

Staffordshire County Council Skills and Employability

Community Learning Self- Assessment Report 2021-22

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Introduction

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. The Community Learning Strategy and Commissioning Plan¹ identifies the needs across our County and sets out our aim to provide a range of formal and informal learning opportunities for Staffordshire residents to support them to gain the skills they need to progress in the world of work and give their children the best start in life. In particular, the Service 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.

The purpose of Community Learning is to deliver learning that:

- develops the skills, confidence, motivation, and resilience of adults of different ages and backgrounds
- supports individuals to progress towards formal learning or employment
- supports individuals to improve their health and well-being, including mental health
- develops stronger communities

Staffordshire County Council's Community Learning Service is funded by a £1.6m allocation from the Education and Skills Funding Agency's (ESFA) Adult Education Budget and is responsible for the delivery of the provision as the Lead Provider. The provision is partly delivered by the Direct Delivery Unit, with the majority of provision sub-contracted to 20 local learning providers - schools, colleges, third sector organisations and local community groups - who deliver a range of learning opportunities for adults, families, and communities in local venues and online across Staffordshire.

During the year 2021-22 Staffordshire Community Learning contracted provision via the following organisations:

¹ [CL and Commissioning Strategy 2019-2023 v2 21-22 \(003\).pdf](#)

| Community Learning Framework (2019-23) | Community Learning Trust Responsiveness Fund and Wider Family Learning for School grants |
|---|---|
| Acorn Training | Bright Beginnings Family Hub CIC |
| Chase Aqua Rural Enterprise CIC | Dyslexia Association of Staffordshire Ltd |
| Community Forest Services Ltd | Fox Training Solutions Ltd |
| Families First | Gartmore Riding School |
| Growing Rural Enterprise | Liberty Jamboree |
| Staffordshire Care Farming Development CIC | Pulse for Music Staffordshire CIC |
| Upper Moreton Rural Activities CIC | Staffordshire Libraries and Arts |
| Walsall College | Staffordshire Venture Ltd |
| | West Chads Moor Family Centre |
| | Chase Terrace Academy |
| | Crackley Bank Primary School |
| | Two Gates Community Primary School |

Community Learning provision and Adult Skills Provision

Community Learning Framework 2019-23 sub-contracted providers delivered courses in the following Community Learning Curriculum areas:

| Curriculum area | Intent |
|-------------------------------|---|
| Digital Skills | Courses to increase learners' confidence with basic digital skills for work or life |
| Employability | Courses to move learners closer to the job market through vocational learning or personal development, English and maths |
| Family Learning | Courses to support parents to give their children the best start in life and allow adults and children to learn together |
| Leisure, Health and Wellbeing | Courses to support learners' wellbeing through learning a new skill |
| STEM | Courses in vocational areas of Science, Technology, Engineering and Maths |
| Supported Learning | Courses in a wide range of subjects designed for learners with more bespoke needs, for example learning difficulties, or disabilities and long-term mental ill health |

Community Learning Trust Responsiveness providers delivered smaller amounts of provision, with courses generally aligned to the Family Learning or Supported Learning curriculum areas. These providers are organisations who have identified a learning need amongst their users and apply for funding to provide this.

The Wider Family Learning Grants for Schools providers were schools who delivered smaller amounts of Family Learning in their school communities, again according to local needs assessment.

In addition, the Direct Delivery Unit delivered Community Learning non-accredited Digital Skills and Adult Skills accredited provision consisting of Essential Digital Skills Qualification and English for Speakers of Other Languages (ESOL) up to Level 1.

Our identified target learners were:

- Adults living in the eight Staffordshire Districts – Stafford, South Staffordshire, East Staffordshire, Staffordshire Moorlands, Tamworth, Cannock, Newcastle and Lichfield
- 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
- Learners residing in the Staffordshire districts with the greatest concentrations of
- deprivation, worklessness and economic inactivity
- Adults on low income (below £17,374.50 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)

Learning took place at community venues around the county including Care farms, training centres, family centres, libraries and schools as well as some courses fully delivered online.

Background

The start of the academic year 2021-22 was still very much impacted by the Covid pandemic, with schools having re-opened in March 2021, but restrictions on public mixing indoors and outdoors in place until later in the summer of 2021. “Plan B” was implemented in the winter of 2021-22 due to the Omicron variant, which saw high levels of transmission, and compulsory facemasks and Covid passes being introduced. This impacted on the confidence of residents to return to face-to-face venues for learning, and clearly on learners’ health. From February 2022, however, Covid measures were lifted with free mass testing

ending in April 2022. Whilst the virus was still circulating the situation was becoming normalised, although there remained concern about longer-term impacts on physical health due to long-Covid, and on mental health.

In terms of employment and the economy, at the start of the period the Universal Credit claimant rate was above 4% and national furlough and job retention schemes were still in operation. Local support such as Staffordshire Means Back to Business and national schemes such as the government Plan for Jobs continued to operate through this period. By July 2022, the Universal Credit claimant rate stood at 2.7% of the working age population, compared to 4.8% regionally and 3.8% nationally. The end of the year saw the inflation rate rising and the “cost-of-living crisis” have an increasing impact on residents and businesses. Meanwhile, long-term declines in unemployment and record job vacancies led to an incredibly tight labour market with employers finding it difficult to recruit the labour and skills that they require to grow².

Quality Assurance and Governance

The Community Learning Specification³ describes the services to be delivered and contains guidance for sub-contracted providers and the Direct Delivery Unit on contractual requirements and operational procedures. It also includes a Quality and Performance Framework, which describes how the quality and performance of the service is monitored and assured, including the standards we are aiming for, and how we report to the Skills and Employability Senior Management Team, and via the Economy, Infrastructure and Skills Business Plan.

A small proportion of learners are enrolled on courses leading to externally accredited qualifications in ESOL and Essential Digital Skills; these courses are subject to internal and external quality assurance processes. The majority of learners are enrolled on non-accredited Community Learning courses where tutors use a process of Recording and Recognising Progress and Achievement (RARPA). This process is audited by Community Learning to assure standards of achievement across all provision.

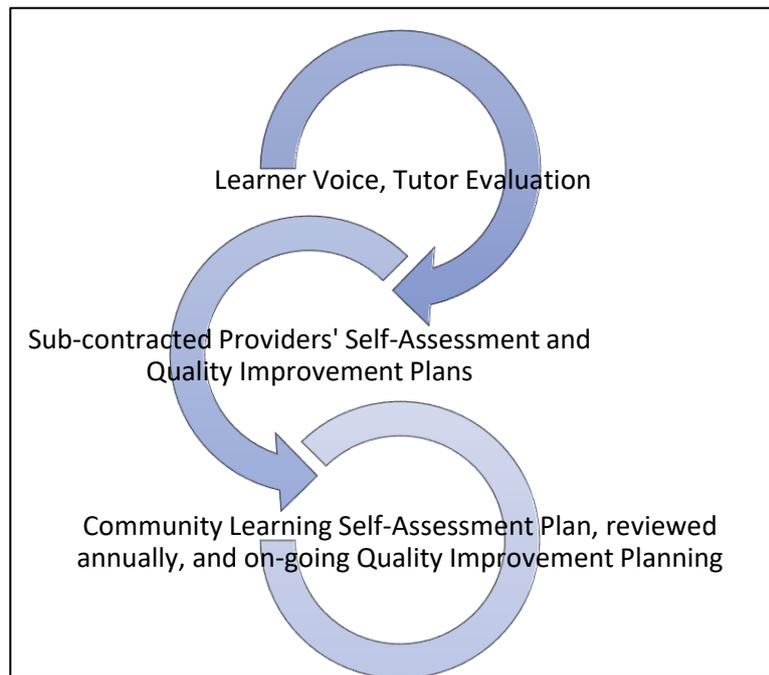
Self-assessment methodology

This Self-Assessment Report is part of an on-going cycle of quality improvement, which includes input from stakeholders to form an overall evaluation of the Service against our stated strategy and curriculum intent. We use focus groups and feedback from learners, tutors and providers, as well as data on participation, attendance, achievement and outcomes to complete this evaluation and identify the key strengths and areas for development for our Service. We are presenting this evaluation to the Prosperous Overview and Scrutiny Committee for consideration and further challenge to ensure that we are addressing the key priorities of the Staffordshire County Council’s Strategic Plan.

² [Economic Bulletin issue 25 - August 2022 \(staffordshire.gov.uk\)](https://www.staffordshire.gov.uk/economic-bulletin-25-august-2022)

³ [Community Learning Specification 2021-22.pdf](#)

Self-Assessment Process:



The Service was last inspected by Ofsted in February 2017 and received a “good” rating. The next steps for continued improvement at the time were as follows:

Leaders and those responsible for governance should ensure that:

- The quality of teaching and learning continues to improve by ensuring that:
 - All learners receive clear and relevant individualised targets which should be regularly monitored, so that they have a better understanding of their progress and achievement.
 - Teachers provide sufficiently challenging activities for the most able learners in their classes, so that these learners continue to remain engaged and motivated to learn.
- Managers take swift actions to tackle the lower achievement on a small number of courses leading to a qualification and for apprentices taking external tests in mathematics and information and communication technology.
- Managers provide any subcontractor identified as causing concern in relation to their quality of provision with clear guidance about what they need to do to improve.

Summary

Overall judgements

| Area | Judgement |
|----------------------------------|------------------|
| Overall Effectiveness | 2 |
| Safeguarding | Effective |
| | |
| Quality of Education | 2 |
| Behaviour and Attitudes | 2 |
| Personal Development | 2 |
| Leadership and Management | 2 |

Key strengths

1. Leadership and management is strong with excellent partnership working and very effective management of sub-contracted providers, leading to effective implementation of our strategy and clear contribution to the County Council's strategic objectives.
2. Through effective partnerships we engage our target learners: just over half have low qualifications, and 50% live in identified priority wards.
3. Our courses are delivered by well-qualified tutors with high levels of subject expertise, using excellent resources and specialist facilities at accessible community venues.
4. Tutors benefit from excellent support for their professional development.
5. Support for individual learners' needs is excellent.
6. Most learners benefit from very effective, and sometimes excellent, RARPA practice, and well-sequenced courses with good use of pedagogical strategies to embed learning, including the use of digital tools.
7. The majority of learners have good attendance and benefit from peer support in their groups.
8. Learners develop wider personal skills through opportunities during their course, including enhancing digital skills, and including opportunities for volunteering, and engagement in their community.
9. Learners report very high levels of satisfaction with their learning experience, including significant benefits for their wellbeing.
10. Safeguarding policy and practice is effective.

Key areas for development

1. We need to take steps to maximise funding, ensuring that the contract is feasible for sub-contractors, and that the full curriculum offer attracts our

target learners, whilst ensuring our learners are representative of the demographics of Staffordshire and of our target learners.

