of resources to optimise funding made available.	Benefit to the learner is optimised	QIP32

REF.	Areas For Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC1.5	There is no benchmarking of completion and achievement	Meaningful benchmarking with other provision has not yet been achieved	Opportunities to maximise benefit to the learner may not be recognised	QIP53

C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC2.1	There are satisfactory governance arrangements	There is satisfactory support from Herefordshire Council's corporate support services which ensure that financial probity and legislative requirements are met.	The interest of the learners are protected	QIP19
LMC2.2		There are appropriate levels of accountability, with service targets for delivery of corporate service plans, and the annual SAR, being scrutinised by the Herefordshire Council's internal performance system and the Leadership Team. Service risks are logged onto the corporate risk register and monitored	Learner's opportunities are optimised.	QIP19

REF.	Areas For Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC2.3	Value for money is not used as a performance target	There are effective budgeting and financial monitoring arrangements, but they are not referenced to the scope of the delivery to inform vfm targets.	Opportunities to learners may be limited.	QIP54
LMC2.4	There is no formal Identification of risk in subcontracted delivery.	The service's written policy to identify risk in the assesment of bids for subcontracting is underdeveloped	The scope and reliability of the provision could be compromised, affecting current and future learners.	QIP4

C3. How effectively does the provider promote the safeguarding of learners?

Contributory Grade 2

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC3.1	There is an effective and appropriate approach to ensuring the safety, health and welfare of learners	There are effective corporate arrangements and policies for the identification of and safeguarding children and vulnerable adults, which from this year include an ICT policy. These policies are proactively implemented within service delivery, and staff have designated responsibilities.	There is a clear policy and sound systems in place to inform the delivery of provision and ensure the appropriate response to any safeguarding issues	QIP43
LMC3.2		There is a comprehensive programme of training which ensures that all tutors and subcontracted providers understand the policy and its requirements	Learners can be confident that tutors have an appropriate approach to ensuring their safety and well being	QIP43
LMC3.3		There are good arrangements in place to ensure that learning environments are safe and appropriate	Learners enjoy their learning in safe environments	QIP43

REF.	Areas For Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC3.4	Inappropriate resources for adults in some areas of provision.	The nature of community facilities used to deliver provision sometimes means that there is a considered compromise in the quality of the learning environment against the loss of the learning opportunity	The quality of the learning experience may be less than satisfactory, and could lead to withdrawals or poor learner feedback	QIP9

C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

Contributory Grade 2

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC4.1	There is a sound approach to promoting equality and diversity, and providing learning opportunities which are accessible to all	There is a high level of understanding by leaders and staff of the need to ensure a consistency of quality provision to, and achievement by, all learners irrespective of their diversity.	Individual learners needs are met	QIP18
LMC4.2		There are good arrangements in place to comparatively monitor achievement across equality and diversity groups, and across the curriculum areas.	Issues which affect achievement can be identified	QIP18
LMC4.3		Herefordshire Council has a comprehensive equality scheme, and there are comprehensive tutor training arrangements in place which include an understanding of, and opportunities to address, equality issues.	The quality of provision to all learners, irrespective of their individual background, is consistent	QIP18

REF.	Areas For Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC4.4	Some under achievement in targeted equality groups	In some areas provision has been focussed on engaging with under represented equality groups. Retention and achievement in some of this provision is less than the service norm.	Learners do not benefit fully from the provision	QIP52

C5. How effectively does the provider engage with users to support and promote improvements?

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC5.1	Learner engagement in the development of the provision is satisfactory	There is a highly developed relationship with partners which informs the development of the provision and prioritises the needs of the learners	Learners most in need benefit from access to the provision	QIP26
LMC5.2		There are good processes to obtain the views of learners at different stages of their learning	Learners have an opportunity to comment on the quality of the provision	QIP26

REF.	Areas for improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC5.3	Response to learner comments/suggestions inconsistent	There is a lack of consistency in feeding back to learners responses to their comments/suggestions	Learners may feel that their comments and suggestions have not been recognised	QIP55

C6. How effectively does the self-assessment improve the quality of the provision and outcomes for learners?

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC6.1	The self assessment process is effective in evaluating performance and driving the service's quality improvement	There is an effective self assessment process in place which monitors on a termly basis the quality of provision against targets. The annual self assessment report is scrutinised by the COUNCIL'S Policy and Performance section, and signed off by the Director of Place and Communities.	Learners experience consistent, high quality, learning provision, and benefit from continuous improvement.	QIP42
LMC6.2		There is a highly developed involvement of managers and curriculum staff in assessing the quality of provision, and an appropriate and developing involvement of partner providers and tutors.		
LMC6.3		The availability and use of data to inform quality is effective		
LMC6.4		The contribution of learners views is important to the self assessment process	Judgements on the quality of provision are consistent with the learner's experience quality of provision	QIP42
		There is a satisfactory use of judgments from self assessment to drive the improvement of quality	Learners experience consistent, high quality, learning provision, and benefit from continuous improvement.	QIP42

REF.	Areas For Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC6.5	There is no benchmarking of provision against other similar services	The use of targets has been implemented, but there is no benchmarking data available to objectively reference achievement targets		QIP56

C7. How efficiently and effectively does the provider use its available resources to secure value for money?

