

**ADULT LEARNING AND SKILLS REVIEW REPORT**

**To:** Economy and Environment Committee

**Meeting Date:** 19<sup>th</sup> April 2016

**From:** Executive Director – Economy, Transport and Environment

**Electoral  
division(s):** All

**Key Decision:** No

**Purpose:** To report on the review of Adult Learning and Skills as agreed at the Economy and Environment Committee on the 14<sup>th</sup> July 2015.

**Recommendation:** The Committee is asked to note and endorse the report.

<b><i>Officer contact:</i></b>	
Name:	Lynsi Hayward-Smith
Post:	Head of Adult Learning and Skills
Email:	Lynsi.hayward-smith@cambridgeshire.gov.uk
Tel:	01223 715998

## 1. BACKGROUND

1.1 The Adult Learning and Skills review (appendix 1) summarises achievement of the Service in the academic year 2014-2015.

1.2 The recent restructure has formally brought together the management of 3 teams: Adult Community Learning, Learning Services and National Careers Service. The service is now restructuring its delivery model.

1.3 The service offer is:

**a) Community Learning** – provision offering a range of non-accredited learning mainly sub-contracted to Village Colleges, schools and other providers. This includes the ‘traditional’ adult education offer – languages, dance, craft etc. and is increasingly targeted at those who would most benefit from Adult Learning. The target is the learner who can take any course. The universal offer is for those who can pay and a fee is charged by the provider.

**b) Adult skills** – accredited learning directly delivered in Learning Centres and partner locations. Curriculum includes functional skills English, Maths and IT, ESOL (English as a second language), ICT from entry level to level 2, work skills (team working, job hunting, CV (Curriculum Vitae) writing, interview skills etc.) We also offer Traineeships. All of this is free to the learner

**c) Careers Advice & Guidance** – National Careers Service contract holder offering information, advice and guidance services across the County. This is a free offer to the future learner.

**d) Family Learning** – learning aimed at helping parents develop their own skills so that they can better support their children. This is provided free to the learner,

**e) ALDD (Adults with Learning Difficulties & Disabilities)** – aimed at engaging and supporting adults into learning and helping them to progress to independence and employment. A small fee is charged in some cases; paid from the learner’s personal budget.

**f) Cambridgeshire Adult Learning Fund** – funding for first step learning that engages those farthest from learning and with the greatest need. This is mostly commissioned from voluntary sector providers. This is provided at no cost to the learner.

Apart from the Fenland Grant (less than 0.5% of the income) the work of the Service is entirely grant funded, representing an income of around £3 million to the County Council. The service also uses resource from partners and the fees taken by the subcontractors are re-used to offer more learning opportunities, a method entitled “Pound Plus” by the Business Innovation and Skills Department who is the source of the service grant.

- 1.4 The report bases the evaluation on both quantitative and qualitative data gathered on the student engagement and achievement, and on learner, partner and stakeholder feedback.
- 1.5 The style of the report is designed to answer key questions that will be asked of us by Ofsted (the Office for Standards in Education, Children's Services and Skills) inspectors.
- 1.6 A Quality Improvement Plan is written to follow up any concerns, issues or areas for development over the next year.

## **2. MAIN ISSUES**

- 2.1 The review report evaluates the work of the service and its impact on learners, employers and communities. The evaluation involves and is contributed to by staff in the service, partners and learners. The review summary of the report can be found at appendix 1.
- 2.2 The report demonstrates that the work of the service continues to meet the Ofsted standards for a good quality provision.
- 2.3 In line with Adult Learning providers nationally, tracking progress and destination information continues to present challenges
- 2.4 The partnership structure at district level has developed enough for members to be able to actively participate in the commissioning of learning and skills activity, planning the curriculum offer and undertaking needs analysis.
- 2.5 Across all provision areas learners make it clear that their learning needs are thoroughly met with 86% of learners reporting this through course evaluation, and that they are suitably equipped for the next stage in their education or employment.
- 2.6 Overall levels of attendance, retention and achievement have improved on previous years with success rates across the delivery areas increasing averagely by 5%, including good work on embedding wider impact measures with strong emphasis on personal development and welfare. Learner satisfaction with teaching, assessment, progress, support and safety remains strong.
- 2.7 Robust observation records of the quality of teaching and learning show that tutors are providing good to outstanding levels of support to learners, with 78% of observations completed in 2014-15 with outcome of grade 1 or grade 2 tutors effectively using initial, diagnostic, formative and summative assessments. There has been continuous development and regular review of individual learning plans to ensure the Service is meeting the expectations of learners. The support to learners is backed by professional Information, Advice and Guidance with a priority in focusing on progression and outcomes.
- 2.8 The review also notes that leadership and management of the Service continue to be highly effective even with substantial changes to the structure. The culture and priorities of the organisation are communicated positively across all teams and partners. Priorities of the Service, as outlined in business plans, underpin all areas of work in putting learners and communities first.

