

North Yorkshire Council

Children & Young Peoples Services

Executive Members

30th May 2023

Adult Learning and Skills Service Fees and Charging Policy 2023-24

Report of the Corporate Director Stuart Carlton

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to introduce the revised Adult Learning and Skills Service (ALSS) Fees and Charging Policy for the academic year 2023 -24 and its associated Pound-Plus policy. Reviewing these policies will also require approval to increase charges for those learners who are eligible to pay fees.

2.0 SUMMARY

- 2.1 The Adult Learning and Skills Engagement strategy details a changing curriculum offer that is designed to meet a number of competing challenges and priorities. Funding for this provision is largely provided by the Education and Skills Funding Agency and as such is bound by clear funding rules that are published on an annual basis and that reflect key priorities for adult education. These rules make clear stipulations on the types of programmes and types of learners that can receive full or partial funding. There is also an expectation that this funding gains added value through a process known as 'Pound-Plus'
- 2.2 This report details the key changes to the existing policy led by changes to the funding rules and the creation of a more robust 'Pound-Plus' policy. Due to increasing inflationary pressures for the small number of learners who are required to pay fees, (total collected in 22/23 £635) we are proposing a competitive increase in fee amounts of 6%

3.0 BACKGROUND

- 3.1 In line with the ESFA funded adult education budget (AEB): funding rules 2023 to 2024 For the 2023 to 2024 funding year (1 August 2023 to 31 July 2024). (dated 17th March 2023). The Education and Skills Funding Agency (ESFA) in their annual [Funding Rules and Guidance document](#) stipulates that we must produce a clear updated policy and publish this on our web site.
- 3.2 To address the requirement to set out a clear Fee and Charging Policy and that all fees and charges are reviewed on an annual basis we have reviewed and updated the policy (Appendix A)
- 3.3 The allocation amount is determined and calculated annually and published in the March preceding the start of the new academic year (1st August to 31st July)

- 3.4 The funding comes into the Authority directly from the Education Skills Funding Agency (ESFA); the AEB funding is to support learners ages 19+. The Advanced Learning Loan funding is to support learners aged 24+ and Apprenticeship funds come through levy employers and supports Apprentices aged 16+.
- 3.5 The AEB is funded and calculated in two ways:
- Adult Skills (Accredited Learning) is calculated through a formula funding methodology and is allocated to fund accredited learning: £790,932
 - Fees charged for accredited courses are dependent on the learner's personal circumstances and costs are prescribed by the awarding bodies
 - Community Learning (Non accredited learning) which is non formula funded but has specific targets and should be used with the focus being to support learners who are the most disadvantaged and furthest from the labour market: £1,903,773
- 3.6 Learners who meet the Government's priorities as a 'targeted' learner are fee remitted and undertake their learning at no cost to themselves. A learner who does not fall within the targeted categories is a 'co-funded' learner which means that the Adult Learning and Skills Service receives 50% of the funding available for the chosen qualification and the service can determine the percentage that learners are expected to pay of the remaining 50%. The fees are set by the funding rates and there is no scope for local fee decisions.
- 3.7 In line with Government priorities, AEB funding aims to engage adults and provide the skills and learning they need to progress into, or within, work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.
- 3.8 The service is ensuring that learners who can pay for their learning do so. Our learning offer has become much more focussed on those who are most disadvantaged. Provision has been developed to support people who are furthest from the labour market to engage or re-engage with learning to develop their confidence, work skills or poor mental health with a view to them progressing.
- 3.9 The purpose of Community Learning is to be fee remitted and is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
1. progress towards formal learning or employment and/or
 2. improve their health and well-being, including mental health and/or
 3. develop stronger communities
- 3.10 Community learning courses are delivered and reported under the following 7 delivery strands which link to the Community Learning objectives below:
1. Engaging and/or building confidence
 2. Preparation for further learning
 3. Preparation for employment
 4. Improving essential skills (English, including English for Speakers of Other Languages, maths and digital provision)
 5. Equipping parents/carers to support children's learning
 6. Health and well-being
 7. Developing stronger communities
- 3.11 Community Learning objectives are to widen participation and transform people's destinies by supporting progression relevant to personal circumstances, to encourage and support all

learners to progress onto new or more stretching provision to help them into a more formal learning or employment:

- to focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
- widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including:
 - improved confidence and willingness to engage in learning
 - acquisition of skills preparing people for training, employment or self-employment
 - improved digital, financial literacy and/or communication skills
 - parents/carers better equipped to support and encourage their children's learning
 - improved/maintained health and/or social well-being
- develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - increased volunteering, civic engagement and social integration
 - reduced costs on welfare, health and anti-social behaviour
 - increased online learning and self-organised learning
 - the lives of our most troubled families being turned around
- commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services
 - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - involving volunteers and voluntary and community sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
 - supporting the wide use of online information and learning resources
 - minimising overheads, bureaucracy and administration

3.12 The Service offers a small but growing provision through the Community Learning funding to enable learners to join learning activities for their own enjoyment and to learn, socialise with others or improve skills. This is mainly offered through the Arts and Crafts programmes, but we will be looking to further expand this offer into other areas of leisure.

