COMMUNITY LEARNING

STRATEGY AND COMMISSIONING PLAN 2019 - 2023

Staffordshire County Council

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Foreword

Adult and Community Learning has an important part to play in improving the lives of the people of Staffordshire. The acquisition of knowledge and skills is a key component of strategies to; improve health, reduce dependence, increase economic prosperity, address inequality and realise our aspirations for a better future.

Staffordshire's Community Learning Service provides formal and informal learning programmes for all adults across the County and provides programmes that supports people to gain the skills that they need so that they can progress in the world of work, and family learning courses that are designed to support parents give their children the best start in life.

In particular it supports and develops individuals and groups for whom formal learning may have been a barrier in the past and works with them to build confidence and realise their true potential in a competitive world. This might mean finding a new job, learning new skills, building up personal confidence, meeting new people or recovering from illness.

Like all public services, it needs to respond to fast changing circumstances. This is not just financial challenges but also changing priorities in how people want to learn, the types of skills that employers wish to develop, and the priorities of other sectors such as public health and adult social care. It is therefore important to be clear about its future direction, how it is governed and how it prioritises its offer.

This strategy outlines what the service will do and consider in order to continue to be sustainable in the future.

This is our plan for 2019-2023. It sets out how we will:

- Focus service activity to contribute towards local and national priorities and the key priorities identified in the Staffordshire County Council's Strategic Plan; where the vision (2018-2022) is to create a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy.
- Define the Community Learning Services' contribution towards maintaining people's independence through programmes that support learning for employability, independence, personal development and improved health.
- Embed high quality Information Advice and Guidance (IAG) to help people make informed choices and support those less likely to engage in learning.
- Work with partners to create a learning pathway for individuals and groups and ensure the best fit for the Community Learning programme offer.
- Place quality learning at the centre of our offer.

1. Purpose and Vision

1.0. Staffordshire's Community Learning Service attracts 4,000 learners each year to a wide programme of accredited and non-accredited learning opportunities. It has been recognised by the 2017 Ofsted inspection as being a "good" service and has ambitions to be outstanding. However, it is time for us to think differently about the role of the service and the way we deliver learning.

1.1. The way in which people want to learn is changing. More flexible learning options are required to enable people to acquire new skills or strengthen existing knowledge throughout their lives. We must exploit opportunities that new technology provides to help people engage in more independent learning outside of the classroom.

1.2. For the most disadvantaged learners we need to ensure that we continue to offer engaging "first steps" learning opportunities as a way of increasing participation for people who are hard to reach and to prepare learners for a more formal programme of learning. We also want to be inclusive and offer programmes to our community that prevent social isolation through poor health. There is a need to better connect learning to the needs of employers and engage untapped talent in the region, particularly with disadvantaged groups. We must therefore establish learning pathways to help people develop confidence and core skills such as English and maths, together with vocational skills and work experience.

1.3. The devolution of the skills strategy and the influence of the Stoke and Staffordshire Local Enterprise Partnership (SSLEP) provide new opportunities and challenges. We must now re-position our service to adapt to these changes in order to prosper in a more competitive employer and learner led environment.

1.4. We will ensure that the service is best positioned to provide targeted programmes of activity that meet the strategic outcomes of a range of stakeholders. This may mean de-commissioning some programmes and developing new ones.

1.5. Above all else we will place the learner at the centre of our work and ensure that a learners feel safe and are safe and gain a quality learning experience, achieved through innovative and experimental teaching practices that ensure that learners achieve their goals and progress to fuller and richer lives.

Key Priorities 2019 – 2023

- **Equality and Inclusion:** Widen participation in learning and promote social inclusion across Staffordshire.

- **Partners:** Identify and work with the right delivery partners that will enable us to determine relevant and targeted programmes, to ensure that the needs of our learners are always put first.

- **Targeted Delivery:** Prioritise and target delivery to those that are the furthest away from accessing education and activities that will have the most impact in order to provide accessible learning pathways.

- **Workforce and Employability:** Embed employability skills throughout all curriculum pathways to support individuals to up-skill and re-skill in order to gain and improve employment opportunities.

- **Responsive and flexible:** Be responsive to a fast-changing environment and offer flexibility to change direction if required. Delivery will be prioritised and located in areas where learners want to learn and within local communities.

