COMMUNITY LEARNING STRATEGY AND COMMISSIONING PLAN 2019 – 2023

Contents

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. The service will contribute to a whole-systems approach to recovery, renewal and transformation of our economy as we move beyond the Covid pandemic and address current issues in society.

Staffordshire's Community Learning Service provides formal and informal learning programmes for all adults aged 19+ across the County and provides programmes that support 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 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. 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, the Service needs to respond to fast-changing circumstances. This is not just about financial challenge, 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 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 (2022-26) is to be an innovative, ambitious and sustainable county, 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 Advice and Guidance to help people make informed choices and support those less likely to engage in learning.
- Work with partners to create learning pathways for individuals and groups, and ensure the most appropriate Community Learning programme offer.
- Place quality learning at the centre of our offer.

Purpose and Vision

Our purpose is to improve the lives of Staffordshire residents and meet the needs of the local economy by providing a range of lifelong learning opportunities. Our vision is to offer a service of outstanding quality, to ensure significant impact for learners, and other stakeholders, with efficient use of funding.

Staffordshire County Council's Community Learning Service is part of the Skills and Employability team and secures approximately £1.6 million per academic year in funding from the Education and Skills Funding Agency (ESFA), to provide training and education across the county to approximately 3,000 adult learners each year.

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

The Service commissions most of the provision through delivery partners with a small proportion of provision delivered internally to support the achievement of our priorities and outcomes and to provide a wide range of high-quality learning experiences across the county. The curriculum offer establishes learning pathways to help residents develop wellbeing and confidence, and core skills such as English, maths and digital, together with opportunities to upskill and retrain in vocational areas to support their career ambitions and family aspirations.

Traditionally, Community Learning courses are delivered in venues across the eight districts of Staffordshire to help residents access education locally. Since the start of the Covid pandemic in 2020, we have responded by moving swiftly to new ways of delivering learning, allowing residents to continue to access opportunities through a range of online, blended and face-to-face delivery. This embedding of digital innovation in our delivery has had clear benefits, and some people have been able to access learning for the first time in a more flexible way. We will build on this innovation to ensure that we continue to engage residents in learning, in ways that suit their needs.

For the most disadvantaged learners, we will continue to offer engaging "first steps" learning opportunities to prepare learners for a more formal programmes of learning. This means providing programmes that prevent

social isolation through poor health, and improve wellbeing, as well as opportunities to develop study skills and new digital skills to use for everyday life, further learning and work.

The Skills and Post-16 Education Act (2022) and the influence of the Stoke and Staffordshire Local Enterprise Partnership (SSLEP) provide new opportunities to better connect learning to the needs of employers and engage untapped talent in the region, particularly from disadvantaged groups. We must now build effective stakeholder relationships to better serve targeted residents and local employers.

Above all else, we will place the learner at the centre of our work and ensure that learners feel and are safe, learn through high quality and innovative teaching practices that enable them to achieve their goals and progress to fuller and richer lives.

Strategic context and Needs analysis

A number of studies and reports over the last 2-3 years, from the Centenary Commission Report (Nov 2019) to The Education Select Committee report "A plan for an adult skills and lifelong learning revolution", have reaffirmed the importance of lifelong learning, leading to the introduction of the Skills and Post-16 Education Act 2022.

There is a strong alignment between the objectives of Community Learning as defined in the New Challenges, New Chances document (2011) and the objectives of more recent national initiatives such as the UK Shared Prosperity Fund, and the Levelling Up agenda, both in terms of skills and community cohesion. This is evidenced in the government objectives for the Lifetime Skills Guarantee, skills bootcamps, and specific programmes such as Kickstart to support the recovery from the Covid pandemic, as well as emerging programmes such as Multiply. The Skills sector is experiencing a fast rate of change and high expectations for delivering improvements in peoples' lives and for the economy.

