

Prosperous Staffordshire Select Committee

Friday, 24 July 2020

10.00 am

Teams Meeting

NB. Members are requested to ensure that their Laptops/Tablets are fully charged before the meeting

John Tradewell
Director of Corporate Services
16 July 2020

A G E N D A

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the Prosperous Staffordshire Select Committee held on 18th June 2020** (Pages 1 - 4)
4. **Community Learning Briefing Paper** (Pages 5 - 54)
Report of the Cabinet Member for Learning and Employability
5. **Covid 19 school Update**
Oral Report of the Cabinet Member for Learning and Employability
6. **Work Programme** (Pages 55 - 60)
7. **Exclusion of the Public**

The Chairman to move:-

“That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

Part Two

(All reports in this section are exempt)

Committee Membership

Tina Clements (Vice-
Chairman)
Mike Deakin
Keith Flunder
Syed Hussain
Julia Jessel
Ian Lawson

Rev. Preb. M. Metcalf
Ian Parry (Chairman)
Jessica Shulman
David Smith
Simon Tagg
Bernard Williams

Scrutiny and Support Manager: Mandy Pattinson Tel: (01785) 278502

Minutes of the Prosperous Staffordshire Select Committee Meeting held on 18 June 2020

Present: Ian Parry (Chairman)

Attendance	
Tina Clements (Vice-Chairman)	Kyle Robinson
Keith Flunder	Jessica Shulman
Syed Hussain	David Smith
Julia Jessel	Simon Tagg
Ian Lawson	Bernard Williams
Rev. Preb. M. Metcalf	

Also in attendance: Philip White and Mark Winnington

Apologies: Mike Deakin

PART ONE

80. Apologies

81. Declarations of Interest

There were none at this meeting.

82. Minutes of the Prosperous Staffordshire Select Committee held on 17 January 2020

RESOLVED – That the minutes of the meeting of the Prosperous Staffordshire Select Committee held on 17 January 2020 be confirmed and signed by the Chairman.

83. The Effects of Covid-19 on Further Education

Karen Dobson, principal and chief executive of Newcastle and Stafford Colleges Group (NSCG), attended the meeting to assist members in their consideration of this item. The Committee were informed that some of the the issues were around sustainability in access, the development of remote learning and the challenge of returning back to full-time in the Autumn. Members queried the situation in relation to apprenticeships and it was confirmed that this was an area of concern. Whilst vacancies had not been lost, there was a 30-70% decline in appropriate provision for next year. Members commented that there was a broad range of approaches in the way teaching was being delivered and queried consistency. However, it was pointed out that the FE sector was independent of local authority control and the matter was for each college to decide. Nevertheless, innovation was encouraged together with sharing best practice, challenges and learning.

It was acknowledged that areas of deprivation had a negative impact on attainment. GCSE and A levels would be delivered on a moderated basis, which was already happening. There was concern that the awarding of grades may be too generous. In relation to deprivation, members were informed that there were questions around how many pupils accessed learning via mobile phones when other devices were not available to them. Should a blended or remote approach be adopted next year this would be a cause of concern. It was commented that the Government had provided laptops to children and queried whether this could be extended to the FE sector. It was agreed that the Committee recommend this to the Cabinet Member for Learning and Employability, who confirmed that he was happy to consult with College Principals. Another option was to look at streaming on TV channels. Concerned about households who only have one device that needs to be used by 2 or 3 people.

A member expressed concern over the closure of buildings which offered quiet spaces to study for students who are unable to do this at home. It was confirmed that libraries were beginning to reopen (beginning with the three biggest libraries).

Government issue is that housing is the responsibility of District Councils. Happy to talk to student groups who are already talking to their providers. In response to a question about student absences, the principal confirmed that staff follow-up these with phone calls and emails. Kept Newcastle site open (if students can't study at home). The lecturers know the individual students' backgrounds. The concern was with a new cohort of students is that there was no rapport or background knowledge.

The cabinet member confirmed that there are unpredictable numbers for next year and it would be important to keep oversight and understanding of the situation.

RESOLVED – That the oral update be noted.

84. Economic Recovery, Renewal and Transformation Strategy

Alan Rogers, chief exec. of LEP was in attendance to assist members in their consideration of this item. In January, Staffordshire had been in a good place with the economy growing. However, COVID had a significant effect with that but brought both challenges and opportunities. The strategy had been taken through cabinet the previous day. Members were informed that Staffordshire's main strengths were: It's people; the fact that it was well connected; good productivity; environmental improvement; and skills.

The strategy was now in it's respond phase with the government providing funding to districts of £500,000 for micro-business grants. Over £900,000 was being invested into enterprise centres to help business start-ups. £36,000 was being invested into business start-up schemes. Which will involve a minimum of 200 businesses over the next 3 years. It would be necessary to have good infrastructure to support these additional sites in Staffordshire.

Alan Rogers expressed the view that he was confident Staffordshire will be resilient. He confirmed that a weekly COVID taskforce was being held. He was grateful for the partnership working as that had improved across the LEP. Local Industrial Strategy had

been the foundation for this strategy. Work was taking place on the implementation of the plan to be signed off at the end of July. The focus was respond, recovery, renewal and resilience.

A member commented that this document was not the only weapon. Do we know enough to target the resource to effect that recovery phase. Government given clear direction that this be targeted at “good businesses”. Members were informed that pre-covid the number of people homeworking were 12% and that figure had now increased to 49%. The cabinet member for economic growth reassured members that those businesses which were not going to be successful were being encouraged to upskill and redirect. There were concerns around the hospitality sector and the cabinet member would be meeting with the MPs to discuss the large organisations in this category in Staffordshire.

A member said there was underinvestment in areas outside the south-east. COVID had created unprecedented partnerships in public sector procurement. Members were informed that this was a strategic living document. Used to support local business. Significant implications from working from home, broadband, cars, public transport going forward. There were likely to be office closures rather than opening, limiting big sheds and changes to the design of houses to include an office, and unlikely to have big logistical sheds in the future. Member said it was difficult to predict and judge future trends. Digital sector, pre-covid, 59% working from home.

The cabinet member clarified that in order to receive small business funding the criteria is that they must employ less than nine people. A member commented that it would be important to concentrate on the businesses that would do well and not on those that were failing pre-Covid.

RESOLVED – That the Economic, Recovery, Renewal and Transformation Strategy be noted.

85. Work Programme

Members considered their work programme for 2020/21 and noted that the report on air quality was to be taken to Cabinet and the Cabinet member had requested to attend the scrutiny meeting to be held in September. They also noted that the work programme was to be discussed in the near future and would be subject to review.

RESOLVED – That the above arrangements be noted

86. Exclusion of the Public

87. Exempt Minutes of the Prosperous Staffordshire Select Committee held on 17 January 2020

RESOLVED – That the minutes of the meeting of the Prosperous Staffordshire Select Committee held on 17 January 2020 be confirmed and signed by the Chairman.

Chairman

Local Members Interest
N/A

Prosperous Staffordshire Select Committee - Friday 24 July 2020

Community Learning Briefing Paper

Recommendations

I recommend that the Select Committee:

- a. Consider performance of the Community Learning offer half-way through the 2019-2020 academic year.
- b. Consider the changes made to the Community Learning offer in response to Covid-19.
- c. Provide feedback on the future options for Community Learning.