- **Quality of Provision**: Ensure that all programmes are of the highest quality to provide all learners with the very best opportunities to fulfil their full potential.

- **Innovation:** All programmes are to align with demand and local, and national priorities whilst providing innovative curriculum capitalising on digital technologies.

- **Outcomes:** To improve the learner journey, from recruitment and admission to achievement and progression in learning and beyond, supporting positive outcomes for all.

We will review our progress on a quarterly basis and report to the County Council and our partners on key issues.

2. Needs analysis and Strategic context

2.0. Adult education provides many opportunities to equalise societies on a larger scale. In this context, education and skills deficits need to be addressed as a priority to improve the economic and social prosperity of all citizens. While the number of jobs in the UK is expected to rise by about 1.8 million over the period 2014 to 2024, in contrast, the jobs that have traditionally enabled those with little in the way of qualifications to get into work and get on will be in decline.

2.1. By 2024, it is expected that only 2% of those in employment will have no formal qualifications. In the years ahead, skills and qualifications will play an increasingly central role in determining individual employability, career progression and earnings potential. Central to this is the SSLEP objective of ensuring a Skilled Workforce, a balanced supply of people with the right skills and know-how required to drive economic growth.

2.2. Upskilling and retraining the existing workforce is vital if we are to gain the benefits of growth arising from the economic recovery and the opportunities available in a global market. Failure to improve skill levels will certainly lead to more unemployment in the medium to longer term. It is therefore important to engage with adults at all stages of learning.

2.3. Combined Authorities, Local Authorities and Local Enterprise Partnerships' (LEPs) strategies that focus on employability skills and employers' needs, will also greatly benefit from understanding the importance of engaging more adults in learning i.e. finding ways to connect with non-participants in education and training to help prepare them for work-readiness and/or active citizenship. Whilst adults (particularly older learners over 65) may not be an immediate priority for the LEPs, local (and national) partnerships that coinvest in adult education are likely to see significant returns on investment and productivity over time.

2.4. The role of basic skill training and engagement in learning is fundamental. A considerable amount of resource is invested in adult learning. To maximise the effectiveness of this resource there must be co-ordination at a local level requiring collaboration between providers.

2.5. The core principle of adult education is that learning should not be restricted to a once-in-a-lifetime opportunity. Adult education has proven to be extremely successful in performing multiple roles. It also enables individuals to tackle personal issues or circumstances or help them to respond to changing circumstances – often unforeseen – so that they can find a new direction or cope better with change and transitions throughout life.

2.6. Digital technology is transforming almost every aspect of our public, private or work life. For every individual - the learner, the worker and the citizen - technological innovation is a requirement to continue learning throughout life.

2.7. Adult education has brought computing skills to millions of adults who thought they would be left behind forever, through courses in village halls, libraries and community centres. But there are still millions more people who are unlikely to be able to book a doctor's appointment online, keep up with their children's work at school or have a good chance of sustained employment because of their lack of skills and/or confidence in using technology. There is significant scope to do more.

2.8. Millions of people define their well-being in terms of health and education is an important social determinant for this. For the population as a whole, greater levels of education help to create wealthier economies. Education can impact positively on levels of social engagement, an important factor in generating more cohesive, safer and healthier societies. At an individual level, the knowledge, personal and social skills provided through education can better equip individuals to access and use information and services to maintain and improve their own and their family's health.

2.9. We need to ensure that for the most disadvantaged and hard to reach learners, we continue to provide engaging learning opportunities that align to the overarching priorities of the district in which they reside.

2.10. We need to be inclusive to our communities and include learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health, provide provision that supports parents with child development, behaviour and family cohesion to improve outcomes for children and also support people to take responsibility to become healthier, more independent and less socially isolated. We must ensure that we are meeting the need of employers by providing employability pathways that include confidence building, English, maths and vocational skills.

2.11. We will ensure that Community Learning is better positioned so that it meets the strategic outcomes of Staffordshire County Council, which will mean de-commissioning programmes and developing new ones.

Impact of Community Learning

Active citizenship, democracy and participation: People who participate in adult education have more trust in the political system, participate more in society, by voting, by volunteering or taking active roles in communities.