3.13 We recognise there is an opportunity to grow and offer a more costed learning opportunity in line with the Funding Rules and Guidance document under the title of Pound Plus and local fee remission policy

3.14 The Service could have a bespoke full-cost offer to employers or agencies that request learning activities, this has not previously been widely promoted and we would not wish to compete with the Traded Services arm of the Authority but there could be a market with employers we already have relationships with. To date there has been very little demand however, we could market this in a small-scale pilot as an offer some targeted employers and establish if there is a need.

3.15 This would be fully costed and a “profit” making opportunity to the service as this provision would not be subsidised at all by any of the Grant Funding. The costing for this would be applied using the Full Cost calculator spreadsheet (Appendix 4)

4.0 Core issue

4.1 Our proposed offer is costed at £5.10 per hour (£4.80 22/23) for full fee-paying learner and £2.20 (£2.00 22/23) for fee remitted learner, this will be applied through the same funding entitlement and fee remission rules as Accredited Learning.

4.2 When we work in partnership with organisations and offer learning for free, we sometimes have learners who would ordinarily be unfunded due to their postcode area (devolved) in such instances, and only in this instance we propose a change of £7.40 per hour. This will enable them to participate with their peers. All other groups of unfunded learners are excluded.

4.3 The context for this review is that in February 2020, the County Council approved a new fees and charges policy which essentially states:

- Unless limited by Statute, fees and charges must be uplifted by the relevant inflation that the fees and charges relate to (finance would calculate the inflation rate specific to the relevant cost base)
- There must be a review of opportunities to introduce new fees and charges
- Fees and charges must be at full cost recovery including corporate and departmental overheads (unless limited by Statute as above)
- If it is not possible to charge/ uplift to a minimum of full cost recovery, then the service should be discontinued
- There must be clear benchmarking of fees and charges against other local authorities/ providers/ competitors that evidences why the recommended fees and charges are proposed

4.4 The Finance team have provided information on the scale of inflation applicable to the service and their estimate is that the composite rate of inflation between 22-23 and 23-24 is 6.0%. it is proposed to increase the fee for Community Learning from £4.80 per hour in 2032 to £5.10 per hour (an increase of 6.3%)

5.0 CONSULTATION UNDERTAKEN AND RESPONSES *(insert or delete)*

5.1 Some recent benchmarking has been undertaken by the service (see table below) – which was established that some authorities do charge at a higher rate than North Yorkshire.

5.2

Organisation	Fee Information
City of York Learning (ESFA Funding)	Courses in Community Learning for the general fee paying public have a different fee structure. Examples are: £13 per session – 2 hours (dressmaking course) £16 per session – 2.5 hours (cooking course) £65 for 10 week course – 15 hours (craft course) £28 per session – 5 hours (felting course) £60 10 week course – 15 hours (art course)

	rate a learner is therefore paying is to divide the £170 by 20hrs which equals £7.10 an hour.
The WEA (ESFA Funding)	Courses in Community learning all have the same fee structure and it is one cost for all learners. Examples are: £48 for 8 sessions – 16 hours (cooking) £201.60 for 21 sessions – 63 hours (sewing craft course) £43.20 for 6 sessions – 15 hours (craft sewing)
Stockton Council Adult Learning	Courses in Community Learning with no concessions, they are badged as Stockton Learning for pleasure Example is: £50 for 1 session – 2.5 hours (art class)
Middlesbrough College (Teesside Combined Authority Funding)	Very little Community Learning offered. Examples are: £80 – 7 weeks (art) £30 – 4 weeks (cooking)
Rossett School in Harrogate (Privately funded)	Large Community Learning offer but not Government funded from £4.50 per hour with no concessions.
North Tyneside Council	Two funding rates - £3.80 per hour and £4.90 per hour
Rutland Council	All courses are charged at £5.25 per hour
Nelson and Colne College Group	Current fee rate for community learning is £6.20 per hour. Where eligible for financial assistance learners are asked to pay a flat rate of £18 regardless of course length.
Buckinghamshire	£6.80 learning for personal development Small group learning £9.50 per hour Workshops (6 hours or less) £9.50 per hour Non funded learners £12 per hour

5.3 As fee increases are below inflationary levels and in line with council policy no public consultation has been undertaken.

6.0 CONTRIBUTION TO COUNCIL PRIORITIES

6.1 Adult Learning can provide support for all aspects of the council's key themes, to do so requires effective and efficient use of the resources available. The service strategy details how we are to do this, but an effective fees and charges policies and levels will ensure suitable funds are available.

7.0 ALTERNATIVE OPTIONS CONSIDERED

7.1 We have considered the impact of no-change and also increasing fees further. As fee contributions currently have minimal impact on service income, the potential for negative publicity of a larger increase has contributed to the decision to position at this level.

8.0 IMPACT ON OTHER SERVICES/ORGANISATIONS

8.1 The service works closely with Training and Learning to support the development of North Yorkshire Council staff this is delivered through the learner entitlement, so no charge is applied.