Locally, the Stoke and Staffordshire LEP Skills Advisory Panel remains clear that "the development of education and skills among all age groups is crucial for the successful future economic prosperity and competitiveness of Stoke-on-Trent and Staffordshire with direct impacts linking secure employment to higher living standards and improved health and wellbeing."[1]

The Skills Advisory Panel Local Skills Report (Feb 2022)[2] report identifies priority sector skills areas for skills development locally, to support growth and existing significant sectors, as digital, STEM, construction and

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[1] StokeStaffsLEP | Skills Advisory Panel
[2] SAP Local Skills Report 2 - jan 2022 - 1 (pagetiger.com)

Health and Social Care. Alongside this there is anticipated growth in digital and the green economy.

The latest available data from 2020 shows that 38% of Staffordshire residents have skills at level 4 or above (national average 43%) and that 8% have no qualifications (6% nationally) although there are wide variations between the districts, and between men and women with women more likely to have higher qualifications (41% compared to 32%) – this is a wider gap than is seen nationally.

The proportion of adults not qualified to Level 2 has nearly halved over the last two decades nationally. Nonetheless, there remain over 7 million adults who are not qualified to Level 2, with a significant deficit in numeracy skills.[3]

The SSLEP Skills Advisory Panel Business Survey[4] in 2020 found that nearly two thirds of businesses (63%) identify areas of skills shortages when recruiting, a quarter of which identify job specific skills as the most common skills shortages. At the same time 1 in 10 struggled to fill vacancies in the past 12 months, with businesses having just over 2 hard to fill vacancies on average; it is estimated that there would be 7,400 hard to fill vacancies annually, affecting more than 3,500 businesses. Sectors particularly affected are transport & storage, education and health & social work.

Around 1 in 7 businesses (14%) in the area have staff they do not consider fully skilled or trained, with such issues almost as likely to affect existing employees as new recruits, particularly in the construction and tourism and leisure sectors. The most common skills priorities for businesses are job specific skills, as well as health & safety and customer service alongside soft skills such as team working and problem solving.

A further study for the SSLEP[5] identified that 9% of businesses found skills shortages when recruiting, and half of those were shortages related to digital skills, including programming languages, coding and web design. Skills gaps among existing staff included use of software such as Microsoft Office, particularly among older employees.

The SSLEP SAP Adult Education, Lifelong Learning & Ageing Workforce Insights report further highlights the importance of digital skills in the future work market, and the significant role that adult education should plan in addressing this, as well as wider issues such as community cohesion, inclusion and social justice.

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[3] The Skills Advisory Panel Board Skills Strategy
[4] Microsoft PowerPoint - SSLEP SAP Business Survey - Headline Report - inc. annex - 02.04.2020v4 - FINAL.pptx (stokestaffslep.org.uk)
[5] Client name (stokestaffslep.org.uk)

The core principle of adult education is that learning should not be restricted to a once-in-a-lifetime opportunity. Skills are a key driver of economic growth, an important source of competitiveness and a contributor to social mobility and inclusion. As well as improving employability skills and helping learners into work, it 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.

Whilst adults (particularly older learners over 65) may not be an immediate priority for the LEPs, local (and national) partnerships that co-invest in adult education are likely to see significant returns on investment and productivity over time, as well as savings to other public services such as Health and Social Care.

The Essential Digital Skills data, collected by Ipsos MORI on behalf of Lloyds Bank[6], is the UK's benchmark for the digital skills needed for life and work, and shows that, in 2021, 6% of the adult population remain digital excluded. The Covid pandemic highlighted that digital technology is transforming almost every aspect of our public, private or work life, with more interaction taking place remotely and that adults need digital skills for life, work and further learning. The biggest risk factors are older age, not having previous qualifications, and income/employment-related factors. Understandably, there is also a strong correlation between lack of access and lack of skills; it is therefore important that we work with partners to support people's access to the internet as well as support their skill development.

Millions of people define their wellbeing 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.

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. To maximise the effectiveness of our resources, there must be collaboration between providers at a local level.