Life skills for individuals: Adult learners feel healthier, lead healthier lifestyles, build new social networks and experience improved well-being.

Social cohesion, equity and equality: Adult education provides many opportunities to equalise societies on a larger scale and to create fairer societies as well as more economic growth.

Employment and digitalisation: Workplace learning is one of the key drivers for adults' participation in lifelong learning. At the cusp of enormous digital changes, adult education can help in closing the digital gap.

Migration and demographic change: Civic education and intercultural learning can create integration-friendly cultures. Language and basic skills training will enable active citizenship. Individuals will be more active, volunteer more, work longer and are healthier.

Sustainability: From environmentally friendly consumption and transport to energy efficiency, citizens need a lot of information and innovation to develop new lifestyles, new projects, and new approaches. Adult education can help provide the information, the debate spaces and the creativity

The impact of Community Learning supports our key enablers to ensure we deliver the best possible outcomes for our citizens.

3. Community Learning Service Overview

3.0. Staffordshire County Council's Community Learning is an integral part of the Skills and Employability Service and secures approximately £1.6 million per academic year in funding from the Education and Skills Funding Agency, to provide training and education across the county.

3.1. Community Learning courses are delivered in venues across the eight districts to help residents access training locally. Courses are run at entry level to level 1 and attract approximately 5000 learners each year to study on a wide range of programmes.

3.2. The service has been recognised by the 2017 Ofsted Inspection as being a 'Good' provider of education and skills. The Service also holds Matrix accreditation for Information, Advice & Guidance (IAG).

3.3. Community Learning commissions provision through delivery partners to ensure that a wide reach is maintained across the county. A framework for Community Learning provision currently exists and is due to expire on 31 July 2019.

4. Priorities and Outcomes

The service priorities are based on the needs of its customers – primarily Staffordshire residents. This requires an understanding of the economic, social and environmental conditions and resident needs as the basis for policy and service delivery.

The Council's Community Learning Service has an important role to play in supporting the County Council's Vision, Outcomes, Priorities and Enablers. It will also be responsive to any further strategies developed in the future by the Council, that are applicable or relevant to the Service.

Staffordshire County Council's vision (2018-2022) is to create a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy.
The three outcomes are that people of Staffordshire will:

- Be able to access more good jobs and feel the benefit of economic growth
- Be healthier and more independent
- Feel safer, happier and more supported in and by their community

Community Learning will focus on contributing to the delivery of Staffordshire County Council's outcomes and priority areas:

A connected Staffordshire where everyone has the opportunity to prosper, be healthy and happy

Economic Growth: *Create the right conditions for economic growth across the whole of Staffordshire that produces more, better paid jobs for residents*	**Housing:** *Support the construction of more housing to meet the growing needs of our families and people young and old*	**Education and Skills:** *Improve education and skills provision in our schools, colleges and universities so that more people gain the training and qualifications they need to succeed*	**Health, Care and Wellness:** *A joined up approach to health, Care and Wellness that encourages people to take responsibility for their own health and plan for their future, so we can support those that really need it*	**Children and Families:** *Ensure Children and Families have a network of support to help manage their own problems and stay safe and well*

Community Learning Supporting Outcomes

▪ Learners develop skills and confidence to progress in employment ▪ Low skilled learners are supported in English, maths and ICT ▪ Learners make informed choices to help them fulfil their potential ▪ Learners are supported and prepared to enter or re-engage with the STEM sector	▪ Adults with learning difficulties feel safe and supported to become independent ▪ Learners develop the skills and confidence to take an active role within their community ▪ Attractive community learning offer to engage new residents ▪ Learners are given the skills needed to independently access community services	▪ Learners have skills to provide their children the best start in life ▪ Learners develop the skills and confidence to take an active role within their community ▪ Individuals supported to up-skill and re-skill to gain and improve employment opportunities ▪ Individuals confident to utilise digital technologies in their everyday lives	▪ Adult learners feel healthier, lead healthier lifestyles, build new social networks and experiences ▪ Learners feel a sense of improved wellbeing by participation in learning programmes ▪ Learners feel confident to communicate with health professionals and access services	▪ Families are able to learn together and feel safe and supported through flexible learning programmes ▪ Learners know how to keep themselves and families safe