9.0 FINANCIAL IMPLICATIONS

9.1 The service currently has a deficit budget that through prudent working over the last two years should be balanced by the end of 2023/24. Due to the minimal income levels associated with fees charged it is not considered a financial risk to this aim

10.0 LEGAL IMPLICATIONS

10.1 Failure to publish a fees and charges policy would be a breach of contract with the ESFA

11.0 EQUALITIES IMPLICATIONS

11.1 Fees and charges are only levied on those individuals who exceed the financial income thresholds stated in the guidance. Whilst there may be an impact on individuals around this threshold point the level of fees charged should not indicate a significant financial disadvantage. Those learners who require support to purchase equipment, care for children while studying, have IT access or travel to learn issues the service does have the opportunity to provide a discretionary bursary.

12.0 CLIMATE CHANGE IMPLICATIONS

12.1 The policy has no climate change implications as fees and charges do not dictate service operation

13.0 PERFORMANCE IMPLICATIONS

13.1 There are no implications linked to service performance as this relates purely to management of service income in line with external funding arrangements. There is potential to have a minimal impact on learner recruitment but as the vast majority of learners are not required to pay fees this is likely only impacted by negative publicity.

14.0 POLICY IMPLICATIONS

14.1 Although a contractual requirement to produce a new policy the only change to previous year versions is the necessary increase in fees and the widening of definitions of community learning within it, in line with national policy change.

20.0 REASONS FOR RECOMMENDATIONS

20.1 For the service to continue to meet obligations to ESFA we must publish an annual fees policy and associated Pound Plus policy

20.2 In line with wider council charges policy we must uplift charges in-line with inflation

21.0 RECOMMENDATION(S)

i) To approve the increase in fees charged to learners who are eligible

ii) To approve publication of the fees and charging and associated pound-plus policies

APPENDICES:

Appendix A – Draft Adult Learning and Skills Service Fees and Charging Policy 2023-24
Appendix B – ESFA Funded Adult Education Budget 2023 to 2024
Appendix C – Advanced learner loan funding 2023 to 2024
Appendix D – Full Cost Calculator
Appendix E - ALSS Pound Plus Policy
Appendix F – Equality Impact Assessment
Appendix G – Climate Impact Assessment

BACKGROUND DOCUMENTS:

[ESFA funding rules and guidance 2023/24](#)

York and North Yorkshire Adult learning and Skills engagement strategy 2022-2025

*Stuart Carlton
Corporate Director – Children and Young Peoples Service
County Hall
Northallerton
17th May 2023*

Report Author – *Paul Cliff – Shared Head of Adult Learning and Skills (York and North Yorkshire)*
Presenter of Report – *as above*

Note: Members are invited to contact the author in advance of the meeting with any detailed queries or questions.

PLEASE ALSO NOTE THAT IF ANY REPORTS / APPENDICES INCLUDE SIGNATURES THESE MUST BE REMOVED / DELETED PRIOR TO SENDING REPORTS / APPENDICES TO DEMOCRATIC SERVICES. Appendices should include an Equality Impact Assessment and a Climate Impact Assessment where appropriate

**North Yorkshire County Council
Adult Learning and Skills Service**

Fees and Charges Policy 2023/24

This information is published and used in conjunction with the Education and Skills Funding Agency (ESFA) document: ESFA funded adult education budget (AEB): funding rules 2023 to 2024 For the 2023 to 2024 funding year (1 August 2023 to 31 July 2024). As published on 17.03.23

A summary of the levels of government contributions towards skills provision, excluding apprenticeships, see information below and Appendix A and B:

The level of ESFA contribution we will fund is as follows:

ESFA funded AEB supports 4 legal entitlements to full funding for eligible adult learners. These are set out in the Apprenticeships, Skills and Children's Learning Act 2009, and enable eligible learners to be fully funded for the following qualifications:

- English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade 4 (C), or higher, and/or
- first full qualification at level 2 for individuals aged 19 to 23, and/or
- first full qualification at level 3 for individuals aged 19 to 23
- essential digital skills qualifications, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

Government contribution table – See Appendix A and B

The level of government contribution for ESFA funded AEB is as follows

1: 19- to 23-year-olds

- English and maths for those aged 19 and over, up to and including level 2; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Essential digital skills and digital functional skills qualifications up to and including level 1; Must be delivered as part of the digital legal entitlement qualifications; Fully funded
- First full level 2 (excluding English & maths and Digital); First full level 2 must be delivered as part of the legal entitlement qualifications. Level 2 provision from the local flexibility offer will not be funded for 19 to 23-year-olds who do not have a first full level 2. See local flexibility and legal entitlements section; Fully funded
- Level 3 legal entitlement (learners first full Level 3); First full level 3 must be delivered as part of the legal entitlement qualifications; Fully funded

