

**From: Roger Gough, Cabinet Member for Education and Health Reform
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Services**

**To: Education and Young People's Services Cabinet Committee –
8th July 2015**

Subject: Community Learning and Skills Annual Performance Report 2013/14

Summary: This report explains the Community Learning and Skills performance management framework and provides an overview of the outcomes of the service for 2013/14.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to note CLS financial (2014/15) and operational (academic year 2013/14) performance outcomes and future strategic direction.

1. Introduction

Community Learning and Skills overview 13/14

- 1.1 The function of CLS is to provide learning for adults, young people and families to meet their needs for skills for work, personal development and wellbeing. The service promotes learning throughout life in support of economic growth and prosperity, to help adults adapt to the ever-changing world of work, enjoy life and make a positive contribution to their community.

The Service has a strategic statement – 'Enterprise and Learning for Tomorrow', which sets out a vision and ambitions together with business and organisational objectives to 2018. This document demonstrates how the core business contributes to, *Facing the Challenge, Increasing Opportunities, the 14 – 24 Learning, Employment and Skills Strategy 2015 – 18, The Adult Learning Employment and Skills Strategy*, improving outcomes and responding to the changing priorities of our funders.

- 1.2 CLS provides a local mix of learning and skills provision that matches the needs of people and their local communities, levels of prosperity, employment and priorities. The aim is to ensure that the provision provides learning appropriate to the needs of individuals and families at various stages in their lives.

CLS tailors provision to five customer groups:

- Young People entering the world of work, including Apprenticeships
- Adults seeking skills for employment
- Organisations seeking to improve the skills and potential of their staff
- Adults learning for personal development, pleasure and wellbeing
- Improving learning outcomes for families, especially those in Kent's disadvantaged neighbourhoods

The Service aims to complement the work of early years settings, schools, colleges, higher education and other providers. It seeks to enable children, young people and adults to progress from informal learning to qualifications and employment, increasing life chances, social mobility and prosperity for all.

This report evidences the significant achievements that have been made within an extremely turbulent and volatile environment over the past year through changes to central and local government policy and funding, these are:

1.3 National Context

- Reforms to Apprenticeship delivery and funding
- Greater focus on co-funded provision
- Potential reform of Community Learning grant funding mechanism
- Further reductions to the Adult Skills Budget
- Greater emphasis on assisting those with low academic attainment
- Greater emphasis on assisting those furthest away from the local labour market
- Reduction in welfare dependency
- High level skill attainment
- Move to employer led funding for apprenticeships and Adult Skills Programme

1.4 KCC Context

- CLS became part of the Education and Young People (EY) directorate in April 2014
- Facing the Challenge and organisational transformation. CLS was included in phase 1 of the market engagement and service reviews and a decision was taken for the service to move towards becoming a LATCo wholly owned by KCC with an intended start date of August 2016
- Integration and service redesign to enable the organisation to deliver increased responsiveness to customers, reduce overheads and increase participation

2. CLS Performance Management Framework

2.1 CLS operates a performance management framework that is aligned to:

Quality

- Ofsted Common Inspection Framework
- Internal Self-Assessment/Quality Improvement Plan
- Matrix Standard

Learning Output/Outcomes

- Education and Young People's Service performance scorecard
- CLS performance scorecard
- KPIs within the 14 – 24 Learning, Employment and Skills Strategy 2015 – 18 and the Adult Learning Employment and Skills Strategy
- Skills Funding Agency Minimum Standards
- Education Funding Agency Minimum Standards

Financial

- KCC financial controls and audit requirements
- Internal financial controls and audit requirements
- Central Government financial controls and audit requirements on the SFA and EFA grants