2. Aspects of RARPA in a minority of courses need development, to support learner reflection on the progress of their skills, and fully recognise their personal development to raise aspirations.
3. We need to make clearer progression routes for learners to support their progression towards work, including clearer links with Further Education providers and employers to raise aspirations.
4. We need to implement a further range of improvements in the Quality of Education in Digital skills, Employability, and Adult Skills courses to ensure existing good practice is consistent throughout:
 - ensure courses are planned to address all learners' long-term goals and motivations for joining
 - ensure that all learners starting points are accurately assessed so that the appropriately challenging learning goals can be agreed between tutor and learner, particularly in ESOL.
 - ensure barriers to attendance are addressed effectively for all learners
 - ensure that management of these curriculum areas is effective so that the identified improvements can be addressed, and embedded consistently.

Safeguarding

Effective policy and procedures are in place to ensure safe learning and recruitment practices.

All tutors and staff are subject to DBS checks every 3 years and required to update their Safeguarding and Prevent Duty training every 2 years and read the UK government's *Keeping Children Safe in Education Part 1* update annually. Senior managers take the role of Designated Safeguarding Lead (DSL) and Deputy DSL and are well qualified in Safeguarding at Level 4. They work effectively with local partners, for example with the Staffordshire Safeguarding Children Board, and Staffordshire Prevent Board, and communicate key message through termly Safeguarding and Prevent Updates to providers. Key updates are also given to tutors at Briefing sessions at the start of the academic year and in monthly Provider Updates.

The DSL and deputy respond appropriately and promptly to concerns raised, maintain accurate records and a Safeguarding and Prevent Action Plan through the year to monitor progress on emerging issues. Safeguarding is reported via Performance Briefings to the Director of EIS and Deputy Leader of the Council. Safeguarding is also reported at monthly Strategic Manager Meetings.

Learners have an appropriate understanding of safeguarding in most cases, thanks to information they receive from tutors at induction and throughout the courses.

Tutors follow clear guidelines about Safeguarding, Prevent Duty and Health and Safety to introduce these concepts at induction and continue to discuss them through delivery of courses. For example, in some practical courses, learners are involved in devising risk assessments for the learning activities.

Nearly all learners (99.3%) state that they feel safe in the learning environment, the same proportion as in 2020-21. The very few individuals not feeling safe were more likely to be learners with mental ill health or learning difficulties, and experiencing low confidence or anxiety.

97.9% of respondents knew what to do if they did not feel safe, (98.3% in 2020-21) with no differences for different ethnic backgrounds in this response. Learner feedback results show that 96.1% said they were informed how to protect themselves from risks associated with radicalisation and extremism, up from 95.7% in 2020-21. In 2020-21, learners from ethnicity backgrounds other than white British were less likely to say they were informed (94%) but this has been addressed and this year these learners are slightly more likely (97%) to be informed. However, the difference in curriculum areas persists with only 89% of learners in digital feeling informed about radicalisation or knowing what to do if they did not feel safe.

- **Area for Development 4: Teaching and Learning Practice in the Digital Curriculum area needs to be improved to address this thoroughly.**

Through strong partnership working, providers are able to identify existing safeguarding concerns with individual learners at pre-enrolment or initial assessment stages and ensure that appropriate support is in place for vulnerable learners. The impact is that many vulnerable learners are not escalated to causes of concern because their needs are being addressed.

Some Family Learning provision has a particularly strong role in safeguarding. As well as being targeted at learners who have not engaged in learning for some time or have low levels of qualifications or who have low confidence and self-esteem, Families First provision receives a proportion of their learners as referrals from Early Help and tier 2-4 family support services across Staffordshire. The courses aim to develop parents' understanding of child development and positive parenting models, and the impact of these courses is particularly strong. In some cases, the evidence from the tutor of the learners' progress is used in court to support the children to be placed back in the care of their parents.

Quality of Education

Intent and Impact

Community Learning provides good leadership in the creation of the curriculum, to address local needs and prepare learners for their next steps.

Clear Community Learning Strategy, Commissioning Plan and Service Specification documents fully explain the intent of the curriculum offer, linking to local and national priorities, and set out the Quality Monitoring arrangements that hold managers to account for this. The curriculum areas are clearly designed to address the strategic objectives of the County Council where they are relevant to the objectives of the ESFA funding for Community Learning.

| SCC objectives | Community Learning objectives |
|--|--|
| Be able to access more good jobs and feel the benefit of economic growth | Support individuals to progress towards formal learning or employment |
| Be healthier and more independent | Support individuals to improve their health and well-being, including mental health |
| Feel safer, happier and more supported in and by their community | Develops the skills, confidence, motivation, and resilience of adults of different ages and backgrounds. Develop stronger communities |

The Community Learning Specification lays out clear expectations of the delivery of each of the Curriculum Areas and Adult Skills accredited programmes and offers effective support to providers to ensure that courses are well planned and sequenced, and that the aims and learning outcomes are clear.

A description of each curriculum area set out expectations of the aims of the courses, initial assessment, delivery methods, and progression routes, and Community Learning quality staff offer support and guidance to ensure that these expectations are met through quality monitoring and assurance activities, as well as continuous professional development and sharing of good practice.

The impact of these clear expectations is that, in Community Learning, learners complete their courses and achieve their course aims exceptionally well. In Adult Skills, although learners pass their assessments, too many learners leave before the end of the course which impacts on overall achievement.

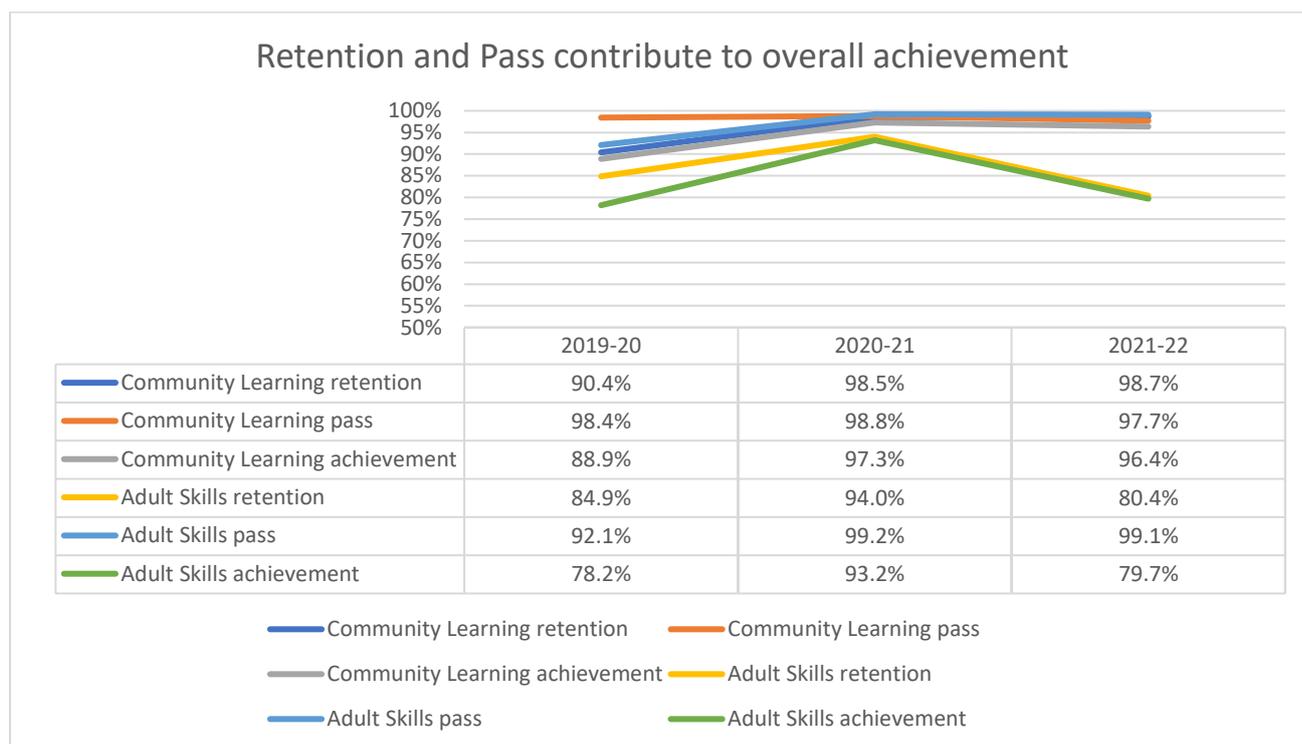
In Community Learning the overall achievement rate is 96%, above the KPI target of 94%. All Curriculum Areas reached the target except Digital (192 enrolments) which was significantly below target at 86%.

Whilst the overall achievement rate for Adult Skills ESOL is 80%, when we exclude the pre-entry learners from this the achievement rate is 85%, which is anticipated to be broadly in line with the national achievement rate for these qualifications (% available in March 2023). In some cases, early withdrawal from learning is because learners have had to take on caring responsibilities, or because of illness, or have gained employment. However, there still needs to be improvement in quality of education in this area, and better identification of barriers to learners' attendance and strategies to address these. For example, levels of retention in the previous academic year, when more teaching was

online were much higher at 93% compared to 80% in this academic year, for both pre-entry, and entry 1-3 and level 1 courses, so developing a more consistent blended model is important.

This has disproportionately affected learners from ethnic minority backgrounds.

The Adult Skills achievement rate for Essential Digital Skills is at 80%, compared to the national achievement rate of 65% (2020-21) (Updated % available in March 23).



Apart from completion and achievement of the course, learners benefit from significant wider impacts of learning in the vast majority of Community Learning and Adult Skills provision.