- Level 3 free courses for jobs offer; Learners without a full level 3 or above can access a qualification on the free courses for jobs offer qualification list; Fully funded. Learners who already hold a level 3 or above and meet the definition of unemployed or who are in receipt of low wage; Fully funded
- Level 3 advanced learner loans; A learner has already achieved a full level 3 and exhausted their eligibility for the free courses for jobs offer; Loan funded
- Learning aims to progress to a full level 2 – up to and including level 1; Must be delivered as entry or level 1 provision from local flexibility; Fully funded
- Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above (see local flexibility and legal entitlements section); For those who meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Continuing traineeship Learners (16 to 24-year-olds); 16- to 18-year-old continuing learners must be eligible under the ESFA's young people's residency requirements; Excluding the flexible element where funding depends on age and level; Fully funded

2: 24+ year old

- English and maths for those aged 19 and over, up to and including level 2; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Essential digital skills and digital functional skills qualifications up to and including level 1; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Full level 2 (excluding English and maths); For those eligible through unemployed or in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Level 3 free courses for jobs offer; Learners without a full level 3 or above accessing a qualification on the free courses for jobs offer qualifications list; Fully funded. Learners who already hold a level 3 or above and meet the definition of unemployed or in receipt of low wage; Fully funded. Where 24+ learners are not eligible for the free courses for jobs offer, providers must refer to advanced learner loans rules; Loan funded
- Learning to progress to level 2 (local flexibility and legal entitlements); For those eligible for their first full level 2 as they meet the unemployed criteria or who are in receipt of low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above (local flexibility and legal entitlements); For those eligible for their first level 2 as they meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above (local flexibility and legal entitlements); For those eligible for their first level 2 as they meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the unemployed criteria or who are in receipt of a low wage; Fully funded. For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low wage: Co-funded



Learner eligibility – who is funded

All learners must be aged 19 or over on 31st August 2023 and must meet the residential eligibility criteria for funding. Please refer to the [glossary](#) definition of ‘learner residency’ and the devolution [postcode checker data set](#). This is available from your local area Adult Learning and Skills Service (ALSS) office. The information below relates to qualifications which are approved for funding as defined by the Qualifications Information Guide.

Fee Remission

The Education and Skills Funding Agency (ESFA) will meet the full cost of certain courses for learners in one of the following categories:

- receive Jobseeker’s Allowance (JSA), including those receiving National Insurance credits only
- receive Employment and Support Allowance (ESA)
- receive Universal Credit, and their take-home pay as recorded on their Universal Credit statement (disregarding benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner)
- are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

The ESFA may also fully fund learners who are employed, or self-employed, and would normally be co-funded for provision, up to and including level 2 if they meet the following criteria:

- You are eligible for co-funding
- You earn less than £20,319 annual gross salary

Additionally, at the discretion of the Adult Learning and Skills Service, the Education and Skills Funding Agency will meet the full cost of certain courses for those learners who are:

- In receipt of other state benefits (not listed above) and their takehome pay (disregarding benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner), and
- motivated to be employed, or progress into more sustainable employment, and their take-home pay (disregarding benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner), and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs
- Learners aged 19 to 23 and aged 24 and over, who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications for the level 2 legal entitlement available on the [qualifications website](#) or [find a learning aim](#).
- Learners aged 24 and over who have not achieved a level 2 qualification can undertake learning up to and including level 2 qualifications from the local flexibility offer, or qualifications in the level 2 legal entitlement list available on the [qualifications website](#) or [find a learning aim](#).



Digital Skills Entitlement

We support the Government's Digital Skills Framework which provides an entitlement to allow learners of all ages to thrive in the information and technological age. For adults with low digital skills, Essential Digital Skills Qualifications (EDSQ) aimed at both life and work will be funded through a legal entitlement (digital entitlement) which will bring ICT into line with maths and English by applying funding for these entry 3 and level 1 qualifications.

Examination Costs

- Examination, membership and materials costs are in addition to the course fees, unless stipulated in the prospectus.
- Learners who are entitled to free accredited courses and who are fully funded do not pay examination, membership or materials costs.

GCSE English and maths

We will fully fund individuals, including individuals who are employed, aged 19 or older, who have not previously attained a GCSE grade 4 (C), or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications:

- GCSE English language or maths
- Functional Skills English or maths from Entry to level 2
- Stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education and ESFA
- If a learner wants to 'retake' their GCSE English and maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit the exam.

Examination Re sits

Learners who have studied GCSE with ALSS and wish to re-sit their GCSE English or maths examination in November without any further learning will have to pay the appropriate costs, which are the full exam, registration and certification fee plus a £45 administration charge.

For all other qualification types (with the exception of Functional maths and English and Digital Skills) where there is an examination fee any re takes are to be paid for by the learners plus a £20 administration charge.

*Please also refer to Absence information on Page 7

19+ Advanced Learning Loans

From 1 August 2019, anyone who is 19 or over and wishes to study for a qualification at level 3 to level 6, will be able to apply for an Advanced Learning Loan to cover tuition fees.

Applications can take time to process please ensure you are in receipt of the loan prior to the start date of the course.