3. Current Performance 13/14

3.1 Performance highlights

- Largest Apprenticeship delivery in Kent for 16 – 18 year olds.
- Apprenticeship delivery outperformed Kent Colleges.
- Apprenticeship delivery is a highly performing area with the overall success rate exceeding national rate by 10% and the timely success rate exceeding the national rate by 11.1%.
- Increase in Apprenticeship participation by 4% with further increase expected by the end of the academic year 14/15.
- High performance in workplace learning with the overall success rate exceeding the national rate by 4.7% and the timely success rate exceeding the national rate by 2.5%.
- Outstanding success rates on CLS's large community and adult learning programmes – 97%/92% respectively, an increase of 4% from previous year 12/13.
- Enrolments on the community/adult learning programme on a direct year comparison (8 June 2014/8 June 2015) have increased by 15%.
- A CLS community/adult learning proposal was selected to receive additional Community Budget funding as one of a limited number of national pilot initiatives running through 2015-16 to evaluate the impact of community learning for people suffering from mild to moderate mental health issues. Branded "Learning Well", key partners are Mind Mid Kent and Mind West Kent.
- CLS performed significantly higher than the Kent FE Colleges in both learner and employer satisfaction national surveys

3.2 Ofsted Inspection / Self Assessment Grades

2010 Ofsted Inspection

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
Outcomes for learners	Grade 2
Quality of provision	Grade 2
Leadership and management	Grade 2
Safeguarding	Grade 2
Equality and diversity	Grade 2

Grades: 1 - Outstanding; 2 - Good; 3 – Satisfactory; 4 - Inadequate

2013/14 Self-Assessment Grades

Outcomes for Learners	Grade 2
Quality of Teaching and Learning	Grade 2
Leadership and Management	Grade 2

Grades: 1 - Outstanding; 2 - Good; 3 – Requires Improvement; 4 - Inadequate

The service is well prepared for the next Ofsted inspection, if the service is inspected in the Autumn term this will be against a new common Inspection Framework for all schools, FE colleges and Adult & Community Learning Providers.

3.3 Matrix quality standard for information advice and guidance services

Matrix quality standard accreditation was achieved at the renewal assessment in November 2014 and is effective until 25 November 2017, with annual checks. The review validated an improving information, advice and guidance service with a high profile and clear remit that enhances the delivery across all CLS provision. The IAG offer will continue to be improved and developed to ensure that learners make the best possible work and career choices and gain the most from their learning.

3.4 Apprenticeships

CLS Apprenticeship delivery outperformed Kent Colleges in all areas with the exception of Hadlow College 16-18 and 19-23 year olds Level 2. (Green denotes where CLS has exceeded the Kent Colleges)

Apprenticeship Qualification Success rates compared to Kent FE Colleges

CLS		S&W Kent College		Hadlow College		NW Kent College	
Qualification Success Rate (QSR)%		QSR%	var to CLS	QSR%	var to CLS	QSR%	var to CLS
16-18 L2	71.4	53	18.4	95.8	-24.4	59.1	12.3
16-18 L3	77.8	52.4	25.4	N/a	N/a	38.8	39
19-23 L2	81	55.7	25.3	85.7	-4.7	62.2	18.8
19-23 L3	90	75.3	14.7	N/a	N/a	49.3	40.7
24+ L2	100	58.4	41.6	91.7	8.3	69	31
24+ L3	100	64.4	35.6	N/a	N/a	85.9	14.1

Canterbury College		Mid-Kent College		East Kent College	
QSR%	var to CLS	QSR%	var to CLS	QSR%	var to CLS
70.2	1.2	65.4	6	65	6.4
54	23.8	66.7	11.1	75	2.8
76.5	4.5	71.7	9.3	70.6	10.4
59.4	30.6	77.8	12.2	88.2	1.8
N/a	N/a	28.6	71.4	90.9	9.1
60.9	39.1	72.1	27.9	56.7	43.3

Apprenticeship delivery is a high performing area. The overall success rate exceeds the national rate by 10% and the timely success rate exceeds the national rate by 11.1%.

Apprenticeship participation has increased by 4% up to 1 June 2015. It is anticipated that this will increase further by the end of the academic year. This

increase contributes towards KCC skills and employability objectives detailed in the Growth and Participation Strategy.