### **3. ALIGNMENT WITH CORPORATE PRIORITIES**

3.1 The review report demonstrates the way in which the Adult Learning and Skills Service strongly supports the corporate priorities of:

- Developing the local economy for the benefit of all
- Helping people to live independent and healthy lives
- Supporting and protecting vulnerable people

### **4. SIGNIFICANT IMPLICATIONS**

#### **4.1 Resource Implications**

There are no significant implications within this category.

#### **4.2 Statutory, Risk and Legal Implications**

There are no significant implications within this category.

#### **4.3 Equality and Diversity Implications**

Providing high quality training opportunities for adults is vitally important if individuals who currently have difficulty accessing the workforce are to be given opportunities to do so. This report demonstrates that such high quality training is being provided.

#### **4.4 Engagement and Consultation Implications**

There are no significant implications within this category.

#### **4.5 Public Health Implications**

There are no significant implications within this category.

<b>Source Documents</b>	<b>Location</b>
Adult Learning and Skills Self-Assessment Report 2014-2015.	Room 309, Shire Hall, Cambridge.

**Review of Adult Learning and Skills 29<sup>th</sup> February 2016**

This paper presents the findings of the review of the work of the Adult learning and Skills Service focusing on the academic year 2014-2015. The five sections of the report look at the context, specific project work, the geographical coverage, success of learners and the external quality assurance of the service. The final section summarises the outcomes. The information in the report is taken from the two reports available and named in the appendices.

**1. Introduction****Adult Learning & Skills**

The recent restructure has formally brought together the management of 3 teams: Adult Community Learning, Learning Services and National Careers Service. The service is now restructuring its delivery model.

**What do we offer?**

- **Community Learning** – provision offering a range of non-accredited learning mainly sub-contracted to Village Colleges, schools and other providers. This includes the ‘traditional’ adult education offer – languages, dance, craft etc. and is increasingly targeted at those who would most benefit from Adult Learning. The universal offer is charged for by the provider, the targeted offer to the hardest to reach is free to the participants.
- **Adult skills** – accredited learning directly delivered in Learning Centres and partner locations. Curriculum includes functional skills English, Maths and IT, ESOL, ICT from entry level to level 2, work skills (team working, job hunting, CV writing, interview skills etc.) We also offer Traineeships. All of this is free to the learner
- **Careers Advice & Guidance** – National Careers Service contract holder offering information, advice and guidance services across the County. This is a free offer to the future learner.
- **Family Learning** – learning aimed at helping parents develop their own skills so that they can better support their children. This is provided free to the learner,
- **ALDD (Adults with Learning Difficulties & Disabilities)** – aimed at engaging and supporting adults into learning and helping them to progress to independence and employment. A small fee is charged in some cases paid from the learner’s personal budget.
- **Cambridgeshire Adult Learning Fund** – funding for first step learning that engages those farthest from learning and with the greatest need. This is mostly commissioned from voluntary sector providers. This is provided at no cost to the learner.