Report of Cllr Philip White, Cabinet Member for Learning and Employability

Summary

What is the Select Committee being asked to do and why?

1. The Skills and Employability Service focuses on a range of education and training opportunities to meet the needs of learners, the economy and the wider community and supports delivery of the LEP priorities. However, this report is about the Community Learning provision that the service provides in Staffordshire.
2. The portfolio of work covered in this report includes Community Learning and adult classroom-based learning and online remote learning. The Select Committee are therefore asked to scrutinise the in-year performance of the Community Learning provision, in order to further improve quality, outcomes for learners and in remaining a good learning provider.

Report

Background

3. The Skills and Employability Service's purpose is to improve people's lives through lifelong learning and training, leading to employment and or increased personal fulfilment, supporting the growth of Staffordshire's economy. The Skills and Employability Service aligns with, and respond to, the priorities of local and national Government in all of its services and provision. As part of this approach the Skills and Employability Service continues to support economic growth through its commissioning strands and direct delivery provision, leading on learning and skills programmes to support priorities.

4. The Skills & Employability Service provides Community Learning programmes through a range of formal and informal learning programmes for all adults across the County and provides programmes that supports people and their families to gain the skills that they need so that they can progress in the world of work and give courses that are designed to support parents to 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.
5. For the most disadvantaged learners Community Learning offers engaging “first steps” learning opportunities as a way of increasing participation for people who are least likely to engage in adult learning and to prepare learners for a more formal programme of learning. We are also inclusive and offer programmes to our community that prevent social isolation through poor health.
6. Above all else we place the learner at the centre of our work and ensure that a high-quality learning experience is achieved through innovative teaching practices that ensure that learners achieve their goals and progress to fuller and richer lives.
7. The service priorities are based on the needs of its customers – primarily Staffordshire residents. The overall impact of this service is positive and contributes to the Councils Strategic Plan and is aligned to Local Enterprise Partnership (LEP) priorities. It targets and prioritises those most vulnerable adults who face barriers to learning and improving employability. It is a community-based service that reaches out to those most in need of improving skills. The outcomes from this service contribute to the Councils Strategy by more residents gaining confidence through learning, improving skills, particularly in English, maths and ICT and will improve employability enabling progression to further learning and work.
8. The Community Learning Service is funded by the Education and Skills Funding Agency (ESFA) and works with schools, colleges, third sector organisations and local community groups to deliver a range of learning opportunities for adults, families and communities across Staffordshire. Service delivery is a combination of provision delivered by the Direct Delivery Unit (DDU), and 90% commissioned to a range of sub-contracted partner organisations. The purpose of our commissioning is to enable Providers to deliver programmes of learning that:
 - a. Develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds
 - b. Support individuals to progress towards formal learning or employment
 - c. Support individuals to improve their health and well-being, including mental health
 - d. Develop stronger communities
9. In 2019 Staffordshire Community Service was allocated £1,708,269 Adult Education Budget from the Education and Skills Funding Agency. The CL service revised their portfolio offer and developed a new four-year framework for adult learners aged 19+ across Staffordshire and a Community Learning Strategy and Commissioning Plan. (Appendix 1)

10. The funding allocation in 2019/20 delivers 100% targeted provision to approximately 4,000 adult learners through the delivery of 700 courses. Targeted provision includes family programmes, provision for learners with learning difficulties and disabilities and those with enduring mental ill health, programmes to support employability and English, maths and IT skills and Science, Technology, Engineering & Maths (STEM) provision.
11. The Community Learning Service commissions and direct delivers learning and skills to adult learners through four main strands of delivery:
 - a. Community Learning
 - b. Community Learning Trust Responsiveness Fund
 - c. Wider Family Learning Grants for Schools
 - d. Direct Delivery (Accredited provision)
12. The new community learning framework introduced in August 2019 consists of 7 curriculum areas:
 - a. **Leisure, Health & Wellbeing** The curriculum area offers programmes to adult learners who want to develop a new area of interest or hobby and take part in learning to support their health and wellbeing. This curriculum has a broad range of subject areas including arts media and publishing, languages and literature, hospitality and catering, horticulture, agriculture and animal care. Learners are supported to keep physically and mentally healthy, to develop their personal, social and employability skills and to become active in their communities with progression routes into higher level learning of the same subject, volunteering and accessing other services in their local community.
 - b. **Supported Learning** This curriculum area is targeted at adults who have learning difficulties and/or disabilities and adults who have had long-term mental ill health who require more bespoke and supported teaching and learning. The programmes provide opportunities for learners to develop their sense of well-being and self-esteem, develop skills for independent living and improving their functional skills in English, Maths and IT. Programmes of delivery make good use of subjects such as art, music, humanities or cultural subjects etc. as a vehicle for developing and practising strategies for improving mental health or for embedding functional and independent living skills. The programmes help learners to lead healthier, happier, safer and more independent lives and progression opportunities into further learning, volunteering and employment.
 - c. **Family Learning** Adults need to have the skills to give their children the best possible start in life and parental engagement with education is a key factor in children's success in school. Learning with their children may give adults a new "way in" to education despite previous negative experiences. The curriculum aims to encourage family members to learn together to improve basic skills and skills for development in order to equip families to thrive. The programmes support well-being, healthy lifestyles, mental health, fitness, family finances, accessing community activities and services, managing children's

behaviour and development, transition from primary to secondary, understanding school curriculums and staying safe online. There are opportunities for inter-generational learning and, where possible, lead both adults and children to pursue further learning in English, maths, IT and volunteering and employment.

- d. **Employability** The curriculum is focused on up-skilling and re-skilling adults in a vocational context, including sector specific skills, wider skills and the development of English and maths skills to support learner's employment opportunities for those who are unemployed or on a low income and want to improve their employment opportunities. Programmes prepare and give learners skills for work in various jobs and trades, for example, construction, business, health services, art and design and agriculture. The programmes can include classroom theory and practice and hands-on job specific technical training for work and progression onto accredited provision, volunteering and employment.
- e. **Digital Skills** The digital curriculum supports learners use of digital technology more effectively, including the use of computers, tablets, phones, online services and staying safe online. Programmes aim to give learners the confidence to use the digital tools that are important to them. This could be to access local or national services, to communicate, to research, to store and present information, to use technology safely and to keep their family safe, to make the most of applications and use their potential to improve their lives in a variety of ways eg employment, shopping, creativity, leisure. Learners are supported to continue with further learning including accredited provision in IT, English and maths and gain access to more employment opportunities.
- f. **STEM** The curriculum supports learners to up-skill and re-skill to gain and improve employment opportunities. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. STEM programmes are those that are deeply rooted in science, mathematics, engineering and/or are of technical or technology application. Learners acquire skills in a specific vocational area and are able to apply for jobs and/or progress onto relevant accredited provision.
- g. **Progression Pathways** The curriculum was introduced to offer internal accreditation progression routes for our learners in Employability, STEM, Digital Skills and Supported Learning. Programmes in this area are delivered by the Direct Delivery Unit and offer Entry Level ICT and Entry to Level 1 English Speakers of another Language (ESOL) qualifications. The curriculum content for ICT gives learners with no or limited experience of ICT the skills they require for everyday use and basic skills required for work. The ESOL curriculum is targeted at those learners who wish to develop their use of the English language in speaking and listening, reading and writing to support them to be active in their community and make positive steps to employment.
- h. **Community Learning Responsiveness Fund** The Fund is for the delivery of adult learning programmes across Staffordshire and is delivered by third-sector

organisations who have access to individuals in local communities. The Fund supports a responsive approach to local emerging needs for a number of targeted learners; carers, care leavers, asylum seekers, people with no or low qualifications, learning difficulties and disabilities, adults from ethnic minority groups and male learners. The programmes are broad and varied and provide 'first step' learning experiences, skill development, including English, maths and IT, access to other local activities, volunteering and employment.