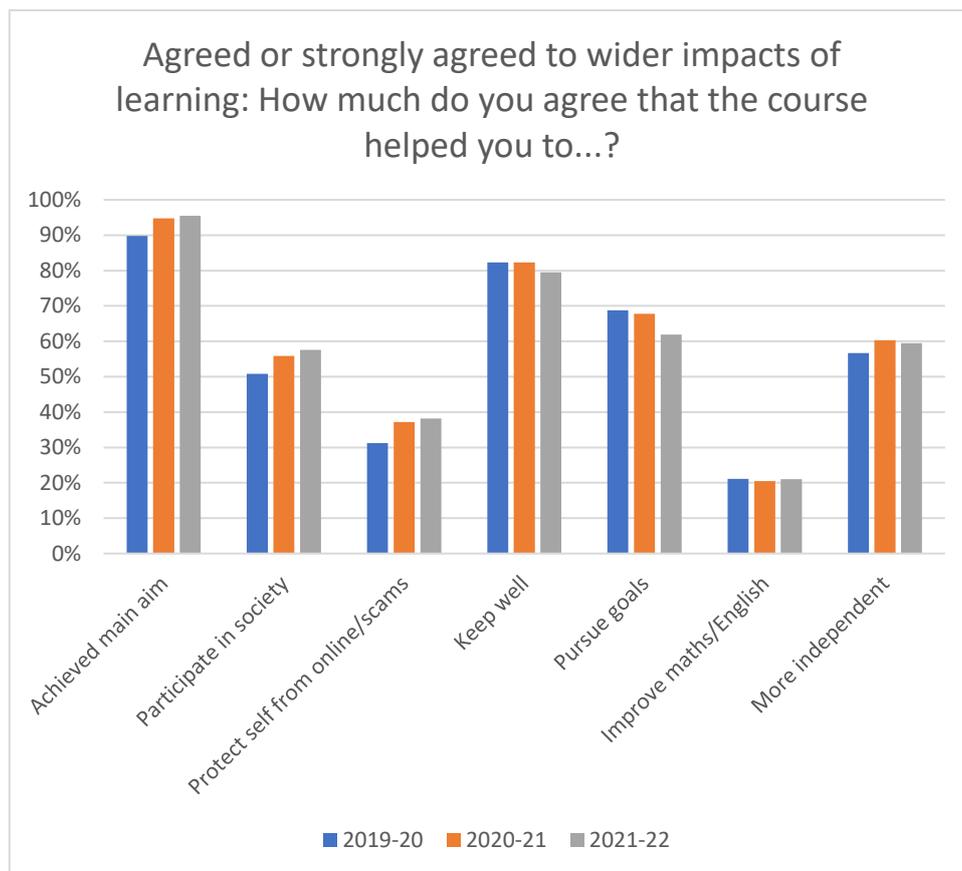
Tutors plan courses which are effective in delivering the intent of the curriculum areas, with many courses planned to deliver a range of wider benefits which support learners’ confidence, wellbeing and employability. Again, learner feedback evidences that this planning is effective with 67% reporting their wellbeing is better, 64% that they feel more positive about the future, 39% saying they have improved their digital skills, and 26% that they have developed skills and confidence to get a new job.

When surveyed by telephone during the autumn following the academic year, 95.5% of learners report they achieved the principal motivation or reason for attending the course. However, in Digital Skills this figure dropped to 77%. More work needs to be done to capture these learners’ reasons for learning and adapting the courses to ensure these needs are met.

Across all provision, the most common reasons for joining cited during telephone interviews were to support family (29%), to pursue a hobby or interest (20.6%), or to benefit health and wellbeing (13.1%). Health and wellbeing is a motivation

for people to join courses in Employability, STEM, Supported Learning as well as in the Leisure Health and Wellbeing curriculum area; very often for these learners who also have high levels of mental ill-health the course is the first step in a long journey to raise their aspirations to work. The need for this type of provision is likely to increase given economic inactivity rates in 2022 and following on from the Covid pandemic.

Analysis of the responses about the wider impacts of learning indicates again that the impact matches our intent to support learners’ health, wellbeing, independence, and resilience.



Learners are well prepared for their next steps because providers deliver effective information and advice to learners throughout the courses, record this using individual learning plans, with offer good support for learners to help them access their next steps.

The Service maintained its matrix accreditation during 2021-22, and tutors and sub-contracted providers effectively support learners to understand what they can do next. The Learner Handbook contains links to the National Careers Service and Individual Learning Plans recognise learners progress and achievement and usually record discussions about next steps into volunteering or further learning. In many cases, providers are pro-active in supporting learners to find out about other courses or employment opportunities, for

example by having guest speakers from different work sectors. In the end of course survey, 99% of learners overall say that their tutor helped them to understand what to do next, although this is slightly lower in the Digital curriculum area (96%).

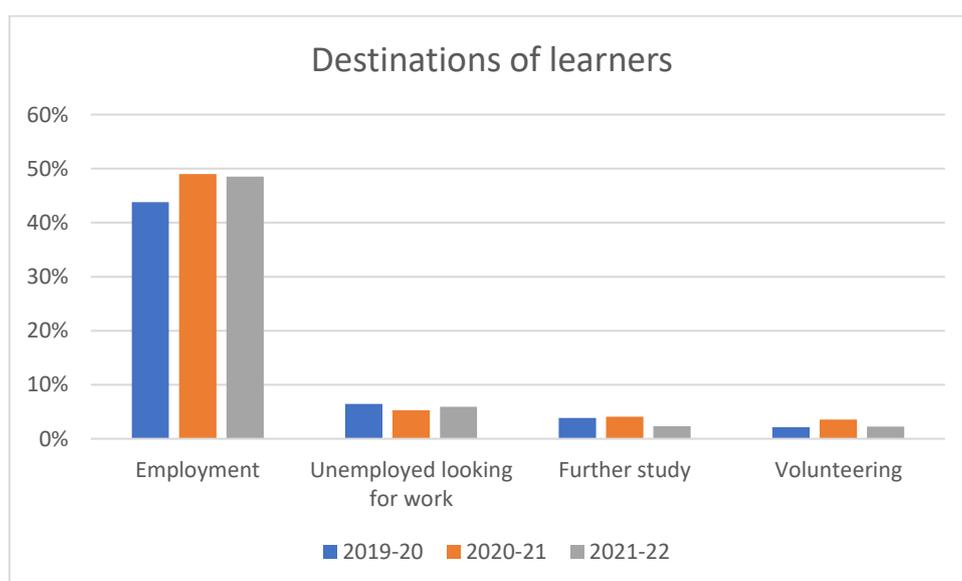
In the 'end of course learner feedback survey' just over two-thirds of learners said they wanted to continue with another Community Learning course, and in fact learners on average enrolled on 1.5 courses, with 25% of individuals attending 2 or more courses in-year. Where learners complete more than one course within the year, this is usually as a progression in terms of level or skill, for example from ESOL Entry 1 Reading to Entry 1 Writing, or to Entry 2 skills; or it is progression from bespoke provision in Supported Learning onto more general courses with a vocational aim, for example STEM or self-employment courses.

Just over 14% of learners in 2021-22 had completed a Community Learning course in the previous year and returned for more learning. Following the end of the year, in the telephone survey just 2.33% of learners (27 individuals) reported that they were now in an apprenticeship, higher education or in full or part-time education.

- **Area for Development 2: Better recognition of the progress learners have made in their personal development will help to raise learners' aspirations further.**

Almost half of all learners were employed at the start of their course and remain so following the course.

Of those learners who were unemployed and looking for work at the start of the courses, 30% had progressed into work when surveyed in November 2022, with a further 5.3% into volunteering positions and 4.6% into further learning.



Chase Aqua Rural Enterprise self-assessment report highlights the following positive destinations for learners: *Learner X has returned to support employability course as peer mentor to reinforce value of course and change that can be achieved, several learners have been discharged from Community Mental Health Team and Midlands Partnership Foundation Trust [MPFT] and many have made lifestyle changes re. healthy living/lifestyles including having gained enough confidence to apply for provisional driving licence.*

Community Forest Service learner feedback: *Just wanted to say thank you so much for the course and the experience. After a difficult couple of years, it really helped me regain my confidence and see a way forward. I am planning to enrol at Rodbaston and also hope to work with Staffordshire Wildlife Trust, I have an interview tomorrow ...* The learner was successful at interview and secured employment as a Visitor Services Assistant.

Implementation

The impacts reported above have been achieved because leaders and managers have effectively implemented its Strategy, and Teaching, Learning and Assessment Policy through the use of highly experienced sub-contracted providers. This has resulted in:

- **good access (sometimes using transport provided by providers) to community-based venues including inspiring environments for learning such as care farms, as well as through the use of online delivery**
- **highly qualified tutors (48% at level 5 or above) who undertake an exceptional range of CPD to develop their dual professionalisms,**
- **outstanding range of resources and specialist facilities including vocational (woodwork workshops, floristry, animal care) and digital resources to enhance learning (Padlet, Canva, Google Classroom, WhatsApp and other social media closed groups, video, online forms)**

In April 2022, Staffordshire County Council's Community Learning was shortlisted for the national Building Brighter Futures award organised by the National Campaign for Learning, in recognition of how the service has innovated, adapted, and delivered family learning over the past year. The award celebrated activities that helped families during and after lockdown and supported health and wellbeing. The nomination acknowledges how Staffordshire Community Learning is using imaginative, innovative, and inclusive ways to deliver learning opportunities which help families in their communities.

Quality Improvement Plans and class visit reports evidence effective sharing of good practice either through sub-contracted providers developing informal

relationships and sharing good practice between themselves, or as a result of input from the Teaching and Learning Advisors, through formal CPD sessions, blog posts or 1-1 professional dialogue with providers and tutors. For example, effective questioning strategies were shared at a session in term 3 and immediately implemented by providers who feedback how the strategies had improved learners' reflection on their own learning. The use of Sway as a digital tool was introduced via a CPD session focussing on embedding English and maths – and one provider went on to use this with learners to embed digital skills in wellbeing courses.

The most frequent key strengths as measured during class visits and observations of teaching and learning included:

1. excellent tutor subject knowledge and expertise
2. very good learner engagement in session with individual learners well supported by staff
3. learning is well sequenced to build on existing knowledge
4. robust RARPA practice, particularly in STEM, Supported Learning and Family Learning, with approaches varied to suit the needs of the learners and delivery methods.

In the largest curriculum areas of Supported Learning and Family Learning for example, tutors use Individual Learning Plans effectively to document formative feedback to learners including refining and building on individual's targets as they work through the course. Tutors provide work that learners can engage with at different levels, for example through offering a selection of resources/activities with colour coding so learners can work at a level that will challenge them at an appropriate level, and according to their needs. Group learning is often supplemented with tutorial style feedback opportunities.

Tutors are highly attentive to learners' individual needs in the majority of courses, thanks to effective initial assessment, and are able to adapt their courses accordingly. For example, using learners' interests to choose course topics or resources, and providing support by employing additional members of staff. Learners on courses delivered by Pulse for Music, Staffordshire Venture and Liberty Jamboree use adaptive technology to enhance their learning and allow them to fully participate. Tutors are receptive to learners' mental health needs and adapt sessions to accommodate for example, when a learner is suffering from high levels of anxiety, alternative approaches are offered.

The most frequent areas for improvement as measured through class visits and observations were:

1. Communicating learning outcomes clearly to learners to support their understanding of their progress
2. Embedding of English, maths and digital
3. Starting sessions purposefully and on time

Continual Professional Development sessions were held during the year on areas 1 and 2, and providers' Quality Improvement Plans indicate that they continue to focus on all 3 areas for improvement, wherever relevant.