Participation in Apprenticeships by disabled learners is similar to the profile of the Kent community and higher for BME learners.

Apprenticeship overall qualification success rates (QSR)

Apprenticeships	CLS 2013/14	2012/13	National rate 2013/14
Overall Success rate	78.9%	78.8%	68.9%
Timely Success rate	65.8%	70.5%	54.7%

Apprenticeship participation

Apprentices 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	3	199	346	80	0	405	223	95	58	628
%	0%	32%	55%	13%	0%	64%	36%	15%	9%	

Apprentices 2014/15 to 01/06/15	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	0	200	383	69	1	434	219	104	50	653
%	0	30%	59%	11%	0%	67%	33%	16%	8%	

3.5 Workplace learning

Workplace learning is a high performing area. The overall success rate exceeds the national rate by 4.7% and the timely success rate exceeds the national rate by 2.5%.

Workplace learning participation has reduced this year with the greatest reduction being in the 25-59 age group. This reflects the reduced national funding opportunities for this age group which is indicated in our growth plans.

Participation by disabled learners is similar to the profile of the Kent community and higher for BME learners.

Workplace learning overall qualification success rates (QSR)

Work based training	CLS 2013/14	2012/13	National rate 2013/14
Overall Success rate	89.2%	84.3%	84.5%
Timely Success rate	82.5%	83.8%	79.6%

Workplace learning participation

Work based 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	0	0	65	358	18	379	62	59	101	441
%	0%	0%	15%	81%	4%	86%	14%	13%	23%	

Work based 2014/15 to 01/06/15	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Learners	0	0	34	138	3	149	26	27	21	175
%	0%	0%	19%	79%	2%	85%	15%	15%	12%	

3.6 Adult Skills Classroom learning - accredited courses

The overall success rate for preparation for life which includes English and maths provision is 0.6% above the national rate. This success rate reduced from last year (90.6%) and is mainly due to the change in examination regulations for English and maths from ILP achievements through course work, to end of course, formal examinations.

The overall success rate for classroom learning has decreased and is below the national rate; developments are taking place to meet the business plan objective to increase QSR by 2%. These include strengthening of initial assessment and monitoring and supporting learners when they are absent from class.

Participation by disabled and BME learners is higher than the profile of the Kent community.

The reduction in participation on accredited courses reflects the national reduction in Adult Skills Budget and applicable courses. CLS will be building on existing successes in the delivery of English and maths to increase learner participation, this is a priority within the Growth & Participation Strategy.

Classroom Learning overall qualification success rates (QSR)

Classroom based training	CLS 2013/14	2012/13	National rate 2013/14
Overall Success rate	78.5%	88.2%	84.7%
Timely Success rate	76.9%	87.9%	83.5%
Preparation for Life including English and maths	78.7%	90.6%	78.1%

Classroom learning participation – accredited courses

Classroom based - Learners 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	38	98	791	26	774	179	191	167	953
Adult Learning %	0%	4%	10%	83%	3%	81%	18%	20%	18%	
Foundation	6	272	37	0	0	150	165	111	71	315
Foundation %	2%	86%	12%	0%	0%	48%	52%	35%	23%	
Skills Plus	3	102	409	2250	151	1817	1098	973	1576	2915
Skills Plus %	0%	4%	14%	77%	5%	62%	38%	33%	54%	
Total learners										4183

Classroom based - Learners 2014/15 up to 1 June 2015	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	29	119	782	22	784	168	215	143	952
Adult Learning %	0%	3%	13%	82%	3%	81%	18%	22%	15%	
Foundation	1	265	10	1	0	148	129	87	34	277
Foundation %	0%	96%	4%	0%	0%	53%	47%	31%	12%	
Skills Plus	0	20	283	1522	66	1285	606	705	1048	1891
Skills Plus %	0%	1%	15%	80%	4%	68%	32%	37%	55%	
Total learners										3120

3.7 Community/Adult Learning – non-accredited courses

Outstanding success rates on this large programme of 97% for community learning (an increase of 4% on 2012/13) and very good success rate of 92% for adult learning provision contributes significantly to CLS's position of strength in delivery, in this area of work across Kent.