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

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[6] Essential Digital Skills - Consumer Digital Index - Lloyds Bank

children and also support people to take responsibility to become healthier, more independent and less socially isolated.

At the time of writing in May 2022, formal Covid regulations have been lifted and rates of infection are decreasing. However the war in Ukraine has brought new challenges to the national and local economy and wider society with rising inflation, and expectation that the economy will slow down, with a risk of recession. Residents are facing significantly increasing costs for energy and for food, at a time when real wages are falling. Likewise local councils are facing increased costs, as well as the need to accommodate refugees from Ukraine.

Locally in Staffordshire claimant rate for Universal Credit has remained at 3.1% of the working age population as of March 2022, compared to 4.3% nationally. This is partly due to our strong position before the pandemic. It is worth noting that the total number of claimants is 38.4% higher than pre-pandemic, although some of these will be in work, on low wages.

Young people, part-time workers and the lowest paid continue to feel the biggest impact from the pandemic. The proportion of young people in Staffordshire aged 18-24 that are claiming work related Universal Credit currently stands at 4.3% compared to 3.1% for the working age population.

In Staffordshire vacancies are increasing particularly in health and social care and education and occupations to support business recovery and growth including hospitality, manufacturing, and logistics. This is resulting in further reports of labour and skills shortages with not enough skilled workers to fill the vacant jobs, especially in digital/IT roles, social care (both adults and children), hospitality such as chefs and waiting staff, logistics, retail, haulage HGV drivers, and engineering. This has the potential to slow down the recovery unless the skills gap is quickly and effectively addressed, clearly skills providers and the Government's Plan for Jobs including the Kickstart and Restart schemes and new Skills Bootcamps has a vital role in upskilling and reskilling jobseekers into areas of demand.[7]

In this context the SSLEP is offering a range of support to local businesses to help them grow and address current challenges. We must ensure that we are engaging with employers to fully understand their needs employers, so we can provide pathways for residents that include confidence building, English, maths, digital and vocational skills. It is crucial that learners are able to progress in their learning, moving from personal skills development, including confidence and wellbeing, through functional skills such as English, Maths and digital and into vocational training and employment.

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[7] Economic Bulletin - Issue 21 - April 2022 (staffordshire.gov.uk)

The Institute for Learning and Work Adult Learning Participation Study[8] showed a recent increase in numbers of adults learning in some form, and the number saying that they had no need to learn reduced to around 20% from a historic figure of around 40%. While overall participation has increased, inequalities based on age, social class and proximity to the labour market remain. We must capitalise on this trend by putting forward the benefits of learning, and reducing barriers as far as possible, to attract new learners to our provision.

Outcomes and Priorities

Staffordshire's Community Learning Service priorities are based on the needs of its stakeholders - Staffordshire residents and employers.

The 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 has been updated in 2022:

An innovative, ambitious and sustainable county, where everyone has the opportunity to prosper, be healthy and happy. We want everyone in Staffordshire to:

- have access to more good jobs and share the benefits of economic growth
- live in thriving and sustainable communities
- be healthier and independent for longer

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[8] Adult participation in learning survey - Learning and Work Institute

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

Support Staffordshire's economy to grow, generating more and better-paid jobs	Tackle climate change, enhance our environment, and make Staffordshire more sustainable	Encourage good health and wellbeing, resilience and independence	Fix more roads, and improve transport and digital connections	Offer every Staffordshire child and young person the best start in life, and the chance to achieve their potential
Community Learning Supporting Outcomes:				

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

Community Learning 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.

How we will achieve our priorities
We will:

- Extend the reach, quality and impact of Community Learning 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 Community Learning (CL) programmes that support parents with child development, behaviour & family cohesion to improve outcomes and educational attainment for children and young people 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 access to fully funded Essential Digital skills Qualifications at Entry Level to Level 1 and learning opportunities that support individuals to utilise digital technologies in their everyday lives, further learning and employment.

- Continually improve the learner journey, from recruitment and admission to progression in learning and beyond, supporting positive outcomes for all.