REF.	Judgement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC7.1	The ASL funds are used to good effect in delivering a good quality provision which meets the needs of the service's aims and objectives. There is an understanding of value for money which is evidenced through the approach to partnership working and the commissioning and monitoring of the subcontracted learning provision.	There is good control of budgets and resources especially of staff resources who have clearly defined multi –roles which optimises effectiveness of delivery. Overall value for money compares well with other similar providers. Additional funding is accessed to support ASL	The use of funds is optimised, and meets the service's aims of focusing provision on learners who are most disadvantaged.	QIP27
LMC7.2		Efficient use of funds through partnership arrangements which capitalise on partner's expertise. Good commissioning strategy, optimising learner numbers. Increased enrolments in 2010/11	Learning opportunities are maximised.	QIP27
LMC7.3		Very effective ratio of tutors to learners. Learner groups are small, reflecting the targeting of learners and the rural nature of a large proportion of the provision. Where required support tutors are provided.	There is a high level of individualised learning and support, with individual needs being recognised and addressed.	QIP27
LMC7.4		Very good use of community facilities to bring learning opportunities to areas where they might not otherwise exist, which also supports community capacity. Very good mobile ICT resources and wireless networking, enabling access to remote communities not served by broadband. Good quality of ICT resources in provision subcontracted to other learning providers.	Learning opportunities are provided in local facilities and to communities and groups in a familiar environment which assist engagement.	QIP27
LMC7.5		Good progress and achievement towards learning aims, especially learners with low entry levels. The service has identified areas of development in their RARPA processes.	Learners are achieving their aims, and the learning experience is positive.	QIP27

REF.	Areas For Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
LMC7.6	Opportunities for online resources or support are undeveloped.	There are limited online or web based resources developed to support learners. The services web site is limited and unfocused.	The quality of the learning opportunity could be reduced.	QIP13

Overview of curriculum area

Community Learning courses are delivered through three ASL funding streams:

- First Steps Community Learning (FSCL)
- Neighbourhood Learning in Deprived Communities (NLDC)
- Personal Community Development Learning (PCDL)

Over the past six years, Herefordshire Council has been supporting the development of Community Organisations to enable them to up-skill their staff to meet the new teaching standards. Courses are delivered locally by highly qualified and supportive tutors — resulting in better learning and retention across Herefordshire. Where venues offered no IT facilities, delivery was by means of up to date laptop computers. The quality development, improvement and monitoring of the provision is undertaken by the Council's Adult Learning Manager and Adult and Community Learning Coordinator.

First Steps Community Learning

These courses offer learners opportunities of longer provision. This year focused strongly on targeted groups of learners who needed to identify their knowledge gaps in order to prepare for going into or returning to work and/or volunteering. The programme this year has had many positive results — some learners gained employment, others have become active volunteers in their local community.

Neighbourhood Learning in Deprived Communities

NLDC is focused on building skills and opportunities which offer greater community cohesion. This year particular attention was focused on two areas — developing individuals who wanted to train as community tutors; and the development of an alternative curriculum in order to engage with under-represented groups of learners within the local community.

Personal Community Development Learning

PCDL courses encompass the part of the service traditionally seen as 'learning for pleasure'. This area continues to grow to meet the increasing needs of learners who are disadvantaged (for example by rural isolation, by age or by financial means); learners who have learning difficulties or disabilities; learners who may be socially excluded; learners who are taking first steps into learning; or wish to move into volunteering, training or employment. Courses are developed to meet the needs and interests of local communities. Since the fees policy has been introduced, learners have preferred shorter courses to reduce the initial financial outlay. Where there is need, a progression course is arranged.

Outcomes for learners and the **quality of provision for community learning** have been assessed and graded in **two subsidiary areas** of - **ICT courses** and **Other courses**

OTL grades

Grade 1	Grade 2	Grade 3	Grade 4
2	7	3	0

Enrolments

	2008/09		2009/10		2010/11	
Enrolments	640		571		750	
Withdrawn	50	7.81%	51	8.93%	67	8.93%
Completed	590	92.19%	520	91.07%	683	91.07%
Achieved	572	96.95%	496	95.38%	673	89.73%

Equality and diversity

	2008/09		2009/10		2010/11	
Male	190	29.69%	163	28.55%	206	27.47%
Female	450	70.31%	408	71.45%	544	72.53%
BEM	10	1.56%	11	1.93%	42	5.6%
ALD	174	27.19%	157	27.50%	291	38.8%

Age groups

	2008/09		2009/10		2010/11	
Under 25	8	1.25%	9	1.58%	13	1.73%
25 - 34	40	6.25%	14	2.45%	44	5.87%
35 - 44	99	15.47%	54	9.45%	66	8.80%
45 - 54	103	16.09%	83	14.54%	117	15.60%
55 - 64	161	25.16%	157	27.50%	164	21.87%
Over 65	224	35.00%	250	43.78%	340	45.33%
Not Known	5	0.78%	4	0.70%	6	0.80%

Outcomes for learners - strengths

REF.	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
CLICT.1	Extremely high levels of learners enjoyed and achieved.	90% learners achieved – MIS data 99% learners enjoyed course – (learner course evaluation)	Learners enjoy & achieve. Increase in learners' skills. Opportunities for learners to progress. Increased confidence and self esteem.	QIP43
CLICT.2	Exceptionally high levels of learners feeling safe.	99% learners say they feel safe on learning programmes (learner course evaluation). 99% of learners say they were treated fairly – learner evaluations.	Welcoming and safe learning environment supported learners to high levels of achievement.	QIP43
CLICT.3	High achievement across age, ALD, BEM and gender. Achievement rates across the groups are consistent	MIS data:- BEM 88.10% Learning 85.71% Physical 88.21% Male 88.83% Female 90.07%	Learners become more fulfilled, learn new skills and contribute to the local community and economy	QIP18

Outcomes for learners – areas for improvement

REF.	Areas for Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
CLICT.4	Progression onto county county-wide learning opportunities not developed	Opportunities for learners to progress outside of our provision may be missed – learner and provider feedback.	Learners may not always reach their full potential.	QIP57