How we will achieve our vision and priorities

- To extend the reach, quality and impact of Adult Education in Staffordshire.
- Provide Employability provision that supports individuals to up-skill and re-skill to gain and improve employment opportunities.
- Provide English and maths programmes where an unmet demand is identified.
- Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector.
- Provide programmes of English for speakers of other languages to overcome language and cultural barriers.
- Provide CL programmes that supports parents with child development, behaviour & family cohesion to improve outcomes for children, young people educational attainment of families in target communities.
- Provide targeted CL programmes promoting health & well-being that support people to take responsibility to become healthier and more independent.
- Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health.
- Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives.
- To improve the learner journey, from recruitment and admission to progression in learning and beyond, supporting positive outcomes for all.

5. Commissioning and delivering the contract

5.0. Staffordshire County Council wishes to continue to commission services through an open and competitive tendering process and sub-contract the majority proportion of funding to a group of suppliers. This will be to deliver a wide range of programmes throughout the eight districts of Staffordshire. The balance of provision will be delivered by the existing Direct Delivery Unit.

5.1. As part of the re-commissioning of Community learning for 2019–2023, we are focusing on targeted provision. Therefore, all areas have been re-aligned and 100% of provision offered is now targeted.

5.2. We are proposing a new commissioning piece to secure a four-year Framework Agreement (2019-2023) on an annual call-off basis. This Framework will be for an initial one-year period from 1 August 2019 to 31 July 2020, with an additional option to extend by three x 12 months.

5.3. The Council makes no guarantee as to the annual volume of business on offer and any funding values given are indicative only and intended as a general guide. Funding will be subject to annual allocations made to the Council by the Education and Skills Funding Agency (ESFA). The Service will receive an estimated allocation of £6m across the 4-year framework, subject to ESFA annual funding allocations.

5.4. The value of the procurement would lead to an OJEU tender process being required with a view to procuring a Framework Agreement, which offers the best balance of flexibility and transparency. The Council has a robust approach to procurement and whilst other options have been considered, they cannot be recommended as an approach to this service provision.

5.5. The Council's Procurement and Legal Teams will provide full technical support to produce the 4-year Framework for CL provision and ensuring compliance with the Public Contracts Regulations 2015.

5.6. The Skills and Employability team includes staff with extensive knowledge, skills and experience of commissioning and contract management. The SCC Procurement and Legal teams fully supported the process. The Council's procurement process involves performing financial checks, due diligence on the prospective subcontractors as well as obtaining external information including credit checks.

5.7. All procurement activity is signed off by the County Commissioner for Skills and Employability. The Cabinet Member for Learning & Employability is also briefed on the Community Learning strategy and award of contracts and holds the delegated decision.

5.8. We recognise that we can achieve far more by collaborating and working with partners, employers and wider County Council services. Together we can add greater value to the lives of those we are seeking to support.

5.9. We will extend our work with learners and employers and we will implement a marketing and communications strategy. We will also promote our offer through

social media, with community organisations and other agencies that support our target groups.

5.10. The Council is subject to accountability and scrutiny of the ESFA and Ofsted Inspections of FE & Skills. All sub-contracted provision must comply with ESFA and Council regulations and related statutory requirements. The Conditions of Funding Grant Agreement with the ESFA places conditions on the Council as the prime contractor for the delivery of Community Learning programmes. The Council is responsible for the delivery of the provision in accordance with any specific requirements of the ESFA including maintaining its approved training provider status via the ESFA due diligence assurance gateway.