- Review our progress on a quarterly basis and report to the County Council, partners and stakeholders on key developments, performance and quality.

Target Groups

The Community Learning Service targets its provision at residents living in the Staffordshire wards with the greatest concentrations of deprivation, worklessness and economic inactivity. In the Community Learning Specification we publish a list of wards within each district that experience high levels of deprivation. We also monitor delivery and learner outcomes within these wards.

ESFA funding is available for adults aged over 19 living in the 8 Staffordshire districts. Within that, Community Learning programmes will be prioritised for the following target groups:

- 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 wage (below £18,525 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
- 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
- "New" adult learners (defined as those who have not participated in Community Learning programmes in the previous three year

Curriculum Offer

A wide range of provision of non-accredited learning will be commissioned by the Community Learning Service, to meet the needs of our residents and align 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	Entry into training and apprenticeships, further education or employment.

	Collaborative Technologies and Outcomes Emerging Digital Software Introducing Immersive Technologies Developing Skills, Understanding and Confidence in E-learning Introduction to Website Production	
Leisure, Health & well-being	Arts, Media & Publishing – includes digital photography, textiles, crafts and music recording and production Health & Wellbeing - Languages & Literature 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	Higher levels of same subject Volunteering
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 Delivered by the Direct Delivery Unit 2022-23	Accredited provision in: Employability ESOL Essential Digital Skills	Higher levels within the same subject Entry into training and apprenticeships, further education or employment

Commissioning

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.

To complement this, the Community Learning Service works with partners and stakeholders across the county to better understand local need, avoid duplication of provision, share services and benefit from partnership working with local community groups.

The Service sub-contracts most of the Community Learning provision in partnership with a range of local sub-contracted providers across Staffordshire to better meet national, local, council and service priorities.

Rationale for Sub-contracting

Subcontracting allows the service to:

- Actively respond to a wide range of individual learner, family and community needs across all districts of the county

- Engage with hard-to-reach learners

- Maintain a balanced and high-quality curriculum offer

- Respond rapidly to local, regional and national priorities

- Engage with the best local providers of community learning to deliver niche or expert provision with access to appropriate facilities

- Maximise the use of its funding for front-line delivery, providing excellent value for money to invest in learning opportunities for Staffordshire residents

- Identify and share best practice from a diverse provider base in order to continually improve the provision

Current suppliers have undergone a thorough tendering process, prior to the implementation of the 4-year Community Learning Framework and are subjected to annual fair and transparent procurement activities and robust due diligence to ensure compliance.

Performance and Quality Assurance

Our vision is to offer a service of outstanding quality, to ensure significant impact for learners, and other stakeholders, with efficient use of funding.

We adopt a whole-organisational approach to quality improvement, encompassing all stages of the learner journey. Our aim is to make excellence an instinctive process for all staff, delivery partners, learners, employers and key stakeholders. We will work to become an outstanding provider, as recognised by Ofsted.

The Community Learning Service has a Quality and Performance Strategy and Framework setting out our expectations, and aligned to ESFA, and Ofsted which drives the Performance and Quality monitoring procedures. The risk-based Quality and Performance Framework ensures that all sub-contractors are meeting the Funding Rules set out by the ESFA and Ofsted and that the delivery of provision is high quality.

Standards and expectations are clearly defined to measure performance and quality in the form of Key Performance Indicators. These are built on evidence-based learner outcomes. Procedures are designed, implemented and recorded to facilitate the monitoring and management of the contracts. A dedicated Quality and Performance management team have the day-to-day responsibility of managing and monitoring the activity of the Council's delivery partners. Responsibilities are stated in the Community Learning Specification 2021-2022.

Key Performance Indicators

Each of the key performance indicators have specific criteria by which provision is monitored and measured. 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 pass rate for learners commencing CL funded programmes to be a minimum of 98%

KPI 5 – The overall percentage of learners who state they have enjoyed their course 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 to be a minimum of 60% for those who completed a STEM course, 50% for those who completed an Employability course, 40% for those who completed Adult Skills provision (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.