- i. **Wider Family Learning Grants** The grant is made available for schools across Staffordshire who have identified a need to support families to learn together. Targeted at parents who are digitally excluded, English is not their first language, families at risk, male carers, parents/carers of children with learning/physical disabilities, families with children who are underachieving, Black and Minority Ethnic Groups. There are a number of overarching outcomes to be achieved through the provision, for example, supporting families to have healthy and independent lifestyles, adults able to support their child's school learning and further activities outside of school, new adult aspirations for their own learning and progression, developing understanding of school curriculums and developing functional skills (language, maths, digital).
- j. The service entered a competitive tendering process in 2019. As a result, the service subcontracts with 11 providers to deliver the community learning framework. Additionally, the service subcontracts with 9 third sector organisations via the Community Learning Responsiveness Fund (CLTRF) and 7 schools through the Wider Family Learning Grants (WFLG). Details of sub-contractors engaged with Community Learning can be seen in Appendix 2.

2019- 2020 Academic Year - Performance Term 1 & 2 (Reporting Period 10)

Timeframe of delivery for terms 1 and 2: 1st August 2019 – 3rd April 2020

Curriculum Area	19/20 Funding Allocation	19/20 Planned Enrolments	Actual Enrolments Term 1 & 2)
Leisure, Health & Wellbeing	£140,000	1,850	917
Supported Learning	£245,000	733	648
Family Learning	£230,000	1303	429
Employability	£104,000	337	268
Digital Skills	£110,000	494	215
STEM	£210,000	338	139
Progression Pathways Direct Delivery Unit ESOL & IT	£160,000	650	230
Community Learning Trust Responsiveness Fund	£100,000	458	246

Wider Family Learning Grants	£20,000	148	65
Total	£1,319,000	6,311	3,157

13. In the 2018/19 academic year, Community Learning subcontracted with 39 providers and at year end achieved 6996 enrolments. In comparison in the 19/20 academic year Community Learning subcontracts with 25 providers with an enrolment target of 6,311.
14. At Reporting Period 10 headline in-year data demonstrated the Community Learning service was performing well during terms 1 and 2 in relation to number of learners, new learners and enrolments. See Appendix 3.

Year	Number of Learners	New Learners	Number of Enrolments	Attendance	Retention	Achievement
18/19	1381	991	2313	70%	95%	61%
19/20	2167	1508	3157	62%	89%	59%

15. The drop in attendance, retention and achievement is being monitored with individual subcontractors. Initial findings are related to the initial impact of COVID19 throughout term 2 and the reluctance to attend and/or ill health/caring commitments of targeted learners and/or learners recorded as 'continuing' in their learning and courses not closed during the reporting period.
16. Overall, there is good engagement of learners across five of the eight districts. Further work with subcontractors is required to improve engagement in South Staffordshire, Staffordshire Moorlands and Newcastle.
17. Learners satisfaction levels in terms 1 and 2 are high. A high proportion of learners enjoy their learning experience and would recommend their course to others. All learners feel safe in their learning environment and feel they have the support they require to make good progress in their learning. Vast majority of learners report they knew what they were going to do next, with more than half of learners planning to continue with community learning programmes. Learners report their course had a positive impact on their personal development and wellbeing. Moving forward the service needs to inform and raise learner awareness of how to protect themselves from risk associated with radicalisation and extremism more effectively. Further information can be viewed in Appendix 4.
18. Quality assurance activities for term 1 and 2 were well planned and in line with the Education Inspection Framework and Education and Skills Funding Agency requirements. All curriculum areas and subcontractors received unannounced class visits to support the development of provision. The grade profile of observations of teaching and learning is 88% good or better. Quality is regularly reviewed and reported on at subcontractor and service level. The service Quality Improvement Plan can be viewed in Appendix 5.

COVID19

19. Staffordshire Community Learning Service historically delivers community based face-to-face learning to Staffordshire residents. Prior to COVID19 the service did not have any online provision and has been required to embrace the opportunity and cross the digital divide in order to continue to provide learning to current and new adult learners across Staffordshire.
20. The service had to move rapidly onto online learning and has been faced by many challenges:
 - a. No physical presence online
 - b. No physical digital equipment to loan to adult learners
 - c. Subcontractors not setup for digital remote learning (physical equipment and skills)
 - d. High proportion of learners who engage in community learning have limited IT skills and/or access to physical digital equipment
 - e. Curriculum content not suitable for online delivery
 - f. CL team required to update expertise in online learning to support subcontractors to deliver online learning
 - g. No online process for enrolment and learner surveys
 - h. No quality assurance process in place for online teaching and learning

Response to COVID19

21. The community learning team with their subcontractors embraced the opportunity to transfer learning to online learning and consequently the following actions were deployed:
 - a. The development and introduction of a simplified online enrolment form, learner handbook and learner survey
 - b. The development and implementation of a curriculum review/sign off process to quality assure programmes prior to delivery
 - c. Amendments to the observation of teaching and learning process and documentation to quality assure online learning to encourage reflective practice to develop professional skills and the curriculum offer for the future
 - d. Consistent and clear communication with subcontractors, including numerous meetings with managers and teaching staff to support the transfer to online learning
 - e. Marketing campaign with an updated Course Directory and the use of social media and blogs to promote adult online learning and support the development of all provision. And most recently a press release to raise our profile
 - f. CL team, subcontractor managers and their teaching staff attended a series of professional webinars dedicated to online delivery methods to identify approaches that would work best for our learners
 - g. Teaching staff explored a range of free platforms to deliver online learning which were to be safe and accessible for learners, for example, Padlet, Google Classrooms/meetings/hangouts, WhatsApp, Facebook Closed Groups, Teams, Subcontractors Virtual Learning Environment

- h. Subcontractors redesigned their curriculum content and developed new resources suitable for online learning
- i. Subcontractors considered learners who had no means of accessing online material, and in some instances provided 'learning in box' with regular contact via telephone to check on progress, achievement and wellbeing
- j. Subcontractor Engagement Event delivered providing elements of support, inspiration and development opportunities to transfer and/or stay online in the future

Immediate Impact (June 2020)

- a. No face-to-face classroom based learning delivered across Staffordshire
- b. 13 subcontractors delivering online learning in leisure, health & wellbeing, digital, employability, supported learning, family learning, STEM and CLTRF.
- c. Online enrolment process in place
- d. The online enrolment process anticipates 800 enrolments for term 3 online delivery. At year end we can forecast approx. 4,000 enrolments equating to an enrolment shortfall of 37%. If we had ceased any further delivery for term 3 the enrolment shortfall would have been 50%.
- e. Two subcontractors have successfully delivered Family Learning online to 328 adults and their families. Alongside widening participation, the curriculum area has received some very positive quotes from learners to evidence the impact on individuals and their wider family. Learner quotes can be viewed in Appendix 6.
- f. Supported learning continues to perform well online with 100 learners engaged in the provision
- g. One subcontractor has continued to deliver STEM online, requiring the delivery of resources to learners at a safe distance to enable learning to take place
- h. Subcontractors report they have engaged with more new learners (those who have not engaged in learning in the past 3 years) online, including those isolated at home, those who would not participate in group learning and shift workers.