The increased learner participation of 5% on previous year's results and a direct year comparison of enrolments 8 June 2014 – 8 June 2015 showing a 15% increase reflects the approaches to market penetration outlined in the CLS Growth and Participation Strategy.

Participation by disabled and BME learners is higher than the profile of the Kent community.

Community/Adult Learning – success rates non-accredited courses

Community Learning	CLS 2013/14	2012/13	National rate 2013/14
Adult learning non-accredited	92%	93%	Not available/published
Community based courses	97%	93%	Not available/published

Participation – non-accredited courses

Classroom based – Learners 2013/14	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	0	310	5669	4765	8407	2337	1908	1080	10744
Adult Learning %	0%	0%	3%	53%	44%	78%	22%	18%	10%	
Community based	0	44	326	2998	245	2969	644	830	771	3613
Community	0%	1%	9%	83%	7%	82%	18%	23%	21%	

based %										
Total learners										14357

Classroom based - Learners 2014/15 up to 1 June 2015	Age					Gender		Disabled	BME	Total
	5-15	16-18	19-24	25-59	60+	F	M			
Adult Learning	0	0	350	6605	5016	9334	2637	2148	1161	11971
Adult Learning %	0%	0%	3%	55%	42%	78%	22%	18%	10%	
Community Based	1	21	310	2554	222	2538	570	732	793	3108
Community Based %	0%	1%	10%	82%	7%	82%	18%	24%	26%	
Total learners										15079

QSR Minimum Standards Summary 2013/14 – Workplace and Classroom Learning Combined

Qualification type Group	Classroom Learning Age 19+		Workplace Learning		Combined			Threshold
	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	% Leavers Below MS Threshold	
Group A Certificate Diploma GCSEs	982	296	111	18	1093	314	28.7%	40%
Group B Award Functional Skills QCF Unit ESOL	5761	1076	0	0	5761	1076	18.7%	40%

All provision exceeded the minimum standards threshold for both qualification group types A and B.

3.7 FE Choices 2013/14 survey published results

The FE Choices surveys measure learner and employer satisfaction in England. Performance indicators for the surveys are shown below:

Learner Satisfaction Scoring			Employer Satisfaction Scoring		
Lowest score	Median score	Highest score	Lowest score	Median score	Highest score
6.1	8.6	9.9	5.7	8.2	9.9

CLS's results are shown below together with the results from the Kent FE Colleges. CLS has performed significantly higher than the Kent FE Colleges in both learner and employer satisfaction.

Provider	Learner Satisfaction Score	Employer Satisfaction Score
Kent County Council (CLS)	9.0	7.7
Hadlow College	7.6	7.0
Canterbury College	8.5	6.6
Mid-Kent College	8.0	7.3
North West Kent College	8.0	6.7
East Kent College	8.1	7.7

CLS took part in the FE Choices Community Learning Trial survey for 2013/14. This measured satisfaction of learners attending community learning courses.

Overall score	9.0
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4. Financial Performance

4.1 2014/15 Out turn

	14/15 outrun
Pay	9,750,821
Non-pay	3,894,082
Contract Income	-11,540,000
Non-contract Income	-3,271,674
Total	-1,166,771

4.2 2015/16 Projection

	£
Pay	9,670,100
Non-pay	4,156,300
Contract Income	-11,221,800
Non-contract Income	-3,271,700
Growth*	-247,400
Total	-914,500

*Business as usual growth. Growth and participation strategy proposes an increased amount of £343k.

Despite CLS being subject to continuous funding pressures which will be mitigated through organisational redesign, CLS will continue to direct public funding to front line services to drive increased participation and outcomes for all learners that continue to improve.