Programme Offer

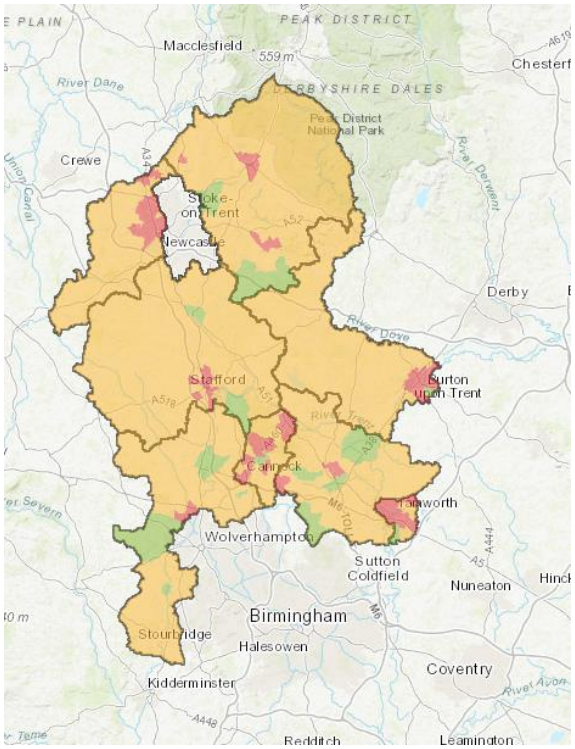
A wide range of new provision of both accredited and non-accredited will be commissioned by the Community Learning Service, to meet the needs of our residents and that aligns with local and district priorities. The curriculum focus for 2019 – 2023 will be:

Curriculum Area	Curriculum Offer	Progression Route
Employability	Programmes focused on up-skilling and re-skilling in a vocational context, including sector specific skills and wider skills development English & Maths Enterprise – helps participants find out about self-employment with support in their own business	Entry into training and apprenticeships, further education or employment.
Family Learning	Family Learning programmes aim to encourage family members to learn together to improve basic skills and skills for development in order to equip families to thrive. The offer will include opportunities for inter-generational learning and, where possible, lead both adults and children to pursue further learning	English, maths, IT courses at other local providers, Volunteering at school Further education
STEM (Science, Technology, Engineering and mathematics)	STEM qualifications are those that are "deeply rooted in science or mathematics, engineering and/or are of technical or technology application. Science & Maths Engineering & Manufacturing Technologies Food Technology & Manufacturing Construction, Planning & Built Environment Environmental	Accredited provision at local providers eg electronics Apprenticeships Employment
Digital Skills	Supports participants use digital technology more effectively, including the use of computers, tablets and phones. Also supporting individuals to stay safe online and supporting individuals to access online services. Using Mobile IT Technologies Converging Digital Technologies Collaborative Technologies and Outcomes Emerging Digital Software Introducing Immersive Technologies Developing Skills, Understanding and Confidence in E-learning Introduction to Website Production	Entry into training and apprenticeships, further education or employment.
Leisure, Health & well-being	Arts, Media & Publishing – includes digital photography, textiles, crafts and music recording and production Health & Wellbeing - Languages & Literature	Higher levels of same subject Volunteering

	Hospitality & Catering Horticulture, Agriculture & Animal Care Financial Skills - Active Citizenship – includes volunteering skills and support for people with English as a second language to help them integrate and access essential services	
Supported Learning	Provision for learners with mild to moderate learning diff/disabilities and /or mental ill health	Deeper learning within the subject with same provider, English, maths, IT courses at other local providers Leisure, health and wellbeing course for learners with mental ill-health Volunteering opportunities Employment Supported Internships
Progression Pathways	Accredited provision in: Employability STEM (Science, Technology, Engineering and mathematics) Digital Skills Supported Learning ESOL	Higher levels within the same subject Entry into training and apprenticeships, further education or employment

Target Groups:

The Community Learning offer aims to target its provision at Staffordshire districts with the greatest concentrations of deprivation, worklessness and economic inactivity. We publish in the community learning specification, a list of wards within each district that experience high levels of deprivation. We also monitor delivery and learner outcomes within these wards.



Community Learning programmes will be prioritised for the following target groups within Staffordshire:

- Adults living in Staffordshire Districts
- Adult males
- Parents/carers of underachieving children or who wish to develop their parenting skills
- Adults with Learning Difficulties and/or Disabilities, including mental health issues
- Carers of adults with Learning Difficulties and/or Disabilities, including mental health issues
- Refugees, asylum seekers and adults from Minority Ethnic Groups
- Care leavers
- Adults yet to achieve a level 2, or those with low skills in English and maths
- Digitally excluded adults
- From the areas identified as local areas of deprivation (refer to appendix a)
- Adults on low income (below £15,736.50 annual gross salary) and/or in receipt of state benefits
- Those who are unemployed and want to improve their chances of finding work by developing or acquiring vocational skills and knowledge and those wanting to re-engage with the STEM sector
- “New” adult learners (defined as those who have not participated in Community Learning programmes in the previous three years)

6. Resource and Value for Money

6.1. Community learning delivery is funded by the Education and Skills Funding Agency (ESFA). Community Learning funding from the ESFA is considered to be a contribution to locally-owned community networks with clear strategic plans, priorities, objectives and learner outcomes which can only be achieved if there is extra funding over and above that available from the Government.