Student Loans Company are responsible for assessing eligibility and administering the loan. Further information on the application process is available from your local area Adult learning and Skills Service office or go to www.gov.uk/advanced-learning-loans.

Level 3– free courses for jobs offer (FCFJ)



As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification and, from 1 April 2022, adults who meet the definition of 'low wage' or 'unemployed'. This offer is also known as the free courses for jobs offer.

The offer includes:

- level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults aged 24+ can now access fully-funded level 3 provision from the list of level 3 free courses for jobs qualifications available via the [DfE list of qualifications approved for funding](#)
- additional level 3 qualifications for 19 to 23-year-olds that are not included in the legal entitlements
- Once a learner has been funded by FCFJ in line with guidance, they will have exhausted their eligibility for the offer and can no longer access FCFJ funding. Learners accessing the low wage and unemployment flexibilities cannot be funded if they have previously been funded via FCFJ. Please see the full ESFA funding rules for further upto date guidance.

Community Learning

If you are **unemployed and actively seeking work and in receipt of one of the benefits** mentioned previously the cost of a course is **£2.20 per hour (plus the costs of any resources if required)**

If you are **not in employment and not in receipt of one of the benefits** mentioned previously and your income is below **£20,319.00 annual gross salary**, the cost of the course is **£2.20 per hour**

If you are **in employment and earning over £18,525.00 or not seeking work** the cost of a course is **£5.20 per hour**

These courses are offered to enable you to develop or maintain your skills in a range of subjects. These courses are only partially subsidised by the Education and Skills Funding Agency and therefore incur a cost which is priced individually and available as publicised or on request.

In addition to course fees, The Adult Learning and Skills Service will determine measures to increase the value of funding received for community learning. This is in line with the Pound Plus concept. See ALSS Pound Plus document.

Family Learning

Family Learning classes are run in many schools in the UK. They give parents and children the opportunity to find out how things are taught in their children's school as well as a chance to share ideas with other parents and develop their own skills.

Family Learning can benefit the parents and carers who attend the programmes as it is a powerful resource which enables people to take their first steps back into education. It's a valuable progression pathway to higher level skills and jobs.

These courses are offered to parents and carers to support their children's learning and are free.

Payment by instalment

Our payment by instalment method is to help you spread the cost of fees and are available on all courses with tuition fees **greater than £100**.



The first payment is 30% of the tuition fee plus the cost of materials, examination and registration fees. The remaining amount due will be split over a maximum of six consecutive monthly payments, **or** for courses of a shorter duration at least one week before the expected end date of the course. The exam and registration fees are an additional cost to the course fees – these must be paid at the time of enrolment with the first instalment.

For example, if the course is for 10 months and the tuition fee is £700 and the other associated costs are £40, the instalment fee will be £210 + £40 initial payment, then a monthly payment of £81.66 over six months. If a learner wants to pay it off earlier, that can be adjusted at enrolment.

The first instalment must be paid prior to the course commencing. The six remaining payments must be paid over the next six consecutive months. The final payment must be made before the end of the course.

Learners cannot attend the course until the first payment has been received, including any of the additional costs are paid in full.

If learners leave the course early or do not complete they will still be required to pay the fees in full and must be made aware of this at the time of enrolment.

Signing the enrolment form is the contract to confirm acceptance of the payment plan.

Learners cannot pay for classes on a weekly basis. If the learner joins a class late they will still pay the full course fee.

For some of the courses there will be specialist resources required with the costs being paid directly to the teacher.

Refunds

A full refund of course fees paid will only be made if the Service is unable to provide the course.

Pro Rata refund of fees may be claimed for: (a) temporary cancellation of classes for more than two meetings, where the revised arrangements for future meetings are not satisfactory to the student (b) permanent withdrawal from a course by a learner due solely to a long-term newly diagnosed medical condition which prevents attendance on the course (c) extenuating personal circumstance at the discretion of the Curriculum Manager

Other refund requests will only be granted in exceptional circumstances.

All requests for refunds should be put in writing to the relevant Curriculum Manager.

Examination entry fees are non-refundable once paid to the awarding organisation unless that organisation offers a refund and the Service has received the refund.

Refunds for original payments made by credit/debit card must be refunded onto the original card. As card details are not stored, the cardholder will be required to present the card or card details again before the refund can be processed.

When a class has to be closed due to bad weather every effort will be made to ensure that an additional class is provided in lieu as follows:

- An extra session may be added on to the end of the course



- An extra half hour may be added onto the remaining weeks of the course, up to the number of hours missed – e.g. for a 2 hour course an extra half hour could be added to the last 4 sessions.

Refunds for other reasons are not generally given, but if a refund is granted **there will be an administration charge of £20.00.**

Absence

The Adult Learning and Skills Service will automatically withdraw a learner from a course because of non-attendance or non-participation of any element of their agreed learning plan after two consecutive weeks/sessions of absence from planned sessions of their course. If a learner knows of a reason why they are going to be absent for more than two weeks, they must send information to their teacher explaining why they are going to be absent, and the timeframe of this absence. The Adult Learning and Skills Service reserves the right to withdraw the learner after a two week absence if we are not satisfied that the learner is going to genuinely return to their programme of learning and to invoice for any outstanding fees.