In some Digital courses and Adult Skills ESOL courses, learners are not adequately challenged through the effective use of initial and diagnostic assessment and personalised learning goals. In some Digital sessions, learning outcomes are not SMART, and too many learners don't recall their learning independently. 77% of learners on Digital courses responding to the telephone survey say they achieved their main reason for joining a digital course, compared to over 93% in all other curriculum areas.

Overall observations of Teaching and Learning

Teaching and Learning is good or better in the vast majority of sessions observed, particularly in Community Learning and CLT provision where 43% of sessions seen were outstanding. However, in Adult Skills the teaching and learning observed required improvement.

| Provision type/ Curriculum Area | Percentages | | | | | Total number of tutors observed |
|---|--------------|--------------|--------------|--------------|-------------|--|
| | Grade | | | | | |
| | > 2 | 1 | 2 | 3 | 4 | |
| Adult Skills | 33% | 0% | 33% | 67% | 0% | 3 |
| Leisure, Health and Wellbeing | 100% | 100% | 0% | 0% | 0% | 1 |
| Supported Learning | 88% | 25% | 63% | 0% | 13% | 8 |
| Family Learning | 100% | 50% | 50% | 0% | 0% | 2 |
| STEM | 100% | 100% | 0% | 0% | 0% | 2 |
| Digital Skills | 100% | 0% | 100% | 0% | 0% | 3 |
| Employability | 0% | 0% | 0% | 0% | 0% | 0 |
| Community Learning Responsiveness Fund | 86% | 43% | 43% | 14% | 0% | 7 |
| CL Total | 91% | 39% | 52% | 4% | 4% | 23 |
| Grand Total | 84.6% | 34.6% | 50.0% | 11.5% | 3.8% | 26 |

Following the observations, tutors agreed action plans with their observer and manager on areas for improvement that are required, and suggested areas for further development.

- **Area for Development 2: Aspects of RARPA in a minority of courses need development, to support tracking and learner reflection on the progress of their skills, including wider skills and personal development towards long-term goals.**
- **Area for Development 4: The quality of education in Adult Skills and the Digital curriculum area needs to improve so that it is more responsive to all learners' needs and supports them to gain confidence and independence.**

Behaviour and Attitudes

Learners display extremely positive behaviour and attitudes towards their learning across all provision. Evidence from class visits and observations witnesses that learners participate well, they gain confidence to ask questions, and they support each other. Learners are enthusiastic and motivated and in the best examples are able to take control of their learning, making active choices about how to learn. They celebrate their achievements together, for example, through presentations of practical work.

Overall, 98.8% of learners feedback at the end of their learning that they have enjoyed the course, and close to 100% said that the tutor ensured that all learners showed respect for other ideas and views.

Learners had the opportunity to contribute to focus groups and other learner voice activity organised at their provider. For example, at Upper Moreton Rural Activities CIC staff have provided a suggestion box for learners to use. One of the key messages of the focus groups was that learners felt accepted and valued in their learning environments, regardless of their perceived ability or identity/difference. As well as specific subject-related skills, they very frequently reported that the key benefits of the course had been in increasing their confidence and motivation, and reducing anxiety and isolation.

In the few sessions where teaching and learning is less than good, teachers do not manage the session well enough to ensure all learners are fully engaged at all times. Teaching and Learning Advisors then work with tutors to ensure strategies are put in place to address this, through action planning.

In most cases learners are exceptionally well motivated, ask questions, are keen to learn and share their learning, proud of their achievements.

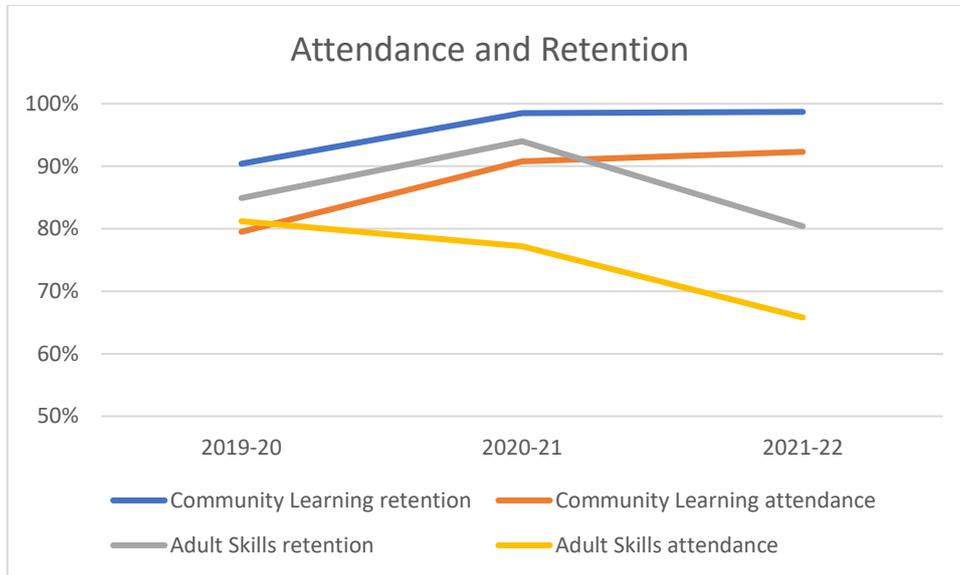
Learners are punctual in most sessions. Where there is a delay to the start of sessions this is mostly caused by:

- unpredictable transport issues where bespoke transport arrangements have been made to increase access to the courses, eg relating to congestion or weather, or
- technical issues in online or digital learning which tutors usually address swiftly.

Overall, the benefits of organised transport and online learning outweigh the occasional logistic issue.

Attendance overall slightly exceeded the 90% target in Community Learning, but was significantly below this in Adult Skills, impacting on the overall headline retention rate. In 2020-21 a significant amount of ESOL was delivered via online learning and although the attendance rate was low at 77.2%, learners were retained. With the return to face-to-face learning in 2021-22, this has not been repeated and a significant number of learners did not complete their course. In many cases, the reasons for this were ill health or related to childcare.

- **Area for Development 4: Barriers to attendance must be identified, and addressed, through strategies such as enhancing learning through digital technologies, for all learners in the Digital, Employability and Adult Skills courses.**



Personal Development

There is strong evidence that the scope of Community Learning courses supports learners to develop a wide range of personal skills including character, employability skills and understanding of life in modern Britain.

In 2021-22, 39% of all learners said they had developed their digital skills, 33% had developed their English skills and 22% had developed maths skills. 39% also say they are more independent, with 26% reporting they have developed skills and confidence to help get a new job. Evidence from the later telephone survey shows that many of these benefits are sustained in the longer term, and support learners' wider communities too. For example, where 95% of learners on Family Learning courses agree to some extent that they feel supported to help other adults' or children's learning, 71% of learners in other curriculum areas also agree.

Many sub-contracted providers plan extensive activities to support learners' personal development. For example, Staffordshire Care Farming and Growing Rural Enterprise plan weekly workshops into their delivery covering topics such as self-care, positive personal image, skills for enterprise and employment and personal development.

A number of providers also support learners to progress into volunteering roles, and invest time and resources to ensure these volunteers are fully supported. For example, Staffordshire Care Farming and Growing Rural Enterprise have a

“Volunteer Passport” scheme, which consists of five modules: Health and Safety, Safeguarding, First Aid, Person Centred Approach and Food Safety. They also complete Safeguarding and Prevent Training. This approach is similar at Chase Aqua Rural Enterprise and Upper Moreton Rural Activities CIC.

Where learners have developed excellent craft skills, they have the opportunity to develop their aspirations for self-employment, for example at Upper Moreton Rural Activities CIC learners create products to sell on Etsy. They can progress from their first wellbeing courses onto a course focussed on setting up a business.

In the best ESOL delivery learners develop skills to communicate with their GP surgery, children’s school, Job Centre staff etc thus impacting on many areas of their life.

Feedback from Direct Delivery Unit tutor: *One of the learners has recently passed his driving test. Another learner told me she went to a Jobcentre interview on her own for the first time because she now feels more confident. This was particularly nice to hear because she was very shy when she joined and hardly spoke a word. Her husband assisted with the majority of her enrolment process.*

In courses for learners with learning difficulties/disabilities at Staffordshire Venture, the tutor plans courses carefully around learners’ interests and with a strong emphasis on developing their functional skills. She sets challenging outcomes, and checks understanding through thorough questioning, which develops learners’ critical thinking skills.

Sustainability is a common theme in many courses, particularly but not limited to those taking place in rural venues. Tutors talk to learners about sustainability as it relates to their subject and context, using recycled and natural materials, reducing waste, and actions that they can take to adopt sustainable lifestyles. For example, the Community Forest Service course, “How on Earth?”, aimed to take families through a variety of themes linked with climate change, introducing fun, creative and innovative activities for families to do together, and ending with each family making a pledge for one change. The courses have helped learners develop independence and resilience to cope and helping them to establish options for the future. For example, as a result of attending the “How on Earth?” course, one learner set up a “pre-loved” shop in her community, to support local people in Tamworth to reuse, recycle and save money. This is an outstanding example of the huge, positive impact our courses have on learners, and their wider communities.

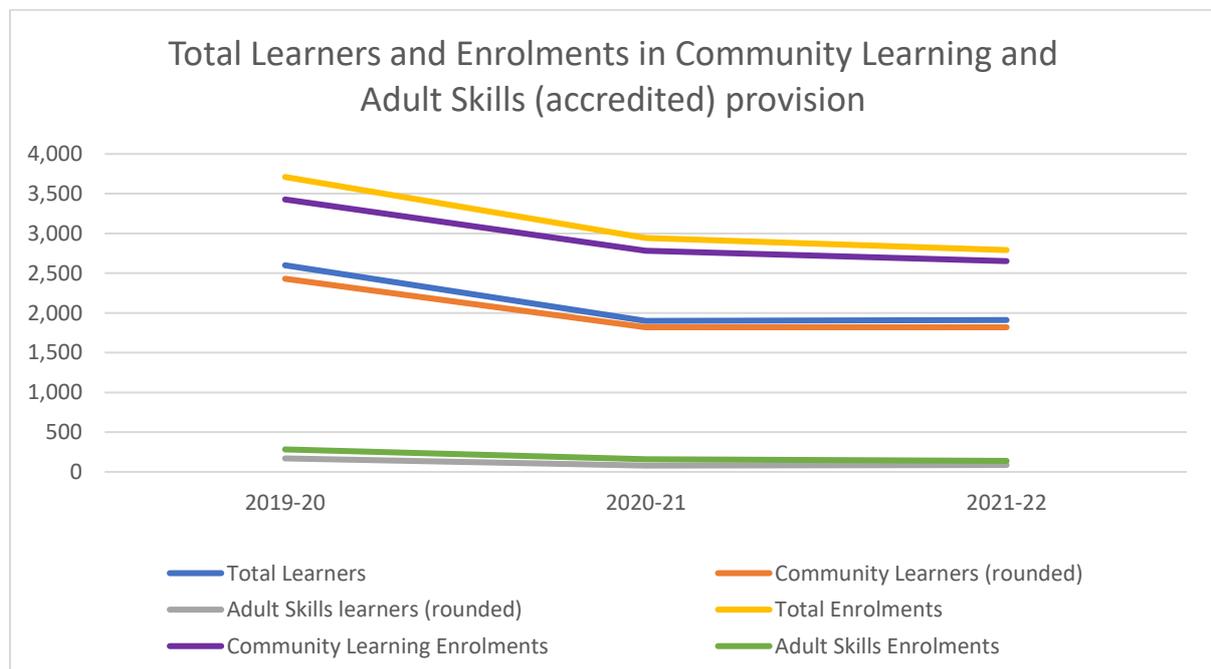
Evidence from observation and class visit reports also indicates that learners are responsible, respectful and actively support each other, showing an awareness of British Values and Equality, Diversity and Inclusion (EDI). At the end of the 2021-22 year, we have plans to build further on this, for example, to refresh tutor’s confidence in EDI, and to include learner voice in the updating of EDI policies.