Quality of provision - strengths

REF.	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
CLICT.5	Quality of teaching is good.	OTL grades demonstrate an improvement across all grades since last year.	Better quality of teaching leading to raised attainment levels of learners.	QIP35
CLICT.6	Particularly responsive and effective development of programmes to meet local needs and interests of learners.	Courses are developed with prospective learners in liaison with representative groups. Courses are delivered at community venues local to learners.	Learners enjoy courses which are appropriate and which meets their requirements	QIP23
CLICT.7	Learners make a positive contribution. Extremely successful and strong engagement with third sector organisations that develop their curriculum against identified local needs of learners.	Increased number of contracted providers resulting in a greater variety of community teaching staff ensures a wide range of teaching and training styles to meet learner needs (Contracts, OTL reports, contract reviews). 100% courses delivered in community settings. 95% learners reported that they had made excellent progress – learner evaluations. 93% learners reported that they received excellent care & support – learner evaluations. 97% learners reported that the level of the course was excellent – learner evaluations.	Courses developed to meet identified needs of communities and their learners. Wider range of learning opportunities leading to development, knowledge & skills which contribute to economic and social well-being. Learning in the community to develop stronger communities encouraging “greener” lifestyles – less travel.	QIP28
CLICT.8	Particularly good support given to learners by tutors & support leads to high achievement rates.	High level of tutor & support with very small learning groups. 93% learners feel supported – (learner	High attainment of learning goals.	QIP28

		course evaluation) 99% learners reported feeling welcome & safe – (learner course evaluation)		
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Quality of provision – areas for improvement

REF.	Areas for Improvement	Summary of Evidence	Impact For Learners	QIP Ref.
CLICT.9	ILP's for groups with ALD's	ILP pilot has identified that further development is needed. Not all learners understand the use and purpose of an ILP	The "distance travelled" is not fully understood by all learners.	QIP11
CLICT.10	Updating of ICT resources	Community laptops and peripherals need replacing due to age and technological advancement.	High quality resources aid learning.	QIP58
CLICT.11	Accessibility limitation to the Internet at rural locations.	Demand growing for courses requiring on line access. Some rural venues have no sustainable access to the Internet.	Learners may not be able to access learning at their preferred venue and may disengage from learning.	QIP1

OTL grades

Grade 1	Grade 2	Grade 3	Grade 4
3	16	2	0

Enrolments

	2008/09		2009/10		2010/11	
Enrolments	728		849		989	
Withdrawn	53	7.28%	140	16.49%	135	13.65%
Completed	675	92.72%	709	83.51%	854	86.35%
Achieved	577	85.48%	684	96.47%	807	81.06%

Equality and diversity

	2008/09		2009/10		2010/11	
Male	165	22.66%	193	22.73%	305	30.84%
Female	563	77.34%	656	77.27%	684	69.16%
BEM	39	5.36%	35	4.12%	65	6.57%
ALD	301	41.35%	417	49.12%	406	59.8%

Age groups

	2008/09		2009/10		2010/11	
Under 25	100	13.74%	77	9.07%	112	11.32%
25 - 34	83	11.40%	113	13.31%	165	16.68%
35 - 44	142	19.50%	154	18.14%	174	17.59%
45 - 54	121	16.62%	124	14.61%	189	19.11%
55 - 64	99	13.60%	106	12.48%	111	11.22%
Over 65	167	22.94%	262	30.86%	233	23.56%
Not Known	16	2.20%	13	1.53%	5	0.51%

Outcomes for learners — strengths

Ref	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
CLO.1	High levels of learners attended, enjoyed, felt safe and fully participated in the course.	86.35% of Learners completed (MIS Data) 93.46% of learners enjoyed the course. (Learner evaluations) 93% of Learners completed (MIS Data)	Welcoming and safe learning environment supported learners to high levels of achievement.	QIP43

CLO.2	High levels of achievement due to extremely strong community engagement.	High levels of learners attain their learning goals meeting or exceeding the requirements of the course. 81.60% Learners achieved (MIS data) 100% courses delivered in community settings. Social Return on Investment NIACE report (2011) – Bridge Street Buddies project, Leominster.	Learners enjoy and achieve. Increase in learners skills. Increased economic and social well being. Opportunities for learners to progress. Increased confidence and self esteem.	QIP28
CLO.3	High achievement across age, ALD, BEM and gender.	MIS data — Self Assessment Report (SAR) 10 -11 run on Monday 10th October 2011. Learners developing employability skills and self advocacy to contribute to the local community (Echo, Leominster).	Learners become more fulfilled, learn new skills and contribute to the local community and economy	QIP18

Quality of provision — strengths

Ref	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
CLO.4	Extremely strong and successful partnership collaboration with ACL providers targets provision to increase the choice of, and access to, provision across Herefordshire.	Increased number of community providers resulting in a greater variety of community teaching staff ensures a wide range of teaching and training styles to meet learner needs (Contracts, OTL reports, contract reviews).	Wider range of learning opportunities to meet individual needs, & which contribute to economic and social well-being. Learning in the community to develop stronger communities.	QIP31
CLO.5	Particularly effective development within a non threatening environment of a curriculum at	Courses are delivered at community venues local to learners. Courses are developed with prospective learners in liaison with representative groups. Learners have opportunities to comment on the quality of	Learners enjoy courses which are appropriate and which increases their confidence to participate in future learning opportunities.	QIP40

	appropriate levels to meet the needs and interests of the learners.	<p>their learning experiences. 90% of learners stated that the course was at the correct level. 89% of learners started that the course was delivered at the right pace (learner course evaluation)</p> <p>93% learners reported that they enjoyed the course (Learner course evaluations)</p>		
CLO.6	Very good approach to equality of access through targeting provision meeting the specific needs and interests of under represented groups.	<p>Provision meets needs of Increased number of learners with identified learning needs, (60%) Partnership work with organisations which represent and understand the needs and interests of disadvantaged groups.</p>	Learning opportunities maximised for diverse groups of learners.	QIP18
CLO.7	Particularly good support given to learners by tutors & support leads to high achievement rates.	<p>High level of tutor & support with very small learning groups.</p> <p>93% of learners reported feeling welcome & safe (Learner Feedback questionnaire).</p>	High attainment of learning goals.	QIP28
CLO.8	Highly effective capacity building of the 3 rd sector adult learning providers	<p>44 successfully completed PTLLS</p> <p>10 successfully completed level 2 Literacy</p> <p>10 successfully completed level 2 Numeracy</p>	<p>Learners develop relevant knowledge, understanding & skills which contribute to economic and social well-being.</p> <p>Learners increase their employability.</p> <p>Learner progress onto further learning & employment or gain promotion.</p>	QIP20
CLO.9	Excellent teaching together with interesting and appropriate teaching & learning methods and	<p>Quality of teaching - 90% tutors graded 2 or above OTL 2010 – 2011.</p> <p>92% learners reported that course materials/equipment were excellent.</p>	Enabling to extend their knowledge, skills and understanding leading to progression.	QIP35

	resources inspire and challenge learners.			
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Quality of provision — areas for improvement