### Where do we work from?

- **Five Learning Centres** in libraries – Cambridge Central, Ely, Huntingdon, March and Wisbech
- **Partner locations** – Children's Centres, Community Access points, outreach locations
- **Community Colleges and FE Colleges**

### 2. Project Work

- We run a number of **EU funded projects** working on topics such as digital inclusion, combating social isolation through community engagement, developing tools for exploiting open data
- **DWP Flexible Support Fund** – Work Clubs aimed at unemployed people offering job hunting skills, CV writing and work experience placements currently at 10 locations in Cambridgeshire (Whittlesey, March, Manea, Wisbech, Wimblington, Oxmoor Huntingdon, Ramsey, Fletton, Littleport and Ely)
- **Future Digital Skills Fund** – support to get people online and engaged in the digital world which includes introducing them to health information online. This project is delivered across the county

### 3. Geographical reach and achievement

Adult Learning & Skills supports four district based Community Learning and Skills (CLAS) Partnerships. There is a partnership in each district with City and South coming together to form a group as many of the local partners work across the two districts. The CLAS Partnership is made up of local organisations working within each district who have a stake in adult learning and skills, either as a provider or on the demand side. The partnership vision is to enhance life opportunities in the District by offering learning experiences that develop new interests and skills that can lead to increased health and well being, skills development and employment.

The local partnership meetings look at the aims listed below and how partners of the CLAS operate in a way that will ensure local activity is managed to address these:

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances
- Maximise the impact of community learning on the social and economic

well-being of individuals, families and communities

Provision is available from our five **Learning Centres** located in libraries across Cambridgeshire in Cambridge City, Ely, Huntingdon, March and Wisbech. This work focuses on improving individuals' employability skills primarily targeting the unemployed who are actively seeking work. Many programmes on offer are linked to accreditation with over 40% of delivery being Functional Skills English and Maths. Other programmes on offer include ICT and Work skills. Online, flexible learning programmes are developed to support the learner's individual needs

**Careers advice and guidance support**, funded through the National Careers Service (NCS), is delivered through the county's main libraries; this is supplemented by a range of outreach activities delivered in community and learning settings aimed at reaching harder to engage adults. Careers advice is also delivered at three of the five local Jobcentres. Careers support is viewed as an integral part of the learning and skills offer to Cambridgeshire residents and all learners engaged in community learning activities are offered access to an NCS adviser to support progression. An analysis of delivery data in 2014/15 shows that the provision is reaching the NCS key priority groups, notably low skilled, unemployed and those furthest away from the labour market due to issues such as disability and age.

In addition Cambridgeshire County Council's Adult Learning and skills **NCS delivery** addresses key local needs by:

- Supporting Work Clubs in Ely, March, Huntingdon and Peterborough providing ongoing and accessible support for unemployed adults looking to re-enter the job market
- Delivery through the Children's Centres to support achievement of Cambridgeshire County Council's "Free childcare to under 2s" with a focus on supporting deprived families to access skills development opportunities and progress into employment.
- Redundancy support to employees and employers notably in 2014-15 to the Public Sector. NCS support was provided to employees of Cambridge City Council, Cambridgeshire County Council, Peterborough City Council and Huntingdon District Council.
- Supporting unemployed adults by delivering careers advice and skills analysis to Jobcentre Plus customers in Jobcentre Plus premises.

The Service has managed a number of **projects** funded through a variety of bodies in 2014-15. The common factor of these projects is that they are undertaken to add value to the core ALS provision and are designed to enable learners to progress into mainstream provision. For example, the Service has set up, through the Department of Work and Pensions Flexible Support Funding 10 Digital Work Clubs across the County designed to give access to both skills development and work experience placements. These clubs support learners in rural or socially isolate areas where access to more traditional source of learning may be restricted and provide a holistic approach to access, supporting and developing a learner's work skills and job readiness

#### 4. Learner Success

##### Adult learning and skills - learner success across the districts

District	Learners	Male	Female	Success rate*
Fenland	941	259	682	89.8%
East	1479	371	1108	91.05%
City	2344	708	1635	91.4%
Hunts	2697	663	2033	91.6%
South	3000	705	2295	94.2%
Total	10461	2706	7753**	91.6%

*\*The success rate is calculated as the number of learners who enrol and successfully achieve the outcome-qualification or individual learning goal, on or before their predicted end date-I as a percentage of the total enrolment.*

*\*\*The higher uptake by female learners is reflected in the national data for adult learning.*

As the table shows there are fewer learners in Fenland and in general they are slightly less successful at achieving their outcomes than the other districts. It should be noted that the starting points for these learners is generally lower than many of those in other areas and many face significant barriers to learning such as lack of literacy and numeracy skills, mental health or disability or English as a second language (ESOL) needs.