Whilst we judge personal development of learners in readiness for their next steps to be good overall, we recognise that for many of our learners the journey towards employment is long and difficult given their starting points.

- **Area for Development 3: We want to make clearer progression routes for learners to support their progression towards work, including clearer links with Further Education and employers, to raise learners' aspirations.**

Leadership and Management

Staffordshire Community Learning makes good use of public funding by effectively engaging those who will most benefit from learning as identified by our targets for learner demographics. The decline in numbers seen last year has slowed, and a smaller proportion of enrolments are made by learners who are not resident in Staffordshire districts. We have supported providers to continue to plan a blend of face-to-face and online learning where appropriate, to make the offer accessible, including for those who were still isolating or suffering from anxiety.



| | 2019/20 | 2020/21 | 2021-22 |
|---------------------------------|------------------|------------------|----------------|
| Total Enrolments | 3,711 | 2,943 | 2,791 |
| Out of County | 199 | 110 | 58 |
| Staffordshire Enrolments | 3,512 (94.7%) | 2,833 (96.3%) | 2,733 (98%) |

Approximately 50% of enrolments come from learners who live in the targeted wards (up from 45% in 2020-21), with most providers attracting at least 30% of such enrolments, and many significantly higher. Across the districts Staffordshire Moorlands and South Staffordshire in particular, whilst having lower levels of deprivation, are under-represented in terms of available sub-contractors and participation.

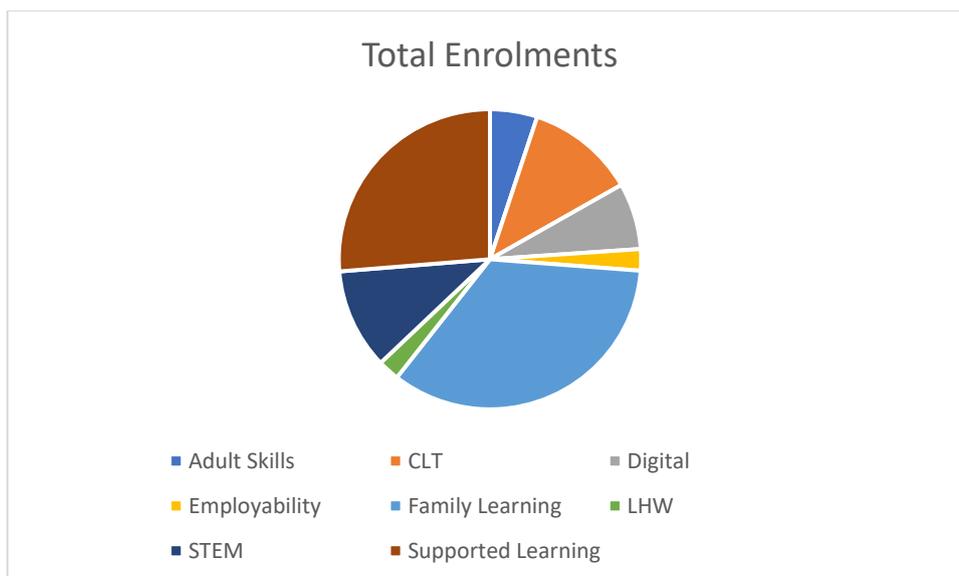
Approximately 55% of enrolments are from learners whose highest qualification is below a level 2, or who do not know what qualifications they have. Adult Skills provision, Digital, and Employability courses in particular attract more learners with low skills levels (99%, 65% and 54% respectively).

Based on data gathered at enrolment, 14% of enrolments were from people who are actively looking for work at the start of their course. 50% were not currently working and not looking/available for work. The biggest contributing factor here is people on Supported Learning courses designed for those with learning difficulties/ disabilities and/or mental ill health.

Approximately 50% of enrolments across all provision are for learners who self-declare they have a learning difficulty/disability including mental ill health. The figure is highest in Supported Learning (91%), STEM (84%), and Employability (70%). These learners may therefore be less ready to start work.

In total 86% of all learners identify themselves as White British, with 1.7% declining to give ethnicity information. This leaves 12.3% of enrolments from learners with other ethnic backgrounds; the number of enrolments from these learners is in line with the proportion of the general population in all districts apart from Newcastle where it is slightly below the expected level. Whilst the Direct Delivery Unit's ESOL courses attract 88.4% of their learners from diverse ethnic backgrounds including refugees and asylum seekers, other curriculum areas attract between 3.5% and 16% of enrolments from learners with other ethnic backgrounds. This means these learners are under-represented in some curriculum areas and we need to do more to ensure learners know about and can and want to access our provision in STEM and Supported Learning.

Funding allocations to sub-contractors are weighted to favour Tamworth and East Staffordshire as priority districts due to the identified need in these areas, and towards curriculum areas of Supported Learning, followed by STEM and Family Learning.



The full allocation of funding from the ESFA was not utilised in 2021-22 (76%). Some sub-contractors on the Community Learning Framework declined to contract in this academic year, meaning we were unable to allocate the full amount of funding. The reasons for this included having limited access to potential learners at this stage in their recovery from Covid, and being unable to sufficiently diversify their provision. A strategic decision was taken not to offer contracts to all providers on the Framework, in order to maintain the quality of delivery. In addition, some providers did not achieve their full contract. In particular, this affected Digital and Employmentability courses where less than a third of the overall funding allocation was achieved, mainly due to low participation where the course offer was less well aligned to local learner needs.

- **Area for Development 1: We need to take steps to maximise funding, ensuring that the contract is feasible for sub-contractors, and that the curriculum offer attracts our target learners, across all demographic groups in Staffordshire.**

Community Learning contributes effectively to Staffordshire County Council’s strategic priorities because the curriculum offer is clearly shaped to respond to local needs through the Community Learning Strategy and Commissioning Plan. As a result, learners report that following the course, they are healthier, have better wellbeing, are more independent, more involved in their communities, and have developed work-related skills.

Well-established partnerships operate at all levels including leaders, managers, teaching staff, subcontractors and their staff. As a LEP member, we contribute to developing the local skills agenda, aligning provision to skills gaps. This results in an effective and well-informed Community Learning strategy.

Leaders and managers encourage providers to use a range of marketing strategies, supported by our online directory and social media channels, and have effective networks of referring partners, in most cases, to recruit learners.

Our sub-contracted providers have built strong partnerships with organisations such as Community Mental Health teams, Bereavement services, NHS social prescribers, drug and alcohol recovery services, organisations that support those who have experienced domestic abuse, Shaw Trust, Job Centre, housing associations and schools. As a consequence, a high proportion of learners are recruited from our target groups and are supported to make positive progression.

In addition, the Community Learning Strategy ensures that providers support learners to become involved in their local communities. For example, providers give learners opportunities through The Friends of Hednesford Park, Forest of Mercia, Transforming the Trent Valley Project, and Sudbury Hall. Learners are able to develop their employability skills through volunteering with these projects as well as contributing to their local community. In February 2022, learners who had attended a Community Forest Services “How on Earth?” course focussing on sustainability opened a “Pre-loved” shop in a retail unit in Tamworth, evidencing the excellent boost to aspirations and transfer to the wider community the benefits of Community Learning.

Staffordshire Community Learning managers have taken a thorough and effective approach to develop their strategy and communicate this to stakeholders, sub-contractors and tutors. Feedback from tutors demonstrates that they clearly understand the purpose of Community Learning, and how their work contributes to the County Council objectives. This is also evidenced in the fact that courses clearly implement the strategy objectives. In a survey of Provider managers, eight out of nine respondents rated the levels of leadership, communication and support from Community Learning as good or better.

Feedback from provider manager: *The high expectations from those leading the Community Learning programme, encourage an environment of progress and innovation. I have been impressed with how leaders have responded to our delivery model and have worked with us to ensure we are giving learners the best experiences possible.*

Regular meetings take place between dedicated Contract Managers and sub-contracted providers to ensure that risks are minimised, that good practice is shared, and improvement plans implemented. Contract managers have the skills and experience to work autonomously, and Senior managers are involved where appropriate to support this process. This has been effective at ensuring continued focus on improvement with the vast majority of sub-contracted providers. Leaders and managers need to continue to use appropriate strategies and interventions to address any inconsistencies.

- **Area for Development 4: ensure that management of all curriculum areas is effective so that the identified improvements in Digital, Employability and Adult Skills can be addressed, and embedded consistently.**

Governance processes are effective in providing challenge through regular reporting, including monthly reporting through the Skills and

Employability Team Meetings and contract tracker, and monthly reporting against the Economy, Infrastructure and Skills Business Plan, quarterly performance reports to senior leaders including the Cabinet member, and the annual reporting and sign-off by the Prosperous County Overview and Scrutiny Committee.

There has been a clear focus on continual Quality Improvement for with senior managers setting effective and challenging targets, including for participation, and Recognising and Recording Progress and Achievement (RARPA) to support positive progression for learners.

The main Quality Improvement Plan mirrors discreet Quality Improvement Plans for each provider which are updated routinely to record progress and discussed at regular contract meetings. This has contributed to the following outcomes:

- Overall levels of participation are similar to 2020-21 with 25% of learners are male
- 39% of ALL learners' feedback that they have improved digital skills, reflecting good practice in Teaching Learning and Assessment delivery across curriculum areas
- 8/10 enrolments on Essential Digital Skills Qualifications were achieved (2 withdrawn).
- More collaborative working has led to better join up between digital strategy and skills support on Digital strategy website
- Closer working with data team has facilitated in-year data audits,
- Pound Plus reported and shared with providers
- Attendance overall remained at just under 90% target, with improvement in Employability, but decrease in Adult Skills and Digital.
- Retention still above target overall, decreases in Adult Skills and Digital.
- Safeguarding practices have been maintained and developed in a timely way in response to situations arising.
- Overall, 96% of learners were informed about how to protect themselves from the risks of radicalisation and extremism.
- 76% of learners reported their wellbeing was improved, also evidenced through learner focus groups.
- 100% of tutors responding to survey agreed or strongly agree that managers are considerate of wellbeing and workload.
- RARPA audits RAG-rated as compliant in all curriculum areas except Digital and Employability.
- 63% of learners responded to destinations survey providing robust data which has been used to update targets for learner progression.
- Regular team meetings have ensured better communication of process and challenge received from governors.