REF.	Areas for Improvement	Summary of Evidence	Impact For Learners	QIP Ref.
CLO.10	ILP's for groups with ALD's	ILP pilot has identified that further development is needed. Not all learners understand the use and purpose of an ILP	The "distance travelled" is not fully understood by all learners.	QIP11

Overview of curriculum area

Family Literacy, Language and Numeracy (FLLN), Family Learning Impact Funding (FLIF) and Wider Family Learning (WFL) provide courses in deprived areas of Herefordshire, predominantly in the South Wye area, some market towns and rurally deprived villages. The provision targets vulnerable families, the majority of which rarely engage within the community or participate in learning.

A broad variety of course venues are used to provide easy, local access for learners. Sub contracted provision ensures highly qualified tutors deliver courses. The Council’s Family Learning Coordinator usually determines the placement of the provision through working in partnership with leading stakeholders throughout the County and in liaison with venue managers. The Family Learning Coordinator leads quality improvement and continuously monitors the provision.

Courses ensure parents learn how to support their children’s learning, strengthen relationships and achieve and progress individually and as a family. Many activities involve community development providing families with the opportunity to continue to develop their skills together and to make real and sustainable improvements within their community particularly in super output areas and pockets of extreme rural deprivation.

Courses practically promote healthy lifestyles particularly regarding physical and mental well-being through food and exercise and often use the outdoors including remote woodlands which are regular learning environments. Courses also encourage financial awareness through using budgets, making meals, making games and avoiding unnecessary purchases.

FLLN/FLIF courses often embed literacy and numeracy into activities to meet the needs and interests of learners e.g. families plan, prepare for and run a café session. This engages with families, develops the literacy and numeracy skills they need for the activity, includes parents and children working together, personal development, the confidence and the aspiration to take accreditation and to continue to progress after the course.

Family learning has been assessed and graded as one area. Learner details, completion and achievement data has been presented in the following tables within two areas – **Wider family learning courses** and **FLLN/FLIF courses**.

Wider family learning courses

OTL grades

Grade 1	Grade 2	Grade 3	Grade 4
2	3	0	0

Enrolments

	2008/09		2009/10		2010/11	
Enrolments	229		311		401	
Withdrawn	28	12.22%	31	9.97%	55	13.72%
Completed	201	87.78%	280	90.03%	346	86.28%
Achieved	157	78.11%	246	87.86%	341	85.04%

Equality and diversity

	2008/09		2009/10		2010/11	
Male	77	33.62%	69	22.19%	42	10.47%
Female	152	66.38%	242	77.81%	359	89.53%
BEM	10	18.87%	8	2.57%	32	7.98%
ALD	40	75.47%	44	14.15%	115	28.67%

Age groups

	2008/09		2009/10		2010/11	
Under 25	57	24.89%	62	19.94%	63	15.71%
25 - 34	82	35.81%	113	36.33%	171	42.64%
35 - 44	56	24.45%	103	33.13%	110	27.43%
45 - 54	23	10.04%	22	7.07%	36	8.98%
55 - 64	5	2.18%	8	2.57%	6	1.5%
Over 65	1	0.45%	0	0.00%	11	2.74%
Not Known	5	2.18%	3	0.96%	4	1.0%

FLLN/FLIF courses

OTL grades

Grade 1	Grade 2	Grade 3	Grade 4
1	6	1	0

Enrolments

	2008/09		2009/10		2010/11	
Enrolments	248		293		300	
Withdrawn	39	15.73%	69	23.55%	93	31.05%
Completed	209	84.27%	224	76.45%	207	69%
Achieved	177	84.69%	214	95.54%	201	67%

Equality and diversity

	2008/09		2009/10		2010/11	
Male	50	20.16%	38	12.97%	54	18%
Female	198	79.84%	255	87.03%	246	82%
BEM	69	27.82%	88	30.03%	114	38%
ALD	22	8.87%	31	10.58%	45	15%

Age groups

	2008/09		2009/10		2010/11	
Under 25	20	8.06%	31	10.58%	44	14.67%
25 - 34	115	46.37%	135	46.08%	132	44%
35 - 44	84	33.87%	100	34.13%	83	27.67%
45 - 54	19	7.67%	17	5.80%	26	8.67%
55 - 64	5	2.02%	6	2.05%	11	3.67%
Over 65	4	1.61%	2	0.68%	2	0.67%
Not Known	1	0.40%	2	0.68%	2	0.67%

Outcomes for learners - strengths

REF.	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
FLFL.1	Excellent qualification results achieved by vulnerable learners.	Skills for Life Accreditation results: Literacy L1 – 13 achieved Literacy L2 - 9 achieved Numeracy L1 - 15 achieved Numeracy L2 - 8 achieved OCN Accreditation results: Entry level 3 – 36 achieved Level 1 – 2 achieved	Many learners have achieved qualifications to help them progress to further learning and/or employment.	QIP29
FLFL.2	Extremely high levels of learners say they feel safe and welcome	98% learners reported they were treated with respect and fairness and felt safe. (Learner Evaluations) Learner evaluations strongly praised the tutors for the academic and personal support given. Venues and activities risk assessed.	Learners felt safe, were safe and welcomed in a positive environment which promoted learning.	QIP43
FLFL.3	There is good improvement of learners' behaviour, personal and social skills which has enabled them to progress and make a positive contribution to the community.	Venue, provider and tutor feedback highlights improved family behaviour. Learner verbal feedback received at monitoring visits, celebration events and evaluations show their skills and confidence has improved. Learner involvement in venue and community activity has increased.	Learners have improved; - family life, social life, interaction with school/children's centre, more confident and have engaged with learning and their community.	QIP62
FLFL.4	Learners demonstrate good improvement in their economic and employability skills	Many courses include: financial capability, CV development, (SOW, LP), Learners volunteering and some employed in local schools. Learners progressed onto vocational courses e.g. Teaching Assistant, Care Work. (Venue evaluations)	Learners more able to manage their money effectively, develop employment skills and experience, contribute to the community.	QIP62