4.3 2016 – 2018 Projection

	16/17 projected	17/18 projected
Pay	9,046,000	9,046,000
Non-pay	3,874,400	3,905,000
Contract Income	-10,341,900	-9,591,500

Non-contract Income	-3,271,700	-3,271,700
Growth	-857,900	-1,544,200
Investment in growth	350,000	400,000
Total	-1,201,100	-1,056,400

It is anticipated that between 2016 and 2018 there will be further reductions to SFA and EFA contract values. CLS has developed a Growth and Participation strategy that will mitigate future funding reductions in grants and allow ongoing increased participation and outcomes, to meet the KCC Commissioned Service Specification.

5 Staffing

- 5.1 CLS has undertaken an organisational redesign and restructure to ensure the service is fit for purpose, provides financial stability and a sustainable future. The organisational redesign will also accommodate changes to central and KCC policy changes.
- 5.2 The proposed total staffing complement for CLS in 15/16 is 163.8 FTE, a net overall reduction of 33.15. It should also be noted that of the 33.15 projected FTE saving, 10.21 FTE saving are directly reliant on the proposals for property moves detailed in the CLS Property Implementation plan (see 6 – 6.3).
- 5.3 The current projected staffing budget excluding tutors and learning support assistants for CLS is **£5.979m**. The projected cost of the proposed new structure including national insurance and pension scheme costs) totals **£5.075m** hence the approximate level of reduction **£903k**.
- 5.4 The above include savings of **£223k** from the vacation of KCC properties and re-provision in alternative locations/venues as identified in phase one and two of the CLS property strategy.

6. Property

- 6.1 A phased Property Strategy has been developed which seeks to reduce infrastructure costs through developing a coherent and affordable property portfolio that supports new cost effective delivery models and a more flexible business model for the future. The principles of the approach are based on the need to ensure consistent CLS service delivery across the County through the establishment of 6 strategically located large multi-purpose centres which will form the backbone of delivery and provide an increased range of courses, facilities and opportunities.
- 6.2 These multi-purpose centres will be complemented by smaller specialist Adult Education Centres, Skills Plus Centres, and education and training courses to meet local need delivered from community venues such as Libraries, Schools and Children's Centres and Village Halls. This network of delivery, complemented by other short term leases/lets to trial emerging markets, will ensure that CLS learning opportunities are available in every district in Kent.

- 6.3 As part of the strategy to deliver a more flexible business model for the future, CLS is committed to exploring opportunities for co-location across a range of partner organisations, including the FE sector. A project group has been established, supported by KAFEC, to consider opportunities for co-location delivery models between CLS and FE Colleges, including the use of the Learning Shop at Bluewater.
- 6.4 The property strategy aims to support the organisational priority to increase learner participation, particularly from priority groups, by delivering learning at neighbourhood level and in familiar surroundings. The mixed economy of local community venues across Kent will ensure that in different ways CLS is able to meet the respective needs of differing customer groups and encourage participation from under-represented groups or isolated communities. In addition by reducing the current reliance on a large number of fixed access points the organisation will be able to respond more quickly to emerging markets and business opportunity.

7. Growth Strategy

7.1 Overview of the Growth and Participation Strategy 15/18

The CLS Growth and Participation Strategy is a refreshed and holistic overview of the potential growth opportunities that could be realised during the next 3 years.