The Service is able to deliver individual tailored learning due to economies of scale of delivering contracts across a number of centres, which make essentials such as quality monitoring both affordable and effective and through the revenue funding to support work in an area where the skills are most needed but the learners are more difficult to engage and more thinly spread, making delivery more expensive and targets more difficult to reach.

Currently there is no specific value added measure that can be used with these learners, but the new "Outcome Success Measures" being piloted by the department for Business Innovation and Skills may with the addition of the wider outcome data offer us some more useful measures in the future.

In **Fenland** specific activity in addition to that in the learner table that is resourced by the Fenland Grant has included:

**994 Learn My Way (LMW) learners across Fenland:** participation in two Learning Centres, Whittlesey and Chatteris Libraries and outreach locations. Please note that this data is for the period September 14 – July 15

A breakdown of these learners shows the following:

- 310 individuals are not in paid work and looking for work
- 46 not in paid work and not looking for work
- 79 employed and looking for work
- 122 employed and not looking for work
- 186 retired



- 6 self employed
- 245 prefer not to say/blank\*

\* *Action is being taken to encourage learners to answer the question*

**27 individuals have complete the City and Guilds Award Online Basics EL3 – in the academic year 14/15**

**137 individuals attended Digital Work Clubs in Fenland** - 8 of these individuals went on to do a work placement, 22 either found a job or went on to volunteering. Please note that this figure relates to the period May 2015 – July 2015 only

### **Deprived Wards**

As the numbers are small at ward level the learner profile data cannot be shared more widely as it could identify individuals or providers. This data is available to be used for local plans.

The following is the ward breakdown of the top 12 most deprived wards used for planning for 2015/16. To note attendance in these wards has increased from 746 at August 2015 to 1157 at February 2016. Outcomes for these learners will be available at the next review point in July 2016.

Ward	Individuals Adult Learning	On-line learners (Not part of Adult Learning Count)	Adult Careers advice
Abbey	65	9	3
Kings Hedges	89	24	8
Parson Drove and Wisbech St Mary	24	13	1
Clarkson	28	5	1
Elm and Christchurch	23	12	2
Hill	43	19	6
Kingsmoor	8	0	2
Kirgate	14	18	1
Medworth	54	10	3
Staithe	18	9	0
Waterlees	80	12	4
Huntingdon North	104	29	7

## **5. External quality measures**

### **Ofsted outcomes**

At the last Ofsted inspection in 2011 the Adult learning Service was graded Good. The service has self-assessed as Good in its recent self-assessment moderation.

### **Matrix**

Matrix is the quality standard for advice, information and guidance given to learners, we are required as part of our contract to hold the MATRIX quality mark.

*“Good Leadership and Management was clearly in evidence in relation to the restructure which strategically set the organisation up to better serve the community over the years ahead, as well as improving the service provided in line with the council’s strategic aims. By moving from a contract or ‘silo’ type of structure to a regional structure that incorporates all support services, the organisation has opened up more opportunities for people to seamlessly benefit from a greater variety of guidance and training mechanisms already in existence Throughout the assessment it was noted how the culture of the organisation was very positive, with all staff being focused on the unique needs of each individual learner. In addition, the training provided to the staff to help them become more conversant with the other services available in their region, has heightened their enthusiasm. They now feel more competent to be able to offer a more comprehensive/holistic service that helps them support the community and better meet the aims and objectives of the council. Some staff stated how they “feel proud to be part of, and say they are part of the council” due to the service opportunities they are able to offer.”*

A recent **Audit** of the sub-contracting arrangements gave a positive outcome.