Outcomes for learners – areas for improvement

REF.	Areas for Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
FLFL.5	Retention rates on Family English (ESOL) courses is poor	31% of FLLN/FLIF learners withdrew primarily from Family English (ESOL) courses compared with the service average of 9%. This is an improvement however on 2009/10	Learners are not benefitting from the learning opportunity offered.	QIP52
FLFL.6	Uptake of Skills for Life entry level accreditation.	Functional Skills Entry Level accreditation available but not used.	Entry level learners have no skills for life accreditation achievements.	QIP59
FLFL.7	Achievement of men on FLLN courses.	48% males achieved FLLN/FLIF 71% females achieved FLLN/FLIF Compared with: 83% males achieved and 85% females achieved WFL.	Male learners are not benefitting from the learning opportunity offered.	QIP60

Quality of provision - strengths

Ref:	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
FLFL.8	Highly qualified and experienced Family Learning tutors deliver an excellent quality of provision	100% FLLN/FLIF tutors achieved OTL grades 2 or above. 88% WFL tutors achieved OTL grades 2 or above. 100% FLLN/FLIF Skills for Life tutors hold a level 5 Skills for Life qualification. Excellent learner feedback (Learner Evaluations, verbal feedback)	Quality teaching and learning resulted in high achievement and progression of learners completing the course.	QIP35
FLFL.9	Innovative, flexible curriculum which meets the	Vulnerable families recruited onto Family Learning by partners and FL staff. At initial promotional events tutors and	Learners extend their knowledge, skills and understanding,	QIP40

	needs and interests of the learners, their families and the local community, whilst responding to National priorities.	<p>learners discuss their needs and interests to plan the learning activity ensuring it is learner focused.</p> <p>Innovative teaching and learning methods inspire and challenge learners. E.g. adults learning through play to respond to low speaking and listening skills of Herefordshire young children (due to the low skills of families), embedding literacy and numeracy using food based projects selected by learners. Confidence building delivered through Craft activity.</p> <p>Health has been specifically promoted throughout the curriculum e.g. healthy eating, outdoor learning and physical activity.</p> <p>(SOW, LP, OTL, Monitoring visits, tutor evaluations)</p>	<p>learning through non-threatening, relevant activity.</p> <p>Gaining literacy and numeracy qualifications. Develop skills to communicate positively with their children. Improve physical and mental health. Develop confidence, responsibility and aspiration.</p>	
FLFL.10	Highly effective partnership work delivers to learners needs	<p>Partnerships in areas of deprivation developed and extended over 7 years. Family Learning has become an established part of these communities. Partners are actively involved in the promotion, curriculum offer, review and evaluation of the courses.</p>	<p>Accessing courses in known, safe environments. Increased self esteem and pro-active community involvement.</p>	QIP31
FLFL.11	High levels of individual care and support for academic and personal development.	<p>High level of learners report that tutors have given excellent care and support. (Tutor Evaluations, Learner Evaluations, OTL's, Monitoring visits)</p> <p>Formal IAG offered to FLLN/FLIF learners. Tutor and Learner Handbook signpost to formal IAG and local learning opportunities.</p>	<p>Enabling learners to meet their full potential.</p>	QIP28

FLFL.12	Highly effective contribution to the Big Society through Community Development and Sustainability.	Community activities included within courses and learner progression; local employment, volunteering, setting up and/or joining community groups and committees, established new friendship groups, supporting their children and school involvement across all strands of Family Learning throughout the County. (SOW, LP, Tutor Evaluations, Learner Evaluations, OTL's, Monitoring visits, Venue Evaluations)	Many are using new skills to progress and positively impact upon their communities and have the confidence to make a difference.	QIP62
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Quality of Provision – areas for improvement

REF.	Areas for Improvement	Summary of Evidence	Impact For Learners	QIP Ref.
FLFL.13	Low number of male parents/carers recruited on to courses.	Poor uptake of male learners: FLLN/FLIF 18% WFL 11%	Fathers/male carers often not included within the learning of their own family	QIP15

Overview of sector learning area

Herefordshire Council contracts the majority of its 1st Steps provision to the Herefordshire Literacy Project (HELP), a grass roots community based Third Sector Skills for Life provider. HELP delivers to 23 discrete groups of adults from priority target groups throughout the county. Venues and day/time of classes are selected to be convenient to the learners in Community Centres, Village Halls, Pubs, the workplace and its own centre in the South Wye. HELP also provides 60 hrs of 1-1 tuition to the most hard to reach learners in their own homes with the aid of its trained team of volunteers each month. HELP is also in the third year as a Functional Skills Pilot Centre.

Learners work towards English, Maths and ICT accredited learning outcomes and qualifications plus a vocational/PSD unit of choice. All accredited outcomes are on QCF and meet individual learner needs, interests and are on an appropriate level for the individual learner.

HELP delivers its provision on a 'roll on, roll off' basis which does not necessarily take account of academic year ends and starts. Since 2009/10 the provision has moved towards a Foundation Learning Curriculum approach in anticipation of expected changes to the Skills Funding Agency's formal 1st steps funding. The MIS system used by AQUA is challenged in fully representing the nature of the provision, and of identifying progress towards and achievement of learning aims.

From 2009/10 each learner is enrolled onto a literacy, numeracy, ICT and optional first level two or employment unit – all to be found on the QCF. To better monitor progress through the MIS system, each course consists of 3 interim aims (termed 'strands'), and achievement of these interim aims is reported.