The Future

- 22. An exciting opportunity to innovate for Community Learning and an appropriate time to support Staffordshire residents further and contribute to SCC vision and the recovery plan. In the next academic year we intend to:
 - a. Build our online curriculum offer now and in future years, to be informed by our current learners and local needs emerging with COVID19 as we recover
 - b. Investigate the use of a Virtual Learning Environment for Staffordshire learners
 - c. Revise our marketing campaign to fully promote our offer of online and blended learning for 2020/21
 - d. Gain access to new audiences across Staffordshire
 - e. Develop the curriculum offer within the Direct Delivery Unit for ESOL and ICT, to include the new Essential Digital Skills qualifications and give learners the skills they need to work remotely from home and need in everyday life, including skills for employment

- f. Direct our subcontractors to deliver more learning in South Staffordshire, Staffordshire Moorlands and Newcastle and to include more English and Math courses within the Employability curriculum area
- g. When the time is right and it is safe to do so for our learners, reintroduce face-to-face classroom/outside delivery of courses to our most vulnerable learners who would benefit from learning with others during such difficult times
- h. Phase in a blended approach to learning for all learners when it is safe to do so for our learners
- i. Continue to undertake quality assurance and performance interventions to monitor outcomes effectively and to support are ambition to deliver high quality outcomes to our learners and fully support and contribute to SCC recovery plan
- j. Fully utilise our management information system to improve performance monitoring further

List of Background Documents/Appendices:

Appendix 1: Community Learning Strategy & Commissioning Plan (2019 – 23)

Appendix 2: List of subcontractors 19/20

Appendix 3: Performance data term 1&2 19/20

Appendix 4: Learner satisfaction

Appendix 5: Quality Improvement Plan 19/20

Appendix 6: Family Learning Learner Quotes 19/20

Contact Details

Assistant Director: Anthony Baines, Assistant Director for Skills and Employability

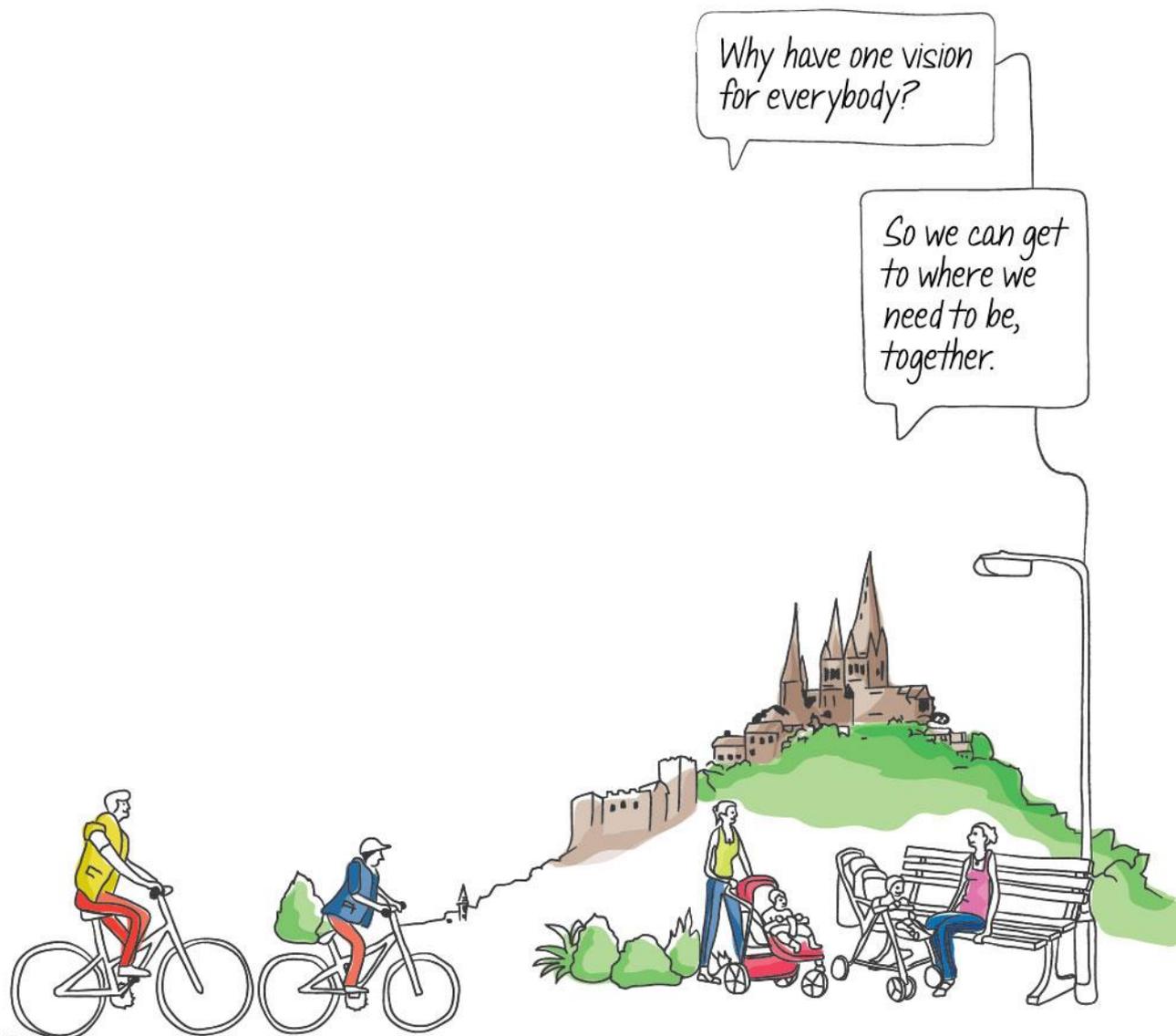
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COMMUNITY LEARNING

STRATEGY AND COMMISSIONING PLAN 2019 - 2023



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Appendix A – District Priorities

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.