6.2. The County Council uses 15% of the funding from the ESFA (approximately £236,147) to cover the management costs of supporting Community Learning commissioning, performance monitoring, quality assurance and sub-contractor development.

6.3. The current 15% is in line with sector averages but in real terms is shrinking, as the overall ESFA allocation has remained constant since 2015/16 whilst expenditure, staff costs and delivery/learner costs for programmes, have risen substantially. Compared to other Local Authority Community Learning providers that largely commission provision, our management fee of 15% is the third lowest, therefore allowing us to allocate more funding to sub-contractors to invest in our learners.

6.4. In return for the charge, Providers receive the following support, guidance and challenge:

- A named Performance Relationship Manager as first point of contact who will respond promptly to any queries and monitor the performance against contract throughout the year.
- Reports from class visits, Joint Lesson Observations, mentoring and observations of learning, teaching and assessment, if this service is purchased.
- Regular contract monitoring meetings where provider performance against contract and the quality of delivery against the Quality and performance Framework are discussed and action plans for improvement agreed
- Electronic contract monitoring reports including data
- Reports of findings and actions from RARPA audits completed by the ACL Service
- Monthly Provider Updates to ensure Providers are kept informed of developments
- The services of the quality team to ensure high quality delivery and a positive learning experience for all learners
- Processing of ILR returns, data validation and reporting
- An annual induction session for tutors
- CPD opportunities for tutors, plus bespoke staff development when required
- The maintenance of Staffordshire County Council's Adult and Community Learning website and access to SharePoint (an online portal) which is regularly updated and stores all guidance documents, provider, tutor and learner documentation needed for high quality delivery and course details
- Business support team processing of contracts, paperwork, invoices, regular finance payments and inputting of data
- Provider Network meetings that are used to give service updates, sector developments and sharing good practice

7. Key Performance Measures

7.1. Our ambition is for learners to secure the best training and for employers to gain the skills they need for their businesses to prosper. We adopt a whole organisation approach to quality improvement encompassing all stages of the learner journey.

7.2. Our aim is to make excellence an instinctive process for all members of staff, our learners, employers and key stakeholders. We will work to become an outstanding provider, as recognised by OFSTED.

7.3. The Council has a dedicated Quality and Performance management team who have the day-to-day responsibility of managing and monitoring the activity of the Council's partners. This includes a risk-based quality and performance framework to ensure that all subcontractors are meeting the Funding Rules set out by the ESFA and Ofsted and that the delivery of provision is high quality.

7.4. Effective performance monitoring and management ensures that all provision and sub-contractors achieve the highest possible standards in quality. In order to achieve this, standards and expectations will be clearly defined to measure performance and quality, and procedures designed and implemented to facilitate the monitoring and management of the contracts.

7.5. Performance and Quality monitoring procedures are undertaken by the Council in line with ESFA, Ofsted and internal guidance documents. Responsibilities are stated in the CL Specification, Quality & Performance Framework and provider Guidance.

Each of the key performance indicators have specific criteria by which provision is monitored and measured.