The figure given for enrolments in 2009/10 is the total number of 'strands' for which learners have enrolled, and withdrawn/completions/achievement are again in respect of 'strands'. For comparison, the number of learners in 2009/10 is 266 (compared to 282 in 2008/09 and 335 in 2007/08).

OTL grades

Grade 1	Grade 2	Grade 3	Grade 4
2	6	0	0

Enrolments

	2008/09		2009/10		2010/11	
Enrolments	282 *		1685 (266*)		1417	
Withdrawn	1	0.35%	0	0.00%	0	%0
Completed	281	99.65%	1685	100.00%	1417	100%
Achieved	147	52.31%	1102	65.40%	792	55.89%

Equality and diversity

	2008/09		2009/10		2010/11	
Male	114	40.43%	455	27.00%	430	30.35%
Female	168	59.57%	1230	73.00%	987	69.65%
BEM	116	41.13%	549	32.58%	549	38.74%
ALD	44	15.60%	368	21.84%	157	11.07%

Age groups

	2008/09		2009/10		2010/11	
Under 25	35	12.41%	205	12.17%	166	11.71%
25 - 34	69	24.47%	417	24.75%	428	30.20%
35 - 44	59	20.92%	315	18.69%	215	15.17%
45 - 54	42	14.89%	298	17.69%	223	15.74%
55 - 64	36	12.77%	244	14.48%	118	8.33%
Over 65	41	14.54%	206	12.22%	255	18.00%
Not Known	0	0.00%	0	0.00%	12	0.85%

Outcomes for learners - strengths

Ref:	Strengths	Summary of Evidence	Impact For Learners	QIP Ref.
FLT.1	There is good achievement by learners of their learning goals and of accredited learning outcomes	Learners achieve their individual learning goals and qualification units <ul style="list-style-type: none"> • AB Records • MIS Data • ILPs 	Learners achieve, gain confidence and are motivated to progress	QIP28
FLT.2	There is a very good approach to providing learning to the needs, interests and requirements of the individual learner.	Comprehensive initial and Diagnostic Assessment takes place. Learners participate in a range of opportunities across foundation learning curriculum. <ul style="list-style-type: none"> • ILPs • MIS Data/Records • AB Records 	Learners achieve and progress well. Delivery is pitched at the learner's individual level.	QIP23
FLT.3	Learners feel supported and safe, and enjoy access to flexible, comfortable learning environments.	Learners report that they feel safe, comfortable and that learning environments are appropriate <ul style="list-style-type: none"> • Learner Satisfaction Surveys • Venue Risk Assessments • Staff Records (CRB/Safeguarding) 		QIP35

Ref:	Areas for Improvement	Summary of Evidence	Impact for Learners	QIP Ref.
FLT.4	Due to restricted funding available access to learning opportunities does not meet learner needs	Funding is limited so all demand cannot be met. Some learners would like to attend more than once a week.	Learners with FLC/FS needs are unable to access the service. Learners wanting more than 3 guided learning hours per week cannot be accommodated.	QIP2
FLT.5	Quality monitoring of the provision does not fully recognise achievement of non accredited outcomes	Learners are enrolled on a roll on, roll off basis during the year, and achievement of accredited outcomes may not fall within the same year – although all learners currently on courses have to be shown as complete for MIS purposes at year end. Learner's achievement of learning aims other than towards accredited outcomes not captured by the Council – although the sub contracted provider does collect data to monitor and recognise these achievements effectively.	Learner's achievements are not fully recognised by HC.	QIP61

Quality of provision - strengths

Ref:	Strengths	Evidence	Impact For Learners	QIP Ref.
FLT.6	The quality of teaching is good.	Tutors implement a wide range of teaching and learning strategies to meet learning styles and needs. <ul style="list-style-type: none"> • ILPs • SOW • Learner Achievement and Progress 	Learners are engaged throughout their lessons/learning journey finding their learning programmes relevant, interesting and in context to their every day lives. Learners achieve and progress well.	QIP35

FLT.7	There is good involvement of learners in planning their learning programmes, in Delivery and the good governance of HELP.	Learners have a voice and work in partnership with tutors to devise and plan their ILP and learning programmes. <ul style="list-style-type: none"> • ILP-goals and targets • MIS Records • AB Records 	Learners feel their voice is heard and individual needs met. 2 of HELP's Trustees are learners to ensure that HELP and its provision is truly learner led.	QIP23
FLT.8	There is effective staff training and continuing development programmes which support all staff in meeting the appropriate level of expertise required to Deliver quality, effective programmes of learning.	<ul style="list-style-type: none"> • Staff file/Records • TNA • OTL • Inspection Reports • Qualc • Professional Standards for Sfl • IFL • AB Records • Learner Achievements and Progress • MIS Records 	Learners not only progress well but also enjoy their learning journey due to the teachers subject specialist status (or working towards), skills and experience.	QIP20
FLT.9	Good curriculum management and strategies in place to enable progression between different learning levels and subject areas.	<ul style="list-style-type: none"> • AB Centre Status • AB learner records • Learners Achievement and Progression • MIS • ILPs 	Good achievement of accredited learning outcomes. Learners have access to a wide selection of accredited learning outcomes to meet their individual FLC/FS needs and interests.	QIP40