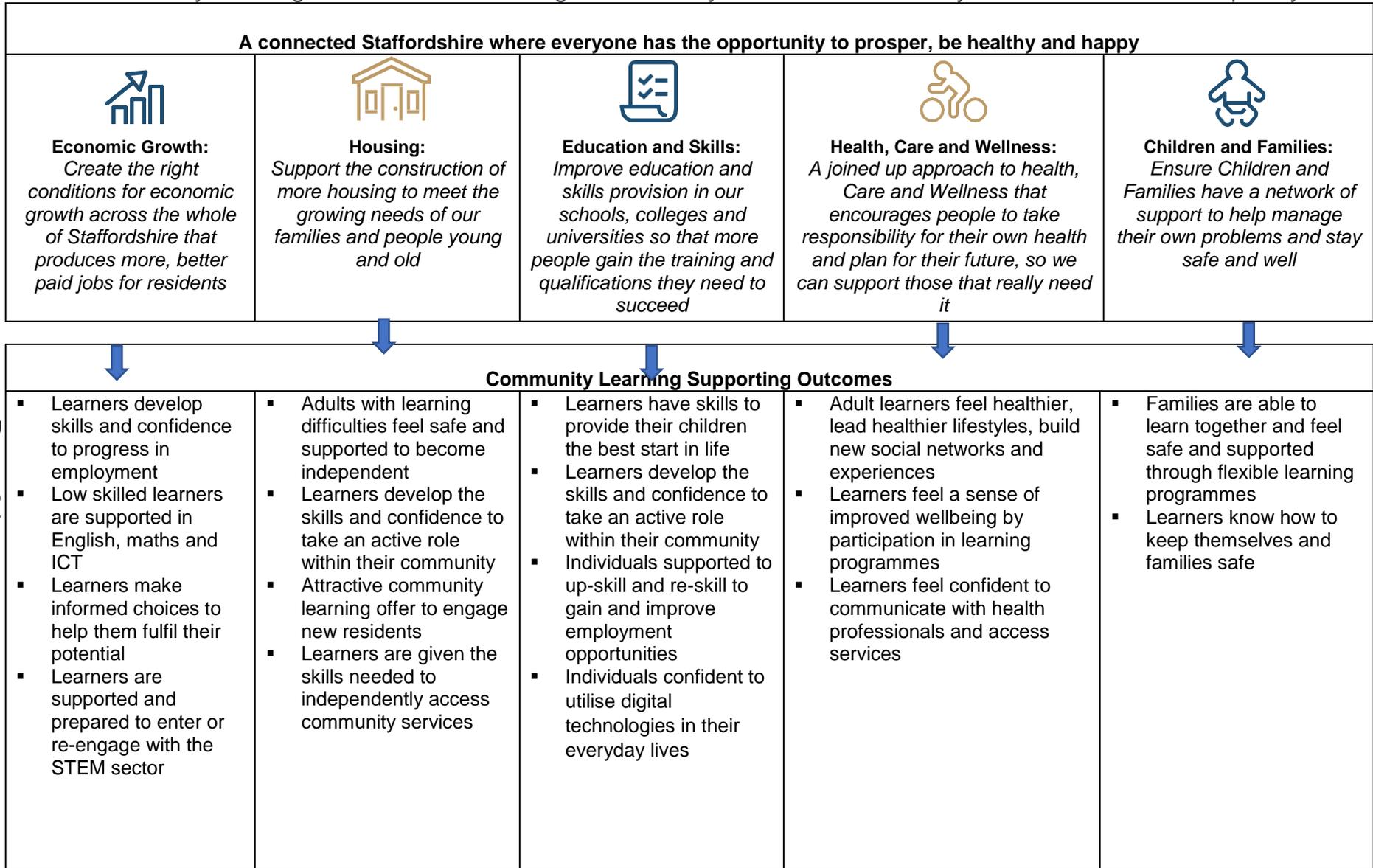
The Council's Community Learning Service has an important role to play in supporting the County Council's Vision, Outcomes, Priorities and Enablers. It will also be responsive to any further strategies developed in the future by the Council, that are applicable or relevant to the Service.

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:



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

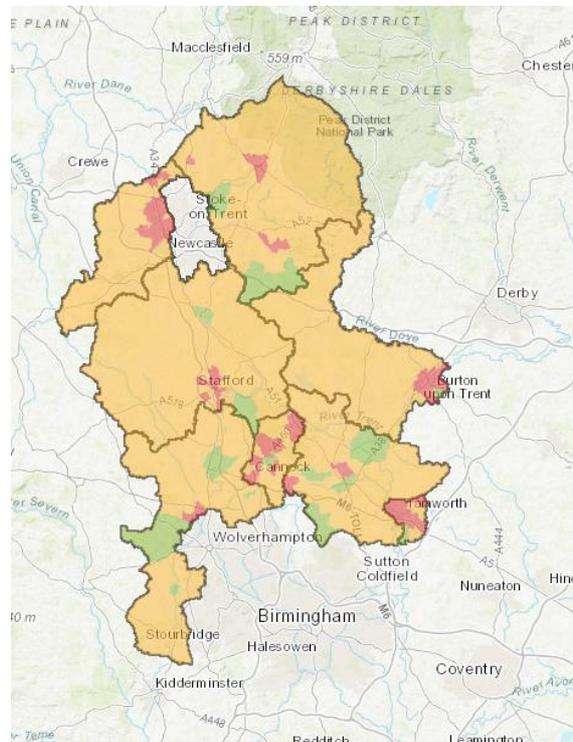
A wide range of new provision of both accredited and non-accredited will be commissioned by the Community Learning Service, to meet the needs of our residents and that aligns with local and district priorities. The curriculum focus for 2019 – 2023 will be:

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 subcontractors 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 Evers – Director of Economy, Infrastructure & Skills
Cllr Philip White - Cabinet Member for Learning and Employability
SCC Officers

Appendix A – District Priorities

District	Priorities
Cannock Chase	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<p>development, behaviour & family cohesion to Improve outcomes for children, young people and families</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<p>development, behaviour & family cohesion to Improve outcomes for children, young people and families</p> <ul style="list-style-type: none">• 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•
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Appendix 2
List of Subcontractors