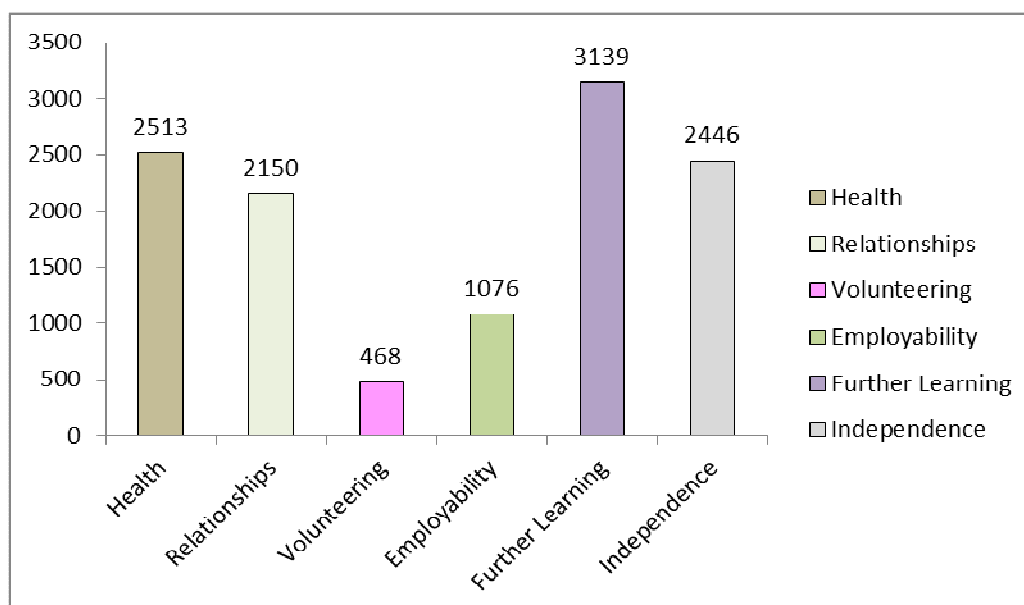
### Wider Outcomes

In 14-15 the Service started to collect data from learners on the impact that attending one of our courses had on them beyond the course. Tutors worked with learners to engage with them from the start to the end of their course and to record which of the following benefits of health, relationships, volunteering, employability, further learning, and independence had been achieved.

The chosen impact measures link directly back to Cambridgeshire County Councils operating model and the priorities that are outlined in the Adult Learning & Skills Service Plan.

The data collected in 14-15 was part of a pilot which focused on Community Learning and CALF delivery. In 15-16 collection of this data will be embedded into all delivery areas and reviewed with all learners who undertake learning with the Service.

### 14-15 Wider Impact Data – Total results:



## 6. Overall performance

Across all provision areas learners make it clear that their learning needs are thoroughly met with 86% of learners reporting this through course evaluation, and that they are suitably equipped for the next stage in their education or employment.

Overall levels of attendance, retention and achievement have improved on previous years with success rates across the delivery areas increasing averagely by 5%, including good work on embedding wider impact measures with strong emphasis on personal development and welfare. Learner satisfaction with teaching, assessment, progress, support and safety remains strong.

Robust observation records of the quality of teaching and learning show that tutors are providing good to outstanding levels of support to learners, with 78% of observations completed in 14-15 with outcome of grade 1 or grade 2 tutors effectively using initial, diagnostic, formative and summative assessments. There has been continuous development and regular review of individual learning plans to ensure the Service is meeting the expectations of learners. The support to learners is backed by professional Information, Advice and Guidance with a priority in focusing on progression and outcomes.

Leadership and management of the Service continue to be highly effective even with substantial changes to the structure. The culture and priorities of the organisation are communicated positively across all teams and partners. Priorities of the Service, as outlined in business plans, underpin all areas of work in putting learners and communities first.

Leaders and managers reflect a clear commitment to sustainable improvement in their policies, procedures and statements. Equalities and Safeguarding are an integral part of teaching and learning in both policy and practice. The service has range of robust processes linked to raising the standards of staff. Management are clearly aware of areas of developments required, prioritising these to ensure the Service improves to the needs of learners and support the growth of local communities.

Lynsi Hayward-Smith  
Head of Adult Learning and Skills

Appendix 2. Adult learning and Skills Self-Assessment Report December 2015  
Appendix 3. MATRIX report October 2015  
**(The appendices can be made available, if required)**