*Please refer to Learner Attendance and Absence Policy

Learners who fail to attend the exam without notice may be charged for subsequent exams or refused entry onto other courses.

Learner Support Fund

Additional support and access to funds may also be available if you cannot meet the cost of your course. Funding is limited and we cannot guarantee its availability, but if awarded can be put towards your registration fees, professional membership fees and exam fees, travel, books or childcare. Funding must be applied for before you start the course, to apply you will need to have an interview with a Learner Engagement Officer who will provide you with further information and help you to complete an application form. This funding is only available to those wishing to attend an accredited course. You may be able to claim assistance to pay the course fees to help you start or stay in learning.

Additional Learning Support

Adult Learning and Skills Service offers a range of additional support for learners to be able to start and stay in learning, these can be assessed following a discussion with your course teacher and / or a Learning Engagement Officer.

Non-eligible learners

The Adult Learning and Skills Service does not ordinarily enrol learners onto **any** course where they do not meet the Education and Skills Funding Agency eligibility criteria, however a request can be made through relevant curriculum manager and if suitable a fee will be applied based on individual circumstances and the course applied for. If approved this will have a fee based on the full cost of the provision with no option for an instalment plan.

Residents of some postcodes which are part of a Devolved Authority area are not eligible for funded programmes in the North Yorkshire County, please seek the advice of the Adult Learning and Skills Service to discuss.

You can check your post code by using the following link:



Bespoke training for employers or at the request of external organisations

The Adult Learning and Skills Service can offer bespoke training to meet the needs of Employers or external organisations, these can be discussed on an individual basis and will be costed by applying the formulas in the Full Cost Calculator.

The Adult Learning and Skills Service reserves the right to amend a course fee, alter dates times even if it has been advertised previously. We exercised the right to amend if an error has been made, or if there are changes to funding rules, the type of provision, minimum numbers or costs. (E&OE)

All learners are informed at enrolment and through the prospectus that their learning is by Education Skills Funding Agency co-financing arrangement.



Subcontractor Fees and Charges Policy 2023/24

Sub-Contracting Declaration

The Adult Learning and Skills Service receives a separate funding grant to deliver High Needs Study Programmes (HNSP) to young people who have an Education, Health and Care Plan (EHCP) to support the local offer.

The HNSP is individual to the young person and as such, there may be a number of bespoke requests. This would make it unrealistic for the Service to offer all of the provision in-house. It is likely to be cost ineffective in terms of the cost of acquiring all the necessary equipment and facilities to meet the needs of the individuals.

The High Needs Study Programme is provided in-house by the Adult Learning and Skills Service. However, the Approved Provider List (APL) relates to more specific specialist aspects of the High Needs Delivery (HND) which ALSS cannot meet internally. For example, provision of equine management or farming skills, work experience.

In line with North Yorkshire County Council procurement rules our subcontracting is undertaken through the YOR-Tender and NYCC procurement rules and procedures which ensures a robust due diligence procedure and ensures compliance with the ESFA subcontracting rules and guidelines. The subcontracting arrangements are also published on the Gov.uk website.

Payments are made to each subcontractor in accordance with NYCC financial procedures and the service level agreement and contract.

Currently we subcontract with the following organisations and we passport our funding to them and report to the ESFA on activity, we hold back a percentage per learner as a management fee (pro rata up to a maximum of 20%) to cover the supervision of the subcontracting which includes quality assurance processes for example including specialist careers advice, observation of teaching and learning, delivery of CPD activities and other bespoke support to the organisation to ensure the highest quality of learning delivery is made available, demonstrating value for money and a positive impact on learner lives.

Organisation Name	UKPRN
The Blueberry Academy Limited	10020954
Disability Action Yorkshire	10026987
Veloheads Community Interest Company	10084889
Living Potential Care Farming	10082446
Harrogate Skills4Living Centre	10040919
Supporting Choice Limited	10087225



Pound Plus Policy 2022/23

What is Pound Plus?

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities

Community Learning Courses fall under the following four strands:

- Personal and Community Development Learning - learning for personal and community development, cultural enrichment, intellectual or creative stimulation and for enjoyment (in most cases not leading to a formal qualification)
- Family English, Maths and Language - learning to improve the English language and maths skills of parents, carers or guardians and their ability to help their children
- Wider Family Learning - learning to help different generations of family members to learn together how to support their children's learning
- Neighbourhood Learning in Deprived Communities - supports local Voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged neighbourhoods

Pound plus

Pound Plus is a term used by the Education and Skills Funding Agency to describe and represent additional income generated by providers of adult education over and above the core funding. It is anything else we can do to generate additional income, such as fee income or funding in kind, e.g. free venues. In generating additional income it allows us to maximise the value of public investment and is used to increase the offer we can provide to our communities and residents in North Yorkshire. Any Pound Plus fee income is used for the people who most at need, and can least afford, community learning provision.