- The tutor was easy to talk to and very understanding. I felt like I've known her for years.
- I learned a lot and I feel I can be more open with my friends and staff who I work with. I have found the course very useful and I feel more confident in myself most of the time.
- I came to these sessions with no confidence or a positive attitude. However now I feel better in myself due to the support from fellow people in the group and Cath.
- I liked the course and making bling
- I was encouraged to develop some of my artwork that could be used as a design for a printed card to sell in the shop. I was able to visit some shops and a gallery to see how other places sell their cards.
- This course has been a good start to changing my views, it would be good to try and find a course that continues this process. Has helped my kids feel better about their selves through positive thinking.
- This course has given me so much. The centre is a very important place to me; it has literally changed my life. I don't know where I would be now had I not found this place. The centre saved me. Positive change has set in motion a strong recovery and given me back my confidence.
- I would really like to do level 2 in this course as I feel a follow on would take me to the next level and provide an opportunity for significant life change. I have gained so much from this course and am thirsty for more.
- I really enjoyed the tutor's style of teaching. It was really inclusive and adaptive to the needs of all of the learners.
- Really professional delivered excellent balance of theory/group work. Jackie made the sessions really enjoyable and I learnt so much – thank you.
- Really informative course with a dynamic perceptive tutor.
- This was an excellent course and Jackie is a brilliant tutor it is very difficult to think of anything that I would change. It was very well planned, organised and delivered in a safe comfortable environment. The objectives were met and I find it inspiring for the future.
- Dee has motivated me to try and look at life in a more positive way. I have a choice in how I look at things. I can take away the depressive way at looking at things if I feel OK about myself. Here4Women has done more for me in one term than 20 years of NHS mental health care
- This course has been a huge confidence booster. I've really enjoyed exploring all areas from writing and preparing a CV to interviews. I feel I can confidently apply for a job I want to do.
- I liked the tutor she was very easy to get on with. And I made friends. I have also got a job now. The course was very laid back which made me feel more confident
- I would recommend this course to everyone. Both Ant and Averil have been so supportive and patient and have worked above and beyond their duty.

- Have really enjoyed the course and feel I have gained confidence and learnt quite a lot and am able to now communicate with friends and family.
- Many thanks for putting on this course because we never had the chance to learn at a young age and we find it hard to pick things up with out people like Ant which is so good we are getting there
- I have found this course very easy to understand and I have enjoyed it very much. The whole atmosphere was very friendly and tutors very helpful.
- I felt very welcome and Emma was extreme patient and supportive. Thank you.
- I don't really feel that I would want to improve on anything as the course was relaxed and friendly and therefore, it made me feel confident and I looked forward to it.
- I found the course very useful and it has given me confidence to use a computer, it is very good to have such courses locally, it is very important in a rural area.
- Very enjoyable course. Ant was very helpful, concise and approachable. I thoroughly enjoyed the course and found it very helpful.
- It is difficult to find any way in which this course could be improved. Good venue, excellent facilities/computers, handouts, etc. I look forward to attending similar course on computer skills.
- This was an excellent course and I look forward to the next one. I hope funding continues in education for mature students like myself to learn necessary skills like computer courses as they are such a large part of everyday life.
- I have now obtained a laptop to improve my learning - will now continue to use my laptop to increase my knowledge in computing.
- Tutor and library staff were most kind, helpful and above all very patient.
- I enjoyed the course and would love to do another course and has made a bit difference to my health, loved the course and tutor, very kind and helpful.
- I would recommend this course to anyone who thinks 'I can't do that' because you can with the patience and understanding of our tutor 'Ant
- Brilliant tutor really enjoyed myself
- This course has been excellent for me _ I have been able to progress at my own speed – without feeling pressurised – with the topics that were of interest to me. So an individual programme in a relaxed atmosphere – couldn't be better.
- I learn something different every lesson which gives me more confidence. Ant is a super tutor and nothing is too much trouble for him.
- A wonderful course and VERY helpful indeed.
- This course has helped me so much and to have a tutor I could confidently ask questions of and not feel inadequate or stupid has raised my confidence no end.
- The tutor is most supportive and the most patient person I have met.
- The tutor was excellent, very understanding & patient. I can't wait for another course.
- My only regret is that I did not discover this course earlier! It compares most favourably to others I have attended. I would rate my experience as excellent. The only improvement I

would consider would be extra updated equipment. The tutor was exceptional which went to make this course so special.

- From being completely computer illiterate I am now much more competent in the simple use of computing.
- I really enjoyed the course. I now feel confident to shop on-line. This will benefit me as I find it difficult to walk and carry.
- A very informative, helpful and enjoyable course. Thank you to all concerned.
- The course helped us learn to be a family. The teacher showed us how children learn and how to make it fun. I pass this on to my partner so he can be involved too
- The course has helped us to make friends; we now have little parties, try new foods and go on trips with the children and went camping too. We still use our scrapbook to put photos in to remind us of everything we have done.
- Passing my Level 2 Maths Qualification has really boosted my confidence and I am now on a Teaching Assistant course.
- I'm actually helping with homework now rather than hindering
- The course gave me the confidence to return to work. My son's teacher said the course has improved his numeracy skills and confidence. My children see my learning as a positive role model.

Appendix B

Glossary

ACL	Adult & Community Learning
ALD	Adults with Learning Disabilities
ASL	Adult Safeguarded Learning
BEM	Black & Ethnic Minorities
CIF	Common Inspection Framework
CL&E	Community Learning and Employability
CPD	Continuing Personal Development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ECDL	European Computer Driving Licence
ESOL	English for Speakers of Other Languages
FLIF	Family Learning Impact Funding
FLLAG	Family Learning Local Authority Group
FLLN	Family Literacy, Language & Numeracy
HACLC	Hereford Academy Community Learning Centre
HCT	Herefordshire College of Technology
HELP	Herefordshire Literacy Project
HPS	Herefordshire Public Services
IA	Initial Assessment
IAG	Information, Advice and Guidance
ILP	Individual Learning Plan
ILR	Individual Learner Record
LEAP	Local Employment Access Project
LP	Lesson Plan
LSIS	Learning and Skills Improvement Service
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	Oxford Cambridge and RSA Examinations
OTL	Observation of Teaching & Learning
PCDL	Personal & Community Development Learning
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QA	Quality Assurance
QI	Quality Improvement
QIP	Quality Improvement Plan
RARPA	Recognising and Recording Progress and Achievement
SAR	Self Assessment Report
SFA	Skills Funding Agency
SfL	Skills for Life
SSA	Subject Sector Area
SLA	Service Level Agreement
SOW	Scheme Of Work
WFL	Wider Family Learning