Staff and tutor development is excellent with a wide range of opportunities made available to sub-contracted tutors by Community Learning, and moreover, tutors independently undertake an outstanding array of professional development within their subject area, pedagogy or relating to learner needs. For example: training on vulnerabilities such as

mental ill health, isolation, eating disorders, managing sexualised behaviours, domestic violence; on supporting learners with autism and medical conditions, general First Aid; with partners such as Refugee Action and Support Staffordshire; on subject specific topics such as art and gardening; on increasing participation of males in Family Learning, and through social media; through the European Erasmus Open Mind Project sharing innovative approaches with adult educators from a range of countries; training provided by ESOL publishers and awarding bodies, IT training. It is clear the tutors are exemplary in their own approach to lifelong learning!

The Community Learning Service Continual Professional Development opportunities include sharing good practice via dedicated Teaching and Learning Advisors, who also plan and deliver training sessions on aspects of pedagogy, delivered online or through interactive resources and blogs. Tutors from all main providers, and half of Community Learning Responsiveness Trust providers attended Tutor Briefing sessions at the start of the academic year to share important updates on Safeguarding, digital skills for learners, and other operational updates. There were a further 28 individual attendances at sessions covering RARPA, questioning, and digital skills supported by our Teaching and Learning Advisors, one of whom has achieved Microsoft Innovative Educator status during the year. This has resulted in positive feedback with tutors reporting the success of new techniques for example in learner reflections, and in using SWAY as a tool for learners to present their work.

With a small, dedicated team of Teaching and Learning Advisors informal sharing of good practice is a key tool in continual improvement. In addition, strong peer relationships have developed between providers which is supporting sharing and adaption of good practice. For example, providers have shared and adapted approaches to RARPA using online tools, to learner voice, and taken learners on visits to other providers to support progression.

The impact of this professional development is that courses are led by expert tutors who have the confidence to manage the range of learner needs they meet in practice. Senior managers have implemented a tutor survey and the responses indicate that tutors feel their managers are supportive of their wellbeing. Respondents identified as a strength of the Service that providers feel valued and there is good communication between providers and Community Learning.

Supporting Evidence

Quantitative data

ILR data

Adult Skills

[Adult Funding Claim Report 20220926-175922](#)

Total Adult Skills £39,828: 89 learners, 139 enrolments

Community Learning

[CL Summary of Learners by Non-Single Budget Category Report 20220926-175922](#)

| Category | Total learners ¹ | Enrolments in this funding year ³ |
|---|-----------------------------|--|
| Total Community Learning⁴ | 1820 | 2652 |
| Personal and Community Development Learning | 749 | 1341 |
| Neighbourhood Learning in Deprived Communities | 278 | 354 |
| Wider Family Learning | 838 | 957 |

Community Learning Performance Dashboard

Including all enrolments for learners who reside in the 8 Staffordshire districts and who have attended at least the qualifying period for the course (>25% of non-accredited courses)

Excluded from CL Performance dashboard:

10 learners who were not counted as starts (ie attended less than 25% of GLH)

58 learners living outside the 8 Staffordshire districts

Community Learning Dashboard

Overall participation and achievement, showing attendance, pass and retention rates

Analysis by demographic groups and curriculum area

| | Courses | Learners | Enrolments | Completers | Withdrawn | Achievers | New Learner | Attendance Rate KPI target 90% | Achievement Rate KPI target 94% | Pass Rate KPI target 98% | Retention Rate PI target 96% |
|--|----------------|-----------------|-------------------|-------------------|------------------|------------------|--------------------|---|--|-------------------------------------|---|
| All providers | 312 | 1845 | 2723 | 2637 | 86 | 2602 | 1415 | 89.2% | 95.6% | 98.7% | 96.8% |
| | | | | | | | | | | | |
| Community learning (CL) | 286 | 1765 | 2585 | 2526 | 59 | 2492 | 1361 | 92.3% | 96.4% | 98.7% | 97.7% |
| Adult Skills (AS) | 26 | 88 | 138 | 111 | 27 | 110 | 54 | 65.8% | 79.7% | 99.1% | 80.4% |
| | | | | | | | | | | | |
| CL and AS White British (WHB) | 288 | 1586 | 2341 | 2286 | 55 | 2255 | 1220 | 92.2% | 96.3% | 98.6% | 97.7% |
| CL and AS All ethnic monitory | 155 | 259 | 382 | 351 | 31 | 347 | 195 | 76.1% | 90.8% | 98.9% | 91.9% |

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|----|------|------|-------|-------|--------|-------|
| | | | | | | | | | | | |
| AS All ethnic minority | 23 | 78 | 128 | 103 | 25 | 102 | 47 | 65.3% | 79.7% | 99.0% | 80.5% |
| AS WHB | 5 | 10 | 10 | 8 | 2 | 8 | 7 | 74.9% | 80.0% | 100.0% | 80.0% |
| CL All minority ethnic | 132 | 183 | 254 | 248 | 6 | 245 | 148 | 91.9% | 96.5% | 98.8% | 97.6% |
| CL WHB | 283 | 1582 | 2331 | 2278 | 53 | 2247 | 1213 | 92.3% | 96.4% | 98.6% | 97.7% |
| | | | | | | | | | | | |
| CL and AS Females | 297 | 1442 | 2037 | 1977 | 60 | 1950 | 1116 | 89.0% | 95.7% | 98.6% | 97.1% |
| CL and AS Males | 193 | 403 | 686 | 660 | 26 | 652 | 299 | 89.6% | 95.0% | 98.8% | 96.2% |
| Digital Males | 47 | 70 | 88 | 77 | 11 | 74 | 47 | 86.2% | 84.1% | 96.1% | 87.5% |
| CL males not incl digital | 131 | 322 | 576 | 567 | 9 | 562 | 243 | 91.8% | 97.6% | 99.1% | 98.4% |
| | | | | | | | | | | | |
| LDD | 236 | 722 | 1356 | 1322 | 34 | 1305 | 496 | 90.9% | 96.2% | 98.7% | 97.5% |
| No LDD | 227 | 1036 | 1253 | 1202 | 51 | 1185 | 846 | 86.6% | 94.6% | 98.6% | 95.9% |
| | | | | | | | | | | | |
| CL and AS Under 60 | 298 | 1581 | 2307 | 2244 | 63 | 2213 | 1235 | 88.9% | 95.9% | 98.6% | 97.3% |
| CL and AS Over 60 | 141 | 266 | 416 | 393 | 23 | 389 | 180 | 90.9% | 93.5% | 99.0% | 94.5% |
| Digital over 60 | 49 | 95 | 103 | 87 | 16 | 86 | 76 | 81.4% | 83.5% | 98.9% | 84.5% |

| | | | | | | | | | | | |
|--|-----|-----|-----|-----|----|-----|-----|-------|-------|--------|-------|
| | | | | | | | | | | | |
| Community Learning Trust Responsiveness Fund (CLT) | 38 | 242 | 318 | 309 | 9 | 308 | 163 | 90.5% | 96.9% | 99.7% | 97.2% |
| Digital (DIG) | 59 | 168 | 195 | 171 | 24 | 168 | 131 | 84.0% | 86.2% | 98.2% | 87.7% |
| Employability (EMP) | 18 | 60 | 63 | 60 | 3 | 59 | 34 | 87.3% | 93.7% | 98.3% | 95.2% |
| Family Learning (FL) | 100 | 820 | 935 | 925 | 10 | 908 | 680 | 95.6% | 97.1% | 98.2% | 98.9% |
| Leisure Health and Wellbeing (LHW) | 6 | 53 | 63 | 62 | 1 | 62 | 34 | 92.3% | 98.4% | 100.0% | 98.4% |
| STEM | 17 | 169 | 295 | 291 | 4 | 288 | 69 | 91.4% | 97.6% | 99.0% | 98.6% |
| Supported Learning (SL) | 48 | 398 | 716 | 708 | 8 | 699 | 250 | 92.5% | 97.6% | 98.7% | 98.9% |

Attendance by curriculum area 3-year rolling data

| | 2019/20 | 2020/21 | 2021/22 | Change of more than 1% |
|----------|---------|---------|---------|------------------------|
| AS | 81.2% | 77.2% | 67.2% | ↓ |
| CLT | 82.8% | 88.4% | 90.5% | ↑ |
| DIG | 64.4% | 85.9% | 83.7% | ↓ |
| EMP | 57.4% | 79.7% | 87.6% | ↑ |
| FL | 79.6% | 95.9% | 95.6% | |
| LHW | 75.6% | 84.9% | 92.3% | ↑ |
| SL | 86.5% | 91.7% | 92.6% | ↑ |
| STM | 88.5% | 92.1% | 91.4% | ↓ |
| All prog | 79.7% | 89.7% | 89.5% | |

Retention by curriculum area 3-year rolling data

| | 2019/20 | 2020/21 | 2021/22 | Change of more than 1% |
|----------|---------|---------|---------|------------------------|
| AS | 84.9% | 94.0% | 83.3% | ↓ |
| CLT | 94.2% | 97.6% | 97.2% | |
| DIG | 84.3% | 97.0% | 88.7% | ↓ |
| EMP | 72.9% | 95.0% | 96.9% | ↑ |
| FL | 90.7% | 99.3% | 98.9% | |
| LHW | 89.5% | 97.6% | 98.4% | ↑ |
| SL | 95.2% | 99.2% | 98.9% | |
| STM | 94.3% | 97.9% | 98.6% | |
| All prog | 90.0% | 98.3% | 97.2% | ↓ |