Contract Management

Management fees

The County Council uses 15% of the funding from the ESFA (approximately £226k) to cover the management costs of supporting Community Learning commissioning, performance monitoring, quality assurance and sub-contractor development.

Management costs include staffing and resources to provide leadership and management of the contracts, administration and the Management Information Service, contract performance management, quality assurance and sub-contractor development/support, as well as staffing and resources for the online promotion of the Community Learning offer to support performance.

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.

With this funding the County Council provides the following:

Staffing

- Head of Adult Learning and Skills, and Quality and Performance Manager, who lead on internal and external audits such as Ofsted inspection and audits for ESFA purposes, as well as service-wide Self-assessment and Quality Improvement planning.
- Named Community Learning Contract Managers (Provider Relationship Managers) to manage and support the contract performance
- Named Teaching and Learning Advisors who undertake Quality Assurance activities, in accordance with quality standards set out by Ofsted and ESFA

In addition, staff are assisted by the Database and Systems Officer and Business Processes Officer, who lead on data management and finance and contracts respectively, as well as data inputting team.

Planning and Procurement
- Programme planning informed by local and national priorities
- Development and management of Community Learning procurement framework
- Annual due diligence

- Annual review and production of the Community Learning Specification and Quality and performance Framework
- Tender and procurement process
- Contract negotiation and agreement
- Setting up contracts and payments
- Issuing contracts

Funding and Data Management
- Monitoring of ESFA compliance, funding rules and regulations
- Development and production of documentation in accordance with ESFA requirements for evidence
- Purchase and maintain specialist Management Information System
- Collect and record data on Management Information System
- Submit accurate and timely Individual Learner Records (ILR) and funding returns to ESFA
- Create and provide performance dashboard and reports
- Manage invoices and process contract payments
- Carry out internal audits and make recommendations for improvement
- Provide access to and maintain the Community Learning SharePoint portal
- Appoint and fund external auditors as per ESFA funding rules

Regular Monitoring Meetings
- Review contract performance against targets, via monthly dialogue and termly meetings, production of reports and action plans.
- Review quality performance against targets, via monthly dialogue and termly meetings, production of reports and action plans.

Quality Assurance
- Feedback from Teaching and Learning Advisors following unannounced class visits, observations of teaching, learning and assessment, RARPA audits, online evaluations to assure the continual improvement of quality
- Production of reports and action plans following on from quality assurance activities.
- Act as lead for Ofsted inspections including support and preparation for inspection
- Manage the self-assessment process and produce an annual self-assessment report and quality improvement plan
- Manage and monitor the quality improvement plan
- Collect and collate learner feedback to support the development of provision.
- Analysis of learner feedback and actual progression. Production of reports.

- Organise and deliver tutor and provider training, including Annual Tutor Induction Briefing sessions, and bespoke staff mentoring where required
- Review and agree course proposals, schemes of work and lesson plans to provide ongoing support to develop provision and remedy any issues.

Sub-contractor Updates
- Termly Safeguarding and Prevent update
- Monthly Provider Updates to ensure providers are kept informed of developments and receive reminders for deadlines
- Provider Network meetings used to give service updates, sector developments and sharing of good practice
- Teaching and Learning Blog to share best practice

Promotion of Programmes
- The maintenance of Staffordshire County Council's Adult and Community Learning website and Course Directory
- Upload of courses to National Careers Service

Document References:
Please also refer to
- Community Learning Specification 2022-23
- Quality and Performance Framework 2022-23

The Community Learning Strategy and Commissioning Plan will be circulated for comment and consideration to:

Darryl Eyers – Director of Economy, Infrastructure & Skills
Rob Salmon – County Treasurer
Anthony Baines – Assistant Director for Skills & Employability

Review Date: July 2022

Next Planned Review Date: July 2023

Appendix A – District Priorities

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

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

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

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