What we do

In order to receive this money, we must ensure that public funding is focused on people who need it most, those least likely to participate in learning. We therefore collect fees from people who can afford to pay, unless otherwise prescribed by the ESFA, and use these to extend provision to those who cannot.

North Yorkshire Council (NYC) Adult Learning and Skills Service (ALSS) adds value to the Adult Education Budget by working closely with partners. In doing so this reduces costs by sharing resources and attracting in kind funding to widen the offer available to disadvantaged learners who otherwise may not be able to afford course fees. We have a differentiated fees policy in place, which includes a mix of fee-paying public courses and free targeted provision.

The main contributors of Pound Plus in NYC ALSS include:



- Appropriate fee income (those who can afford to pay and reinvests this by providing access to courses free of charge to those who cannot)
- Provide a fee structure which is competitively priced, ranging from workshops and other community learning courses with concessionary fees available
- To work collaboratively with other providers in the County
- Curriculum efficiency – avoiding duplicate provision
- Curriculum planning – to ensure the course offer meets both the government priorities and the needs of the local communities
- Curriculum offer that is open to all adults in North Yorkshire
- The offer of progression opportunities leading to increased participation through to other funding streams including accredited courses
- Access to venues at no or reduced costs
- The use of volunteers to support learning
- The use of shared resources
- Partnership working and offering a bespoke curriculum to their client groups
- Access to other funding sources or equipment

Partnerships

Our community learning outreach provision mainly developed with and delivered to community organisations consists of bespoke and specific programmes designed to meet the particular needs of targeted groups of learners, usually the clients of organisation. The programme of learning activities are proposed in partnership with local community and voluntary organisations and schools. There is an expectation that ALSS funding is a contribution to overall costs of delivery and that partners will add value by contributing in kind (such as offering free venue or expertise) or through cost savings (such as recruiting and supporting learners). There is an expectation that the provision will in turn reduce costs to other services for example, interventions to improve health and wellbeing to keep people mentally healthy and fit will reduce visits to GPs, through reducing rural and social isolation (which is a major cost to services). The ongoing partnerships with DWP Job Centre Plus aim to reduce costs to local government through a structure that helps unemployed people get back into work.