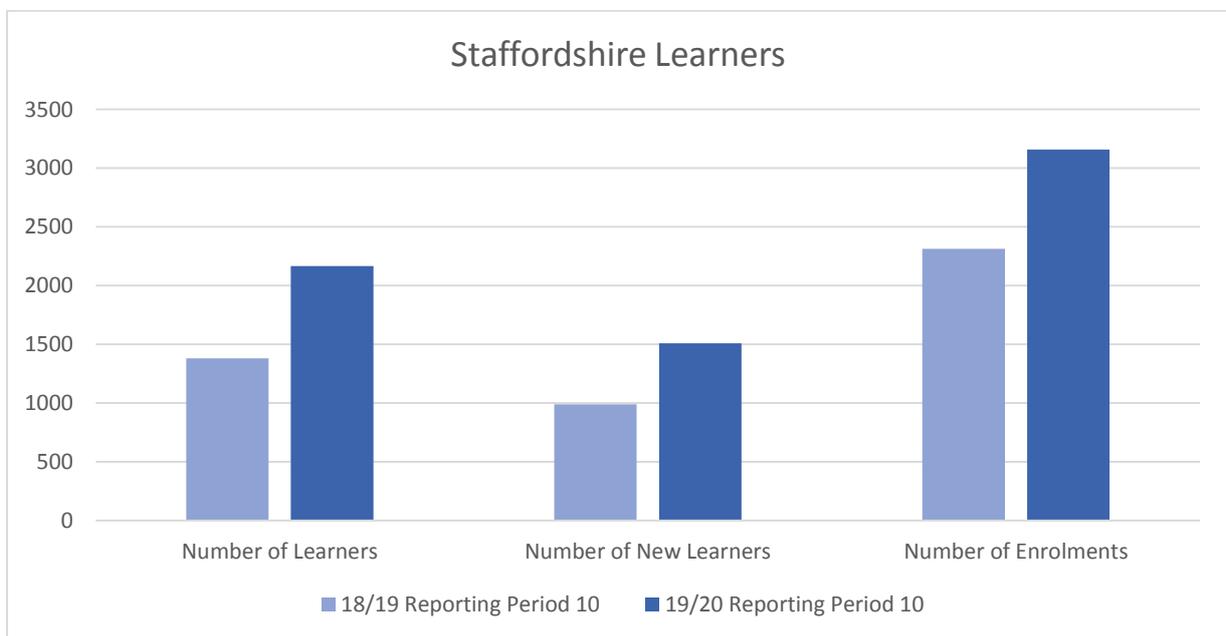
Community Learning Framework			
FE Colleges	Staffordshire County Council	Schools	Third Sector Organisations
South Staffordshire College	Families First	Codsall High School	Acorn Training
University of Derby: Buxton & Leek College	Staffordshire Libraries		Chase Aqua Rural Enterprise
			Forest of Mercia
			Upper Moreton Rural Activities
			Growing Rural Enterprise
			Staffordshire Care Farming Development
Community Learning Responsiveness Fund (CLTRF)			
			Pulse for Music
			Landau Ltd
			Gartmore Riding School
			Staffordshire Venture
			Bright Beginnings Family Hub
			Dyslexia Association
			Fox Training
			Moon Beam
			Support Staffordshire
Wider Family Learning Grants (WFLG)			
		Chase Terrace Technology College	
		Crackley Bank Primary	
		Ravensmead Primary	
		Sir Graham Balfour	
		Two Gates Primary	
		Walton Primary	
		Woodhouse Academy	

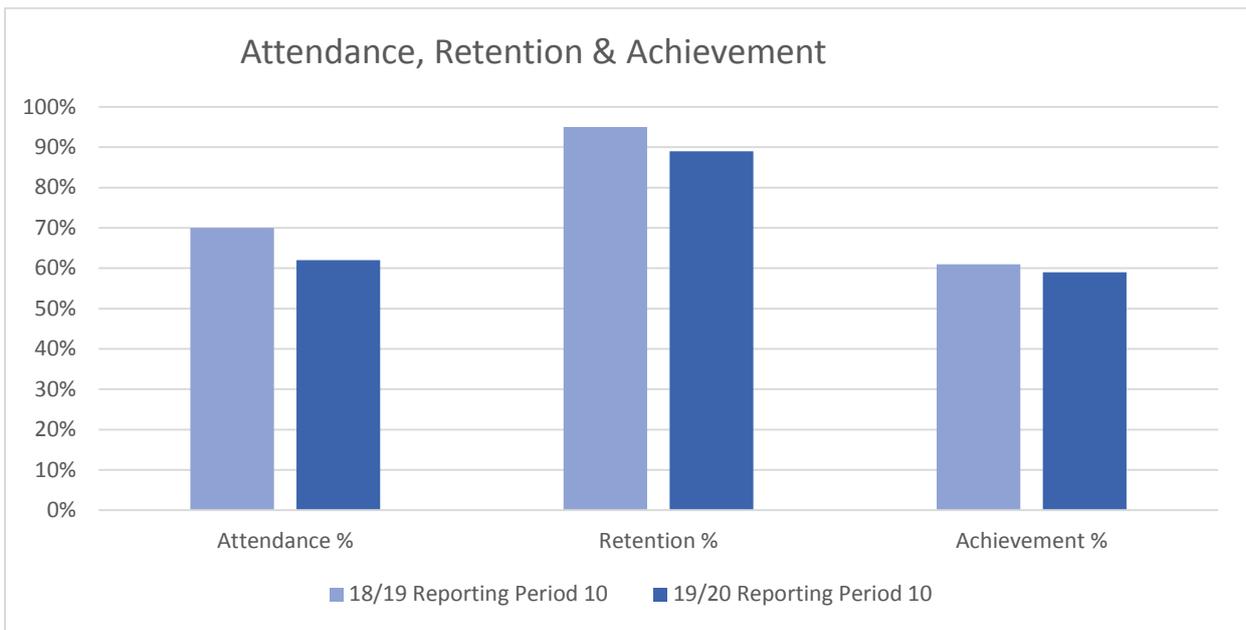
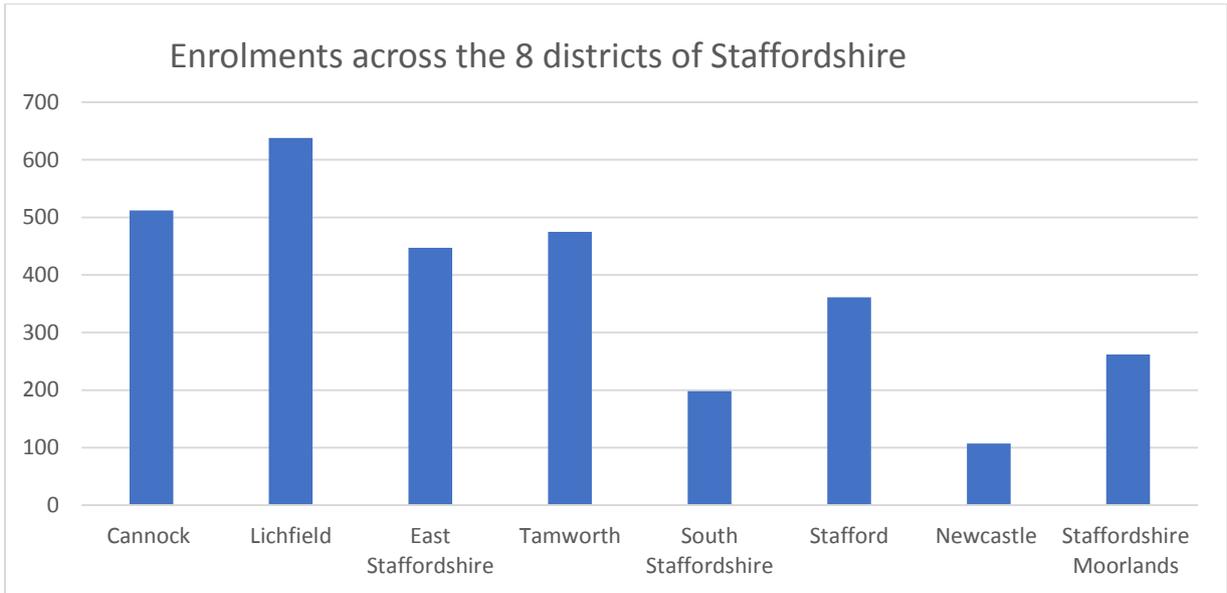
Appendix 3