It identifies and seeks to quantify the scale and scope of growth based on market analysis and funding opportunities. It identifies at **least £1.54m** of cumulative growth over 3 years through the following channels:

- Attracting additional fee income
- Delivering Apprenticeships in areas of business specialisms
- Expanding Traineeships and Study Programme provision
- Increase English and maths qualification attainment for young people
- Expanding existing provision into parallel markets
- Increasing participation on fee paying community learning provision through the Kent Adult Education programme
- Developing innovative ways of reaching a wider audience whilst retaining the quality of provision
- Extending CLS's trading tenure to leverage income and participation
- Attracting additional sources of project and external funding
- It identifies and seeks to quantify growth in participation on Kent Adult Education community based and family programmes targeted at under-represented and priority groups

7.2 Investment and Return

In order for Community Learning & Skills (CLS) to maintain a sustainable business, whilst addressing the need for additional participation and financial growth, it needs to develop new and innovative channels of engagement. CLS will need to work with a wide range of partners to provide learning for young

people, adults and families to ensure their needs are met in terms of job skills, qualifications, personal development and enjoyment.

- 7.3 CLS must become a business that anticipates and responds quickly to market and customer needs (as well as changes to funding conditions), whilst still delivering high quality learning, training and skills that make a real difference to all its customers.

The Growth and Participation Strategy can only be realised through collaborative and mutually beneficial partnerships and financial reinvestment. CLS are preparing a detailed return on investment for each initiative, this will play a critical role in the tactical development of each strand of this strategy over the next three years.

	FY 2014/15(F'cast)	FY 2015/16	FY 2016/17	FY 2017/18
Income	£'000s	£'000s	£'000s	£'000s
SFA/EFA contracts	-11,540.0	-11,221.8	-10,341.9	-9,591.5
Fee income (learner/employer)	-3,271.7	-3,271.7	-3,271.7	-3,271.7
Growth KT&A	0.0	-127.0	-318.0	-572.3
Growth KAE	0.0	-216.0	-539.9	-971.9
Total Income	-14,811.70	-14,836.5	-14,471.5	-14,407.4

Reinvestment for growth	0.0	300.0	350.0	400.0
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- 7.4 The SFA and EFA contract values have been modelled using best available estimations of the impact of future funding changes, including a staged reduction to the Community Learning grant.

The total investment over the three years is expected to be £1.050m. The expected growth over the same period is forecast to be £2.745m. Please note that the tutor cost of delivering has not been calculated and is not included within the reinvestment line. An element of the growth derived from funded contracts is based on lagged learning numbers and so funding drawdown in this area is realised in subsequent years.

8. Priorities for Development 16 and beyond

- Organisational transformation to continue to reduce costs and protect frontline service
- ESIF consortia tender opportunities for SELEP
- Virtual Learning platform/environment expansion
- Increasing GCSE English and maths capacity
- Increase participation in second chance learning
- Higher level qualifications Level 3 & above
- Increased participation (particularly from disadvantaged communities)
- Provision for adults with mild to moderate mental health related issues
- Further Education partnerships
- Specialist centre in Health & Social Care

- Increasing the provision for SEND learners

9. Commissioning

Kent County Council has stated its intention to become a strategic commissioning authority; as such EYS has developed a new commissioning framework and service specification for CLS. The commissioning framework will provide the governance which will further focus CLS on priority activities as identified in “Increasing Opportunities, Improving Outcomes and the Education and Young People’s Services 2015 Business Plan”. The service specification will review performance against the KPIs set out in the 14 – 24 and Adult Skills Strategies. These outcomes based on this service specification will form part of the CLS Annual Report for 15/16.

10. Recommendations

The Education and Young People’s Services Cabinet Committee is asked to note CLS financial (2014/15) and operational (academic year 2013/14) performance outcomes and future strategic direction.

Background Documents

CLS documents available on request:

- 2013/14 CLS Self-Assessment Report
- CLS Quality Improvement Plan
- Growth and Participation strategy
- Property strategy

2010 Ofsted inspection report –

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/52836>

FE Choices Learner and Employer satisfaction Survey -

https://www.gov.uk/government/statistical-data-sets/fe-choices-performance-indicators?utm_source=eshot&utm_medium=email&utm_campaign=Countdown%20Issue%20725

SFA national success rate tables 2013/14 (Apprenticeships) -


<https://www.gov.uk/government/statistical-data-sets/sfa-national-success-rates-tables-2013-to-2014>

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