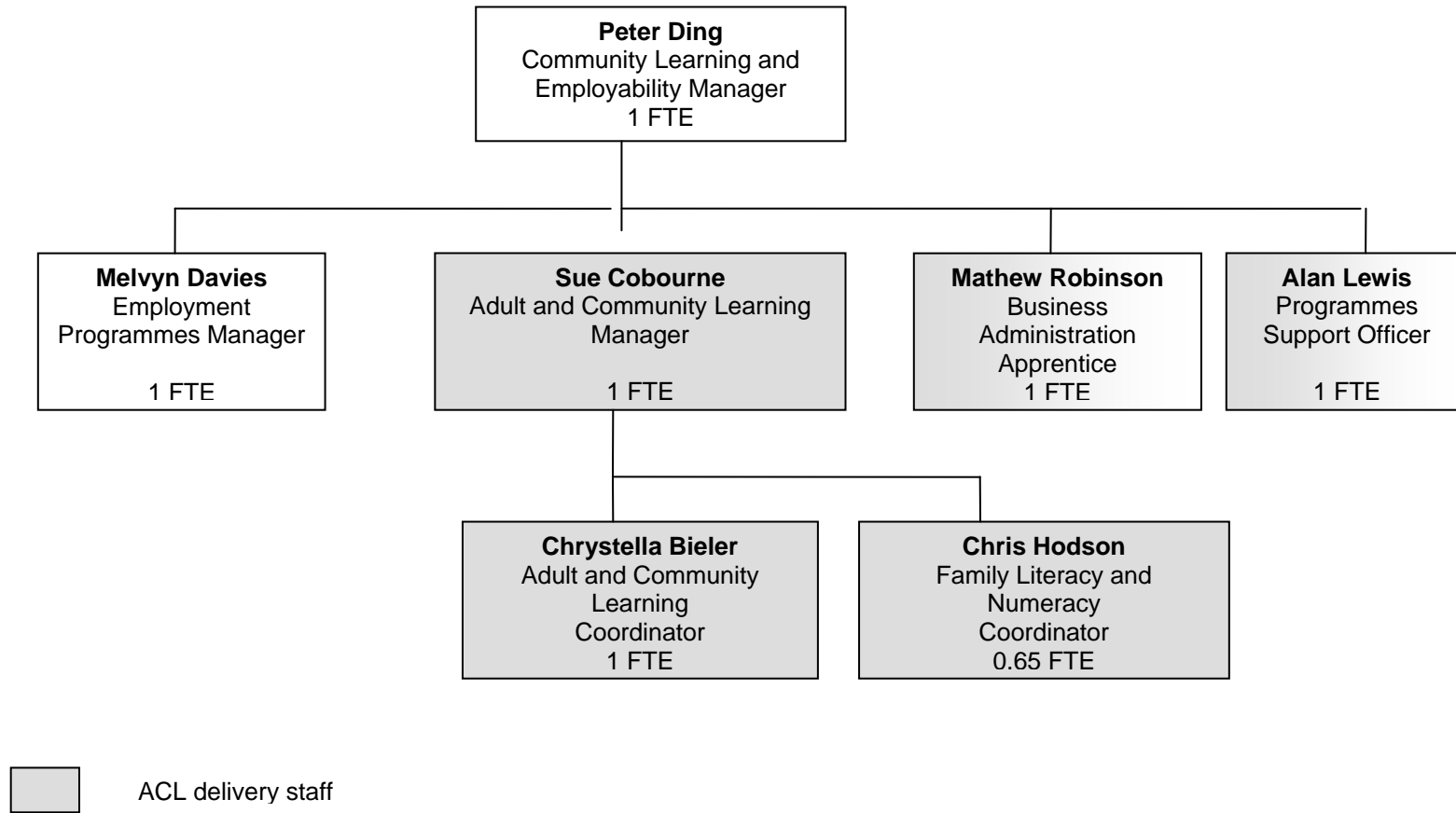
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Appendix D

Community learning and employability - team structure August 2010



Appendix E

List of key Delivery partners

Partner	Focus	PCDL	1 st Step	NLDC	FLLN	WFL
Age Concern Hereford & Localities	Older learners who may also be disadvantaged by rural isolation.	✓		✓		
Bods	Engaging with hard to reach learners through an outdoor setting			✓		
Deaf Direct	Learners who may feel excluded due to sensory impairments.	✓				
Echo, Leominster	ALD learners	✓	✓	✓		
Herefordshire Literacy Project	Foundation learning for less than level 2/unemployed		✓	✓		
Hereford Group Training Association	Teacher Training courses			✓		
Herefordshire College of Technology	Skills for Life team delivered a variety of FLLN courses.				✓	
Herefordshire CVYS	Family learners residing in areas of deprivation with low skills					✓
Herefordshire Headway	Learners with head injuries			✓		
Herefordshire Housing	Residents who are income deprive/ have low levels of skills					✓
Hope Family Centre, Bromyard	Learners disadvantaged by rurality or low incomes	✓	✓	✓	✓	✓
John Kyrle High School ACL	ACL courses offered to residents in the Ross on Wye area.			✓		
Kemble Housing (SHYPP)	Disaffected young learners with low skills	✓		✓		
LEAP Education Service	Focusing on learners with mental health issues	✓				
Marches Access Point, Kington	Learners residing in an area of deprivation with low skills	✓	✓	✓		
Project Link Community Services	Maintaining the health and well-being of older learners	✓	✓	✓		
Red Spark Learning CIC, Leominster	Learners residing in areas of deprivation with low skills	✓	✓		✓	✓
Small Woods	Engaging with hard to reach learners through an outdoor setting			✓		
The Hereford Academy CLC	Learners residing in an area of deprivation with low skills	✓	✓	✓		
WRVS Riverside CLC	Older learners living in Hereford city wards and those with ALD	✓		✓		✓

Table 5: Key Delivery partners

If you would like help to understand this document, or would like it in another format or language, please call

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