19/20 Academic Year Term 1 & 2 Performance – Reporting period 10

KPIs 2019/20: Attendance 90%, Achievement 94%, Retention 96%, New Learners 70%

Year	Number of Learners	New Learners	Number of Enrolments	Attendance	Retention	Achievement
18/19	1381	991	2313	70%	95%	61%
19/20	2167	1508	3157	62%	89%	59%





Appendix 4

Learner Feedback Presents results from the data collection period August 2019 to February 2020

Feelings about course and tutor

- 100% enjoyed learning on their course
- 100% were happy with their tutor
- 100% had the help needed to achieve and make good progress
- 100% felt that the tutor ensured all learners showed respect for others' ideas and views
- 99% felt that the tutor listened to them and took note of what they said
- 99% felt that the tutor helped them to understand what they could do next

Safety

- 100% felt safe in the class
- 97% knew what to do if they or others did not feel safe on the course
- 93% said they understand how to protect themselves from risks associated with radicalisation and extremism

Future plans

- 66% said they intend to do more community learning courses
- 11% said they intend to continue in current employment / Self-employment

Benefits of course

- 80% felt that undertaking the course had increased their personal self-confidence
- 84% learners saying they had a new experience
- 80% felt their course has enabled them to make new friends
- 60% said their wellbeing was better

Additional Skill development

- 32% felt they had developed their English skills
- 18% felt they had developed their maths skills
- 21% felt they had developed their digital skills

Recommend course

- 100% would recommend their course to a friend

Appendix 5

Staffordshire Community Learning Service Quality Improvement Plan Update – June 2020

Area for development 2019-20	Performance Data Review R10	Review Comment	Status
Engagement - Further develop and monitor targeted provision through the comms marketing strategy to continue to consistently engage more learners across all areas of the county on Community Learning programmes.		23/3/20 face-to-face delivery ceased following government guidelines in response to COVID19. 3 courses transferred to online remote delivery to complete. Approximately 100 courses planned for online delivery in term 3 delivered by 13 providers. Other providers online delivery not possible due to restrictions beyond control. Identified this will impact on full year engagement figures. Anticipated online enrolments approx 560 to date. Anticipated 3350 for 19-20 compared to 4422 in 18-19.	On track
Attendance - Further develop and implement strategies for increasing/improving attendance through in year monitoring across all sub-contractors; therefore, ensuring learners develop the skills and behaviours that fully prepare them for future learning or employment.	62%	In year data identifying a 10% decrease in attendance in comparison to 18/19. May be due to engagement with more targeted learners and their diverse needs. To be monitored and followed up via Provider Relationship Managers and relevant providers to identify root of issue, data accuracy or attendance issues, feedback in time for R13.	Actions Required

Retention - Ensure in Community Learning, the retention of all learners in 2019/20 is improved with effective strategies in place that lead to an increased proportion of learners remaining on programme and achieving their programme of study, particularly for Direct Delivery IT Programmes.	65% - best case 89%	Current in year data comparable to 18/19. To be monitored and followed up via Provider Relationship Managers and relevant providers. Data check for accuracy, but will include the impact of COVID19 eg breaks in learning and continuing in learning	Actions Required
Teaching and learning - Ensure that all tutors provide sufficiently challenging activities for all learners, particularly for the most able, in order for those learners to remain motivated and engaged in lessons. All tutors to consistently use clear methods of measuring and recording learners' achievement of their individual, negotiated learning goals.		OTL Info: Grade profile 88% good or better. Good monitoring and tracking of challenging outcomes. Online quality assurance process in place to support the transition and to maintain good quality teaching and learning. Graded 'good' so far. Electronic methods of Recognising and Recording Progress and Achievement (RARPA) to be further developed by Provider Quality Manager and Community Learning Manager.	on track
Data - Develop and ensure full utilisation of the new Management Information System which has been invested in, in order to ensure sustainability of the quality of data and support the continually improving performance management arrangements.		Dashboard produced for R10 has informed performance management. Ethnicity filter applied and current earnings to date. Online enrolment process has produced live data. To do: destinations data from J2 research input back into ILR/Yeti, column for most recent full contract value for comparison to	Actions Required

		earnings %, ethnicity filter	
Management of sub-contractors · Continue to set clear action plans for sub-contractors in relation to under-performance and continual improvement of provision and follow up in a timely manner to ensure sub-contractors make improvements timelier.		Difficulty in getting data to complete contract monitoring reports in year and additional barriers caused by COVID19. Recording mechanisms need to be improved and in place for R13.	Actions Required
Achievement · Continue to closely monitor targeted provision and achievement across all groups of learners to ensure enrolments and performance is consistent across all groups and have clear action plans in place address any issues.	81% at best June 2020	2 x subcontractors pass rates to be checked and corrected before R13. To be followed up by Provider Relationship Managers.	Actions Required.
Impact/destinations · Further develop the tracking of the progression and actual destinations of all learners.		Provider Relationship Manager to look at destinations tool. Discuss at engagement event, providers given opportunity to request own data review feedback form question.	On Track
British Values and Prevent · Further develop and embed British values and prevent duty into naturally occurring situations using relatable language that the learners will understand, to raise learners' awareness of the risks of radicalisation and extremism in ways that are appropriate to learners' abilities.		monitoring British Values and Prevent as part of online quality assurance process, no active cases for Prevent in Staffordshire, Community Learning Manager attended S&S Prevent Board June 2020	On Track

<p>June 2020 New item To monitor and support providers where necessary with online delivery in Term 3</p>		<p>13 providers delivering, additional process to approve delivery models focussing on Teaching, Learning and Assessment before delivery commences, online delivery evaluations underway, 1-1 development meetings with providers and teaching staff, CL blogs posts on digital, CPD meetings, sharing good practice via FaceBook closed group, S&E team meeting, Provider Engagement Event planned for early July.</p>	<p>On track</p>
<p>June 2020 New item Teaching and Learning Strategy to be devised and Tutor CPD development plan to be drawn up and implemented</p>		<p>Underway will be ready for start of 2020-21 academic year</p>	<p>On track</p>
<p>Safeguarding - ensure all staff updated through year on arising issues</p>		<p>AD meeting with SCC safeguarding manager to identify COVID-19 specific situations to be aware of with adults, reminders to providers through Update and blog.</p>	<p>On track</p>

Appendix 6

Families First Learner Quotes – online delivery Term 3 Pram to Primary and Simply play 0 – 4 years courses

'Video calls are great, engaging and informative'.

'The course has been absolutely lifesaving, particularly during lockdown. The fact that it is now done remotely is even more convenient and I've been telling Mum and friends about it, we all feel that it should be available/mandatory to all parents and time factored into work places to allow parents to attend these types of courses as they are so important'.

"You have been there for me to learn from, and just to remind me that I am doing a good job as a parent has helped me to be more confident and can't thank you enough." (this parent struggled with the Video link so has been phone calls only, has no access to computer, so emails have not been used, so this has been phone calls and WhatsApp information shared)

'For me during lockdown, the online group has given me some additional purpose to my week, if that makes sense, so instead of Groundhog Day each week Imogen and I have worked towards something. Each topic has provided me with ideas/activities to try and things to consider and think about'.