Value for money and budget allocation
- Delivery costs per learner
- Management costs maintained at no more than 20% of the total budget
- Maximisation of funding allocations

Equality & Diversity
- Closing the achievement gap between different groups of learners and social groups
- Enrolment reflects the profile of residents across the county

Progression and Destination of Learners
- Analysis of learners' destinations
- Skills needs analysis of local adult population

Learner enrolment, retention and achievement
- Analysis of data against targets set for each provider and each curriculum area
- Strategies to ensure that learner achievement rates remain at or above national average
- Observation of Learning and Teaching grade profile

Satisfaction surveys
- Analysis of feedback received from learners, employers, partners and staff
- Individuals Feeling safe and are Safe

Social Inclusion and community well-being
- Learner involvement in volunteering
- Value added evidence
- Social return on investment

Overall contract performance will be measured by the following key performance indicators:

KPI 1 - The actual number of enrolments and funding earned to be at least 95% of agreed delivery profile

KPI 2 – The overall attendance rate for learners commencing funded programmes to be a minimum of 90%

KPI 3 – The overall achievement rate for learners commencing funded programmes to be a minimum of 94%

KPI 4 – The 2018/19 pass rate for learners commencing CL funded programmes to be a minimum of 98%

KPI 5 – The overall satisfaction rate of learners attending CL funded programmes to be a minimum of 98%

KPI 6 – The overall percentage of new learners attending Community Learning programmes to be a minimum of 70%

KPI 7 - The progression rate of learners who have completed a STEM course to be a minimum of 60% (Progression definition: the percentage of learners who completed the

course and progressed within 3 months to further learning, employment or self-employment).

KPI 8 - The achievement rate for learners enrolled on accredited programmes to be not less than the national average for the relevant award based on the latest statistical data available from the ESFA Hub.

8. Consultation

The proposal for commissioning Community Learning programmes was shared with and received positively by the current framework providers who attended a planning meeting in Stafford in April 2018. We have also set up an online survey for current providers to input to developing the 2019-2023 framework and to consider and to respond to any concerns they raise.

The strategy and priorities will be circulated for comment and consideration to:

Anthony Baines – Assistant Director for Skills & Employability
Darryl Eyers – Director of Economy, Infrastructure & Skills
Cllr Philip White - Cabinet Member for Learning and Employability
SCC Officers

Appendix A – District Priorities

District	Priorities
Cannock Chase	• To provide targeted provision to the wards of Cannock with a focus on Cannock North, Cannock South, Cannock East, Hednesford North, Brereton and Ravenhill, Hagley, Heath Hayes East & Wimblebury and Western Springs. • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
East Staffordshire	• To provide targeted provision to the wards of East Staffordshire with a focus on Stapenhill, Horninglow, Eton Park, Shobnall, Anglesey, Burton and Winshill. • To provide programmes of English for speakers of other languages to overcome language and cultural barriers • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
Lichfield	• To provide targeted provision to the wards of Lichfield with a focus on Chasetown, Curborough, Chadsmead and Stowe • To provide CL provision that supports parents with child

	development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
Newcastle	• To provide targeted provision to the wards of Newcastle with a focus on Cross Heath, Knutton and Silverdale, Town, Parksite, Holditch, Butt lane, Chesterton, Bradwell, Wolstanton, Kidsgrove, Thistleberry and May Bank • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
South Staffordshire	• To provide targeted provision to the wards of South Staffordshire with a focus Bilbrook • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector

	• Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives • To provide targeted CL provision in the district to raise adult participation in learning • To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity
Stafford	• To provide targeted provision to the wards of Stafford with a focus on Common, Highfields & Western Downs, Forebridge, Doxey & Castletown, Coton and Penkside • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives
Staffordshire Moorlands	• To provide targeted provision to the wards of Staffordshire Moorlands with a focus on Leek North, Biddulph East, Leek East and Cheadle North East • To provide CL provision that supports parents with child development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives • To provide targeted CL provision in the district to raise adult participation in learning
Tamworth	• To provide targeted provision to the wards of Tamworth with a focus on Glascote, Castle, Belgrave, Mercian, Stonydelph, Bolehall and Spital • To provide CL provision that supports parents with child

	development, behaviour & family cohesion to Improve outcomes for children, young people and families • To provide Employability provision that supports individuals to up-skill and re-skill in order to gain and improve employment opportunities • To provide English and maths programmes where an unmet demand is identified • To provide targeted CL programmes promoting health & well-being that supports people to take responsibility to become healthier and more independent. • Provide learning opportunities for those with learning difficulties and/or disabilities and/or mental ill health • Provide learning opportunities which will prepare learners to enter or re-engage with the STEM sector • Provide learning opportunities that supports individuals to utilise digital technologies in their everyday lives •