Attendance, retention, pass and achievement by Provider and Curriculum Area

| | Provider | Programme Area | Attendance Rate | Retention Rate | Pass Rate | Achievement Rate |
|----------|--|----------------|-----------------|----------------|-----------|------------------|
| 1 | DD ESOL | ASB | 65.0% | 80.5% | 99.0% | 79.7% |
| 2 | Walsall College | DIG | 72.8% | 88.2% | 93.3% | 82.4% |
| 3 | Pulse for Music Staffordshire CIC | CLT | 73.4% | 88.2% | 100.0% | 88.2% |

| | | | | | | |
|----|---|------------|--------|--------|--------|--------|
| 4 | DD Community Learning | DIG | 78.9% | 84.2% | 99.0% | 83.3% |
| 5 | DD IT | ASB | 81.8% | 80.0% | 100.0% | 80.0% |
| 6 | West Chadsmoor Family Centre | CLT | 83.6% | 95.5% | 100.0% | 95.5% |
| 7 | Bright Beginnings Family Hub CIC | CLT | 84.2% | 100.0% | 100.0% | 100.0% |
| 8 | Chase Aqua Rural Enterprise CIC | STM | 85.8% | 100.0% | 93.5% | 93.5% |
| 9 | Chase Aqua Rural Enterprise CIC | EMP | 85.8% | 100.0% | 96.4% | 96.4% |
| 10 | Community Forest Services | STM | 86.2% | 92.3% | 97.9% | 90.4% |
| 11 | Chase Terrace Academy | FL | 87.5% | 93.8% | 100.0% | 93.8% |
| 12 | Acorn Training | EMP | 88.0% | 91.4% | 100.0% | 91.4% |
| 13 | Two Gates Primary School | FL | 89.2% | 100.0% | 100.0% | 100.0% |
| 14 | Staffordshire Venture Ltd | CLT | 89.7% | 95.0% | 100.0% | 95.0% |
| 15 | DD Community Learning | LHW | 90.0% | 100.0% | 100.0% | 100.0% |
| 16 | Community Forest Services | FL | 90.5% | 97.9% | 95.7% | 93.7% |
| 17 | Gartmore Riding School RDA | CLT | 90.9% | 100.0% | 98.7% | 98.7% |
| 18 | Staffordshire Care Farming Development CIC | SL | 92.1% | 99.7% | 99.0% | 98.6% |
| 19 | Chase Aqua Rural Enterprise CIC | SL | 92.2% | 98.1% | 99.2% | 97.3% |
| 20 | Community Forest Services | LHW | 92.6% | 98.1% | 100.0% | 98.1% |
| 21 | Acorn Training | DIG | 92.9% | 97.6% | 100.0% | 97.6% |
| 22 | Growing Rural Enterprises Ltd | STM | 93.2% | 100.0% | 100.0% | 100.0% |
| 23 | Upper Moreton Rural Activities | SUP | 93.8% | 98.8% | 97.6% | 96.5% |
| 24 | Staffordshire Libraries and Arts | CLT | 94.4% | 100.0% | 100.0% | 100.0% |
| 25 | Dyslexia Association of Staffordshire Ltd | CLT | 95.1% | 95.1% | 100.0% | 95.1% |
| 26 | Liberty Jamboree | CLT | 96.4% | 100.0% | 100.0% | 100.0% |
| 27 | Families First | FL | 98.4% | 99.8% | 100.0% | 99.8% |
| 28 | Crackley Bank Primary School | FL | 100.0% | 100.0% | 94.4% | 94.4% |
| 29 | Fox Training Solutions Ltd | CLT | 100.0% | 100.0% | 100.0% | 100.0% |

Learner Destinations and outcomes survey

Conducted by J2 research by telephone interviews with learners during November 2022

| | 2019-20 | 2020-21 | 2021-22 |
|---------------------------------|----------------|----------------|----------------|
| Total Number of Learners | 2540 | 1862 | 1845 |
| Available for Survey | 74.4% | 80% | 96% |
| Surveys completed | 67.3% | 65.5% | 65.5% |
| What are you doing now? | | | |
| Employment | 43.8% | 49% | 48.5% |
| Unemployed looking for work | 6.45% | 5.3% | 5.95% |
| Further study | 3.85% | 4.1% | 2.33% |
| Volunteering | 2.12% | 3.58% | 2.24% |
| Wider Outcomes | | | |
| Achieved main aim | 89.8% | 94.8% | 95.5% |
| Participate in society | 50.8% | 55.9% | 57.6% |
| Protect self from online/scams | 31.2% | 37.2% | 38.2% |
| Keep well | 82.3% | 82.3% | 79.5% |
| Pursue goals | 68.8% | 67.8% | 61.9% |
| Improve maths/English | 21.1% | 20.5% | 21% |

| | | | |
|------------------|-------|-------|-------|
| More independent | 56.7% | 60.3% | 59.5% |
|------------------|-------|-------|-------|

Tutor qualifications

| | | |
|------------------------------|----|-----|
| L3 AET/PTLLS or equivalent | 19 | 35% |
| L4 CET/CTLLS or equivalent | 5 | 11% |
| L5 Cert Ed/DET or equivalent | 12 | 26% |
| L7 PGCE or equivalent | 10 | 22% |
| Total number of tutors | 46 | |

Teaching, Learning and Assessment Monitoring

Observation Grade Profile, including all moderated observations carried out by Teaching and Learning Advisors (TLAs), evaluations of online delivery and joint lesson observations with providers' own observation staff.

| | Percentages (%) | | | | | | Numbers | | | | | |
|-------------------------------|-----------------|------|-----|-----|-----|-------|---------|---|---|---|---|-------|
| | Grade | | | | | | Grade | | | | | |
| Curriculum Area | > 2 | 1 | 2 | 3 | 4 | Total | > 2 | 1 | 2 | 3 | 4 | Total |
| AS Progression Pathways | 33% | 0% | 33% | 67% | 0% | 100% | 1 | 0 | 1 | 2 | 0 | 3 |
| Leisure, Health and Wellbeing | 100% | 100% | 0% | 0% | 0% | 100% | 1 | 1 | 0 | 0 | 0 | 1 |
| Supported Learning | 88% | 25% | 63% | 0% | 13% | 100% | 7 | 2 | 5 | 0 | 1 | 8 |
| Family Learning | 100% | 50% | 50% | 0% | 0% | 100% | 2 | 1 | 1 | 0 | 0 | 2 |
| STEM | 100% | 100% | 0% | 0% | 0% | 100% | 2 | 2 | 0 | 0 | 0 | 2 |

| | | | | | | | | | | | | |
|--------------------------|--------------|-------|-------|-------|------|-------------|-----------|----------|-----------|----------|----------|-----------|
| Digital | 100% | 0% | 100% | 0% | 0% | 100% | 3 | 0 | 3 | 0 | 0 | 3 |
| Employability | 0% | 0% | 0% | 0% | 0% | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| Community Learning Trust | 86% | 43% | 43% | 14% | 0% | 100% | 6 | 3 | 3 | 1 | 0 | 7 |
| Total % | 84.6% | 34.6% | 50.0% | 11.5% | 3.8% | 100% | 22 | 9 | 13 | 3 | 1 | 26 |

Outcomes from Grade 3 and 4 observations:

1 Supported learning tutor with grade 4, and 1 CLT tutor with grade 3 respectively were no longer employed to deliver Community Learning after the end of the course observed.

2 Progression Pathways tutors are continuing with mentoring support from the Community Learning TLAs into 2022-23 academic year to address all areas for improvement.

RARPA audits

End of year RARPA audit position

| Provider | Curriculum Area | End of year RARPA audit position |
|--------------------------------|------------------------------|----------------------------------|
| Community Forest Services | STEM | Green – no issues |
| Community Forest Services | Leisure Health and Wellbeing | Green – no issues |
| DDU | Digital | Green – no issues |
| Staffordshire Venture | CLT | Green – no issues |
| Dyslexia Association | CLT | Green – no issues |
| Walsall College | Digital | Green – no issues |
| Upper Moreton Rural Activities | Supported Learning | Green – no issues |
| CARE | Supported Learning | Green – all issues resolved |
| Families First | Family Learning | Green – all issues resolved |
| Growing Rural Enterprise | STEM | Green – all issues resolved |
| Staffordshire Care Farming | Supported Learning | Green – all issues resolved |

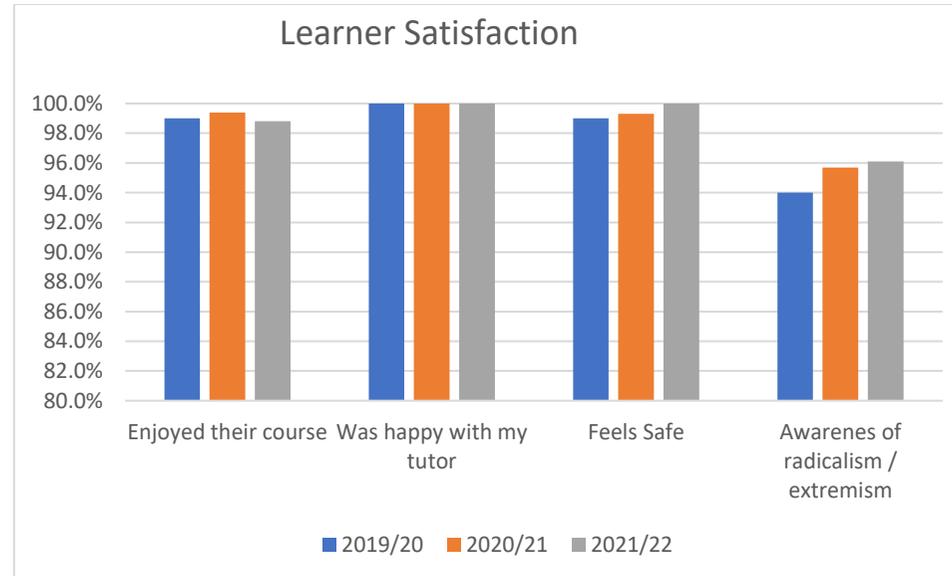
| | | |
|------------------------------|-----------------------------|-----------------------------------|
| West Chadsmoor Family Centre | CLT | Green – all issues resolved |
| DDU | Progression Pathways - ESOL | Amber – issues not fully resolved |
| Acorn Training | Digital | Red – outstanding issues |
| Acorn Training | Employability | Red – outstanding issues |

Outcomes:

DDU and Acorn to continue to receive prioritised support in Term 1 of 2022-23 and on-going as necessary to address areas for improvement in RARPA.