'I'm enjoying it and like having the activity ideas sent through to complete in your own time. It's also nice having some interaction on WhatsApp and somewhere to go for advice during the lockdown period. It has definitely given me motivation to do activities with all 3 of the kids that I wouldn't normally have done or even thought of. And it is things in the house so you are not having to go out and spend a fortune. I'm getting better at coping with the mess :) it took 5 mins to clean up the last activity'.

"I would personally like to thank you Hayley you've been amazing always go the extra mile". (Learner had no internet and struggled opening forms on their phone so adapted via photo on what's app for learner to access session plans.

"Thank you so much!!! Its lovely to hear your friendly voice each week".

"We have learnt so much and he has really improved in his speech and learning. I would recommend to anyone".

Really good course, learning lots, opening my eyes on how to deal with kids. As a person, virtual learning is better. I don't have to go anywhere to do the course, so am happy to do it this way as I can't cope with groups and being with new people.

Really enjoyed the course, many new ideas, everything is going well – if anything is not working, I use the ideas that Debbie has taught me and they work. I m so happy that I could do this course, even in lock down. Now I like coming home to my children.



Prosperous Staffordshire Select Committee Work Programme 2019/20

Work Programme 2020/21 Prosperous Staffordshire Committee

This document sets out the work programme for the Prosperous Staffordshire Select Committee for 2019/20.

The Prosperous Staffordshire Select Committee is responsible for scrutiny of highways infrastructure and connectivity, flood and water management, education, learning and skills. As such the statutory education co-optees will sit on this committee. The Work Programme is linked to the Vision, Outcomes and Priorities detailed in the Council's Strategic Plan 2018-2022.

We review our work programme at every meeting. Sometimes we change it - if something important comes up during the year that we think we should investigate as a priority. Our work results in recommendations for the County Council and other organisations about how what they do can be improved, for the benefit of the people and communities of Staffordshire.

County Councillor Ian Parry

Chairman of the Prosperous Staffordshire Select Committee

If you would like to know more about our work programme, please get in touch with Mandy Pattinson, Scrutiny and Support Manager, 01785 278502 or by emailing mandy.pattinson@staffordshire.gov.uk

Work Programme 2020/21

Date of meeting	Item	Details	Action/Outcome from meeting
18 June 2020 Teams meeting	Covid-19 effects on Further Education Cabinet Member: Philip White Lead Officers: Anthony Baines	FE Principle invited	
	Economic Recovery, Renewal and Transformation Strategy Cabinet Member: Mark Winnington/Philip White Lead Officers: Darryl Eyres	LEP Chairman invited	
24 July 2020 Teams meeting	Community Learning Service – Outcomes from Investment Cabinet Member: Philip White Lead Officers: Amanda Darlington		
	Covid-19 school update Cabinet Member: Philip White Lead Officer: Tim Moss	Verbal report – School heads invited to attend	
17 September 2020	Staffordshire Air Quality Cabinet Member: Helen Fisher Lead Officer: Clive Thomson/Louise Clayton /Nick Dawson	Pre decision scrutiny. Subject to Gov. approval of Business case	
	Performance of the Highways Contract to include PFI Street Lighting (new item) and pot hole repair. Highways Infrastructure Asset Management Plan Cabinet Member: Helen Fisher Lead Officer: James Bailey	Six month update plus information on pot hole repairs	
	Economic Recovery, Renewal and Transformation- quarterly update. Cabinet Member: Mark Winnington/Philip White Lead Officers: Darryl Eyres	Requested at triangulation meeting 15 July 2020.	
12 November 2020	Delivering Housing in Staffordshire Cabinet Member: Mark Winnington/Mark Deaville Lead Officer: Anthony Hodge/ Mark	Aspire Housing and Homes England	

	Parkinson/Matthew Shufflebotham Household Waste Contract Cabinet Member: Mark Deaville Lead Officer: Clive Thomson	Pre decision scrutiny.	
15 January 2021			
26 February 2021	HS2 update – impact on Staffordshire. Cabinet Member: Mark Winnington Lead Officers: Darryl Eyres		
15 April 2021			
Additional Items for Discussion			
Briefing note requested	Superfast Broadband Cabinet Member: Mark Winnington Lead Officer: Anthony Hodge/Paul Chatwin		Briefing note with reference to map that Members can access that details coverage.
To be advised	Entrust - Progress Cabinet Member: Mark Deaville Lead Officer: Ian Turner	Initial contract runs from 1.8.19 – 31.7.20, with option to extend for a further 3 years. Update on contract; contract performance. Impact of change in local authority expectations.	
To be advised	Local Industrial Strategy/Strategic Infrastruxture Plan Cabinet Member: Mark Winnington Lead Officer: Anthony Hodge/Mark Parkinson	Item agreed at the Triangulation Meeting on 30 October 2019.	
To be advised	LCWIP (cycling and walking) – link to the active travel/sustainable travel to school. Cabinet Member: Helen Fisher/Philip White Lead Officer: Clive Thomson/Louise Clayton /Nick Dawson	Requested at triangulation meeting 15 July 2020.	
To be advised	Live Labs. Cabinet Member: Helen Fisher Lead Officer: Darryol Eyres	Requested at triangulation meeting 15 July 2020.	Pre decision scrutiny
To be advised	Appretishop funding/ Decentralisation	Requested at triangulation	

	Cabinet Member: Philip White Lead Officers: Anthony Baines	meeting 15 July 2020.	
To be advised	Digital Strategy/ Roll out of infastructure (separate items) Cabinet Member: Mark Winnington Lead Officer: Anthony Hodge/Paul Chatwin	Requested at triangulation meeting 15 July 2020.	

Working Groups

SEND Working Group Cabinet Member: Mark Sutton Lead Officer: Tim Moss	Next meeting 27 July 2020	Three representatives of the Committee will participate in a Working Group to consider the Joint local area SEND inspection in Staffordshire and draft action plan. The Group has met on 29.3.19. and 21.6.19. Details of dates of meetings of South Staffs Hubs have been sent to Members of the Working Group and they have been advised to attend.	
Community Transport and the Supported Bus Network Cabinet Member: Mark Deaville Lead Officer: Clive Thomson	An Inquiry Day is to be held in April 2020.	The Committee agreed to monitor the impact of the removal of bus subsidies going forward. The Leader of the Opposition also requested that a report come back to the Committee on benchmarking with other local authorities. To include issues in respect of public transport and changes to the Your Staffordshire Card Scheme..	
How Well are Small and Medium Sized Businesses Supported? Cabinet Member: Philip White Officer: Anthony Baines	An Inquiry Day is to be held.	Agreed at the Triangulation Meeting on 30 October 2019. Discussed at Triangulation meeting 15 July 2020.	Director and Scrutiny Support ot draft a scope

Ian Parry (Chairman)
Tina Clements (Vice Chairman)
Keith Flunder
Syed Hussain
Julia Jessel
Ian Lawson
Kyle Robinson
David Smith
Simon Tagg
Bernard Williams
Mike Deakin (Co-optee)
Rev. Preb. Michael Metcalf (Co-optee)
Jessica Shulman (Co-optee)

Street, Stafford ST16 2LH

18 June 2020
24 July 2020
17 September 2020
12 November 2020
15 January 2021
26 February 2021
15 April 2021