Learner Feedback data

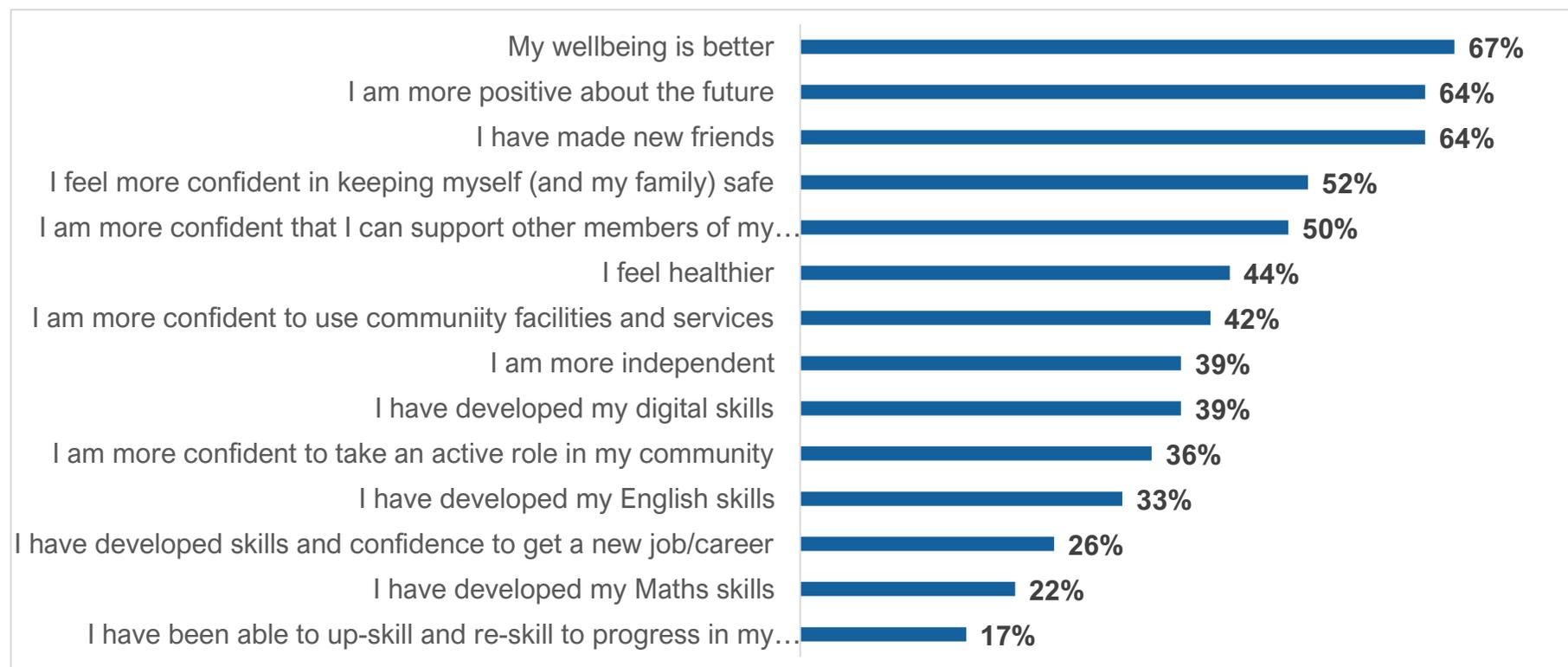
Based on results of questionnaire which learners are asked to complete at the end of their course [Learner feedback - Staffordshire County Council](#)



Learners who only partly enjoyed their course were more likely to be in Digital, Employability, CLT, LHW or Progression Pathways.

99% of learners from a White British background enjoyed their course, 98% of learners from other ethnic groups enjoyed their course.

Feedback survey, all learners, wider impacts



Qualitative data sources

- A. Verbatim comments from learners provided as part of the Feedback questionnaire**
- B. Case Studies provided by learners and providers**
- C. Focus groups conducted by Teaching and Learning advisors during 2022**
- D. Narrative of sub-contracted and Direct Delivery Unit Self-assessment reports, contract monitoring reports and quality improvement plans**
- E. Narrative of Quality reports – observations, class visits and RARPA audits**

Learner Feedback

Community Forest Services

Just wanted to say thank you so much for the course and the experience. After a difficult couple of years it really helped me regain my confidence and see a way forward. I am planning to enrol at Rodbaston and also hope to work with Staffordshire Wildlife Trust, I have an interview tomorrow for visitor services assistant, so fingers crossed. I am also continuing to sort out pocket adoptions of the Brook and pools here. **(She was successful with her interview and is now employed with the Wildlife Trust as the first step into her conservation career)**

I am now applying for a PhD at University of West London because of the support I got from the course and the time I had to reflect on what I wanted from a role and what I am interested in and I realised I can't wait around forever to follow my dreams and stay in a 9- 5 job just to pay the bills. The course showed me how much was out there and inspired me to move on and upwards. It is not in the environmental sector but it is a combination of health and spirituality and nature connection is a big part of that. So thank you for allowing me to do the course. Its literally changed my life.

I work as a Clinical Psychologist in the NHS and personally have found connection with nature so useful for mental health (e.g. I walk regularly, enjoy mindfulness in nature, wild swim). During Covid I got to combine work and my love of nature more (e.g. working outside with clients more during lockdowns). And I now think this is an area I want to move more into. I've loved finding out about all the organisations in this area, and can't wait to learn a lot more. I'm booked onto a couple of retreats next year (one is about self compassion and wild swimming, another has forest bathing in it). I'm now considering the forest bathing diploma! I didn't even know you could do that in this country - I'm very excited!

I have really enjoyed the talk, the links and especially the padlet which has got me all fired up and excited for the course. I have made time to focus on my tasks and its linked really well with my volunteering in the woods were {sic} I worked with families doing a bioblitz activity. I helped the families to find and identify plants, birds, bugs and fungi and shared some new found objects with my childminded children a few days later. I constantly risk assess as a childminder but found doing the written risk assessment helped me to focus on why I do what I do to keep the children safe. After reading the padlet article, I was shocked at how many plants in the woods are unsafe, especially bluebells. I have enquired about a level 3 forest school course and applied for a grant. So I have had a great first week and really enjoyed it!

Families First

Thanks so much for all your help, this has been life changing for me and I cannot thank you enough, you're just amazing and how you have advised me, the way you have spoken, and the advice has been just the best, we talk more, I do not shout, I am more patient.

We have found the course informative, and it has helped us to refine things, and make certain adaptations to what we do. We are all profoundly deaf in our home, so we were so pleased to be able to access the course with the adaptations the tutor made. We have had an excellent experience.

I have more confidence, more tools and resources for new different activities. I know more about developmental milestones and what to look for to ensure my child achieves these. I have researched more using the website links from the course ie YouTube video clips, NHS, ROSPA and from email information. I am more confident to provide age/stage appropriate activities and make use of the local Community for walks and activities

DDU ESOL

One of the learners arrived from Ukraine in May and started working in a warehouse shortly after. In the past week she told me (tutor) that her colleagues have commented on the improvement in her English, and she has recently been involved in training colleagues and has been moved from the packing department to a more IT-based role.

I am very happy that I took this course. All the tasks we did also helped me understand the traditions and culture of England. Our teacher explained everything very well and helped me and another learner.

This course was very useful for me, my teacher was very good and helpful and taught me anything I need in normal life in the UK.

DDU IT

I found it really helpful as I didn't really know much on how to use a computer. Looking forward to progressing

Tutor has been brilliant and supportive, I've picked up loads of new skills and am very happy

I found it so good would love to build up further once I have to buy a laptop and found it giving me a purpose and so important in daily life and the way modern technology is.

From having been scared of computers, My Tutor as given me the confidence to practice learning and helped me through each process.

Dyslexia Awareness Society

I thought this course was a great overview of dyscalculia and maths difficulties and strategies we can use to support students who are struggling. The tutor was very knowledgeable, helpful and patient, she made sure we all had a full understanding and was happy to elaborate or answer any questions whenever required. I would not hesitate to complete another course with this provider or recommend them to others.

I thoroughly enjoyed this course and have learnt a lot from it. I have read many books about understanding dyslexia but had no knowledge about learning strategies and practices to help a dyslexic learner. This course has filled those gaps perfectly without going into too much detail for a parent. [Tutor] was thoroughly engaging and delivered an informative well-structured course.

We talked about reasonable adjustments which was very useful as it helps to inform the staff members in my school with suggested classroom strategies. We talked about starting to plan for a supported programme of study and I have ordered the Kelly book. Considering EAL students was also useful and I have spoken with the member of staff responsible for EAL.

Acorn

Thanks very much for making these courses available - they are so much more than learning opportunities and are an important community service. My Acorn trainer was lovely and it's obvious that they care about the students as people rather than just delivering a course.

CARE

I found the course was a good introduction to various aspects of working within the animal sector and gave me an excellent overview of what I could expect if going on to further studies within this area.

I have surprised myself at what I have learnt and achieved. Enjoyed the help from the staff and volunteers, they weren't patronising and supported you to achieve what you had in mind - your own ideas within what we were doing, and not what they thought you might want to do. Everything was my own work and I am proud of what I have learnt.

I found the information useful in keeping my own mental health balance. I am feeling more in control and I really enjoyed the last session where we focused on high levels of distress because you don't ever get taught those skills anywhere else

I have really enjoyed the course. It has been useful and different. The content of the sessions is stuff that I can take away and use to make Christmas an easier time. I have particularly enjoyed the sessions around planning, preparation, budget ideas and relationships.

I have worked hard on the course and had some help from my personal carers too. I have enjoyed it even though it has been challenging at times. [Tutor] arranged for resources to be sent to my new supported living hospital and also sent greenery when I was struggling to complete my table decoration and wreath. Thank you for this amazing support.

I am no longer able to read and write so doing practical, new activities was empowering and I enjoyed learning how to do new crafts and art that I could share with others

Staffordshire Venture

I enjoyed this course. [Tutor] pushed me to learn new skills, especially digital skills. Sometimes it was hard but I liked achieving new goals It's very friendly and we had lots of laughs too

This is a great course and [tutor] always makes sure I'm included. We use my speech pad to join in

This got me thinking! We had lots of discussions and debates. I thought about things in a different way. It was really good

I feel positive about the future and my voluntary work. The digital skills will help me a lot

I like doing the news and talking about the newspaper headlines. I like researching stories on the ipads. [Tutor] is a good teacher. We have fun too.

Staffordshire Care Farming

The Tutor is very knowledgeable and inspires you and gives you confidence. The environment is in a safe environment and all staff have a good, caring knowledge of mental health.

I have really enjoyed coming to Wellies, and I have found that my confidence is slowly growing. My family have also noticed a change in my too since I have been attending Wellies.

I'm very isolated at home and if I didn't have wellies I don't know where I would be-mentally- great source of support and a safe haven from the chaos of life.

I feel much more confident and in myself and my family have all noticed my mood has improved greatly. I am laughing and smiling far more since my involvement with Wellies. I am also very pleased and proud about becoming a volunteer staff support member.

Growing Rural Enterprise

Absolutely fantastic course- the knowledge the tutor and volunteers have is amazing- was closely guided through the course- never ever did I think I could produce the items that I made.

The course was well thought out and well presented with both indoors and outdoors activities. I particularly enjoyed the more traditional handcrafting and learning rural maintenance like coppicing & carving.

I have made wooden items at home to give as presents to family. This encouraged more family conversations.