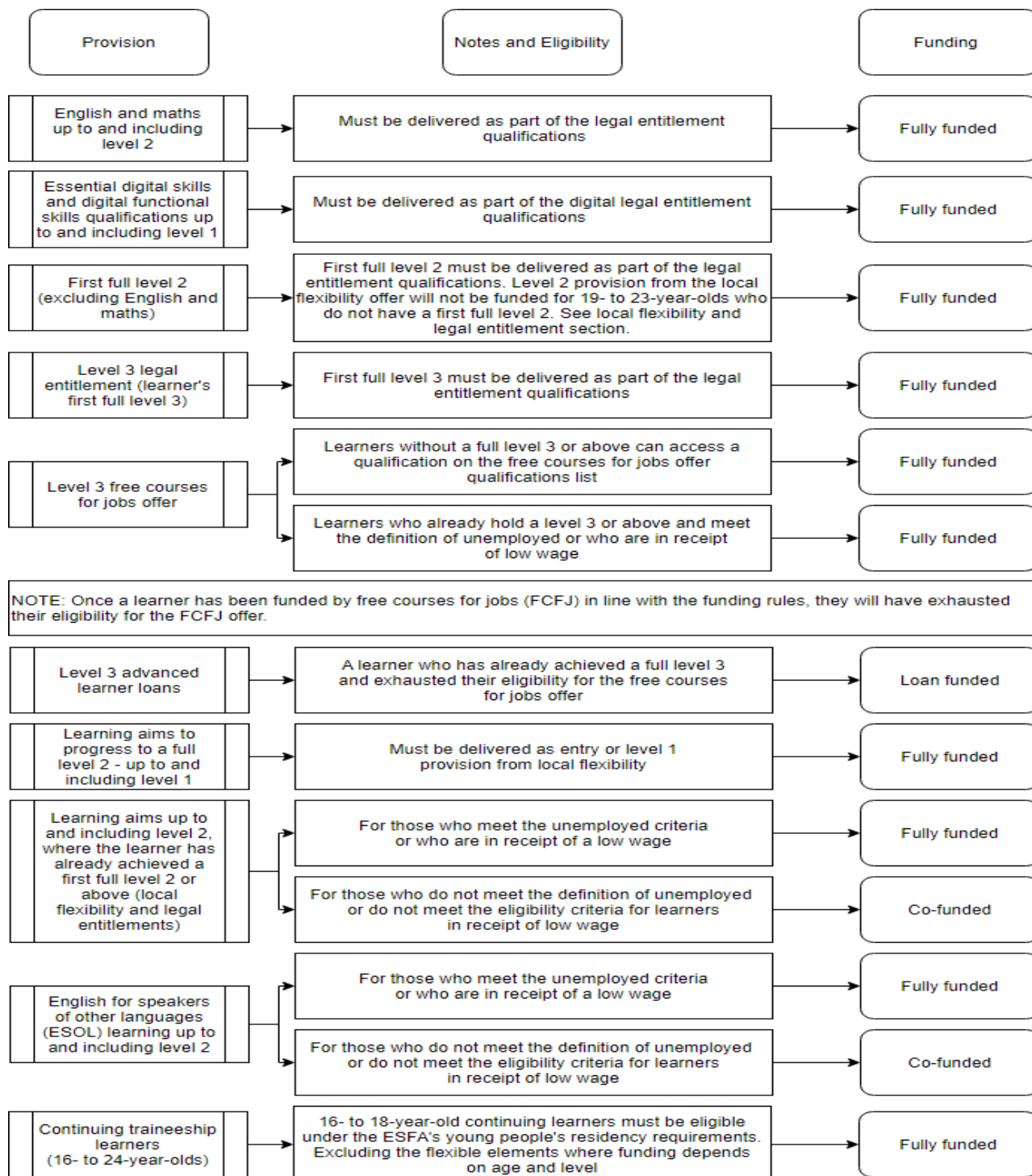
Monitoring

ALSS undertake regular reviews of provision and take feedback from partners and communities to widen participation. We monitor through our quality processes and self-assessment process.



Appendix A

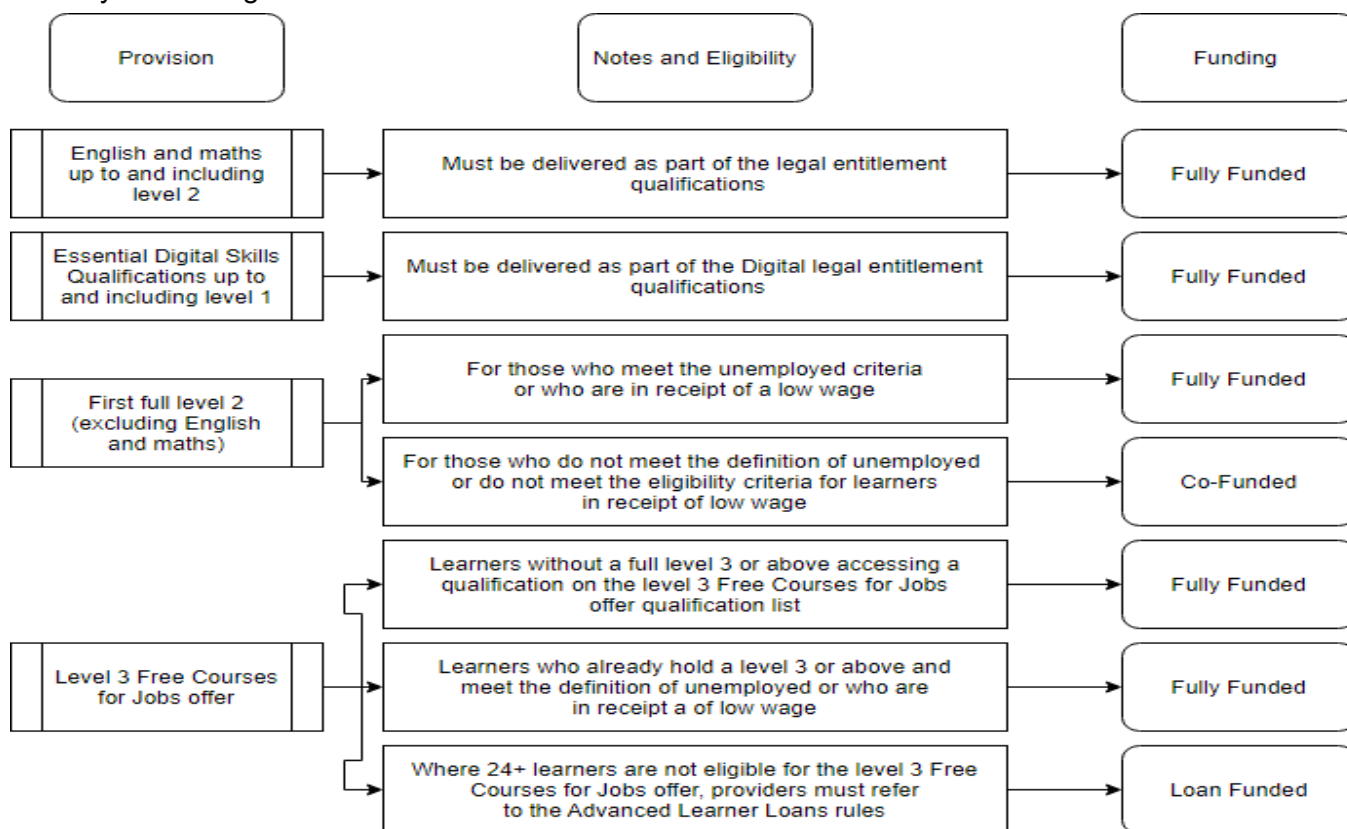
Chart 1: 19 to 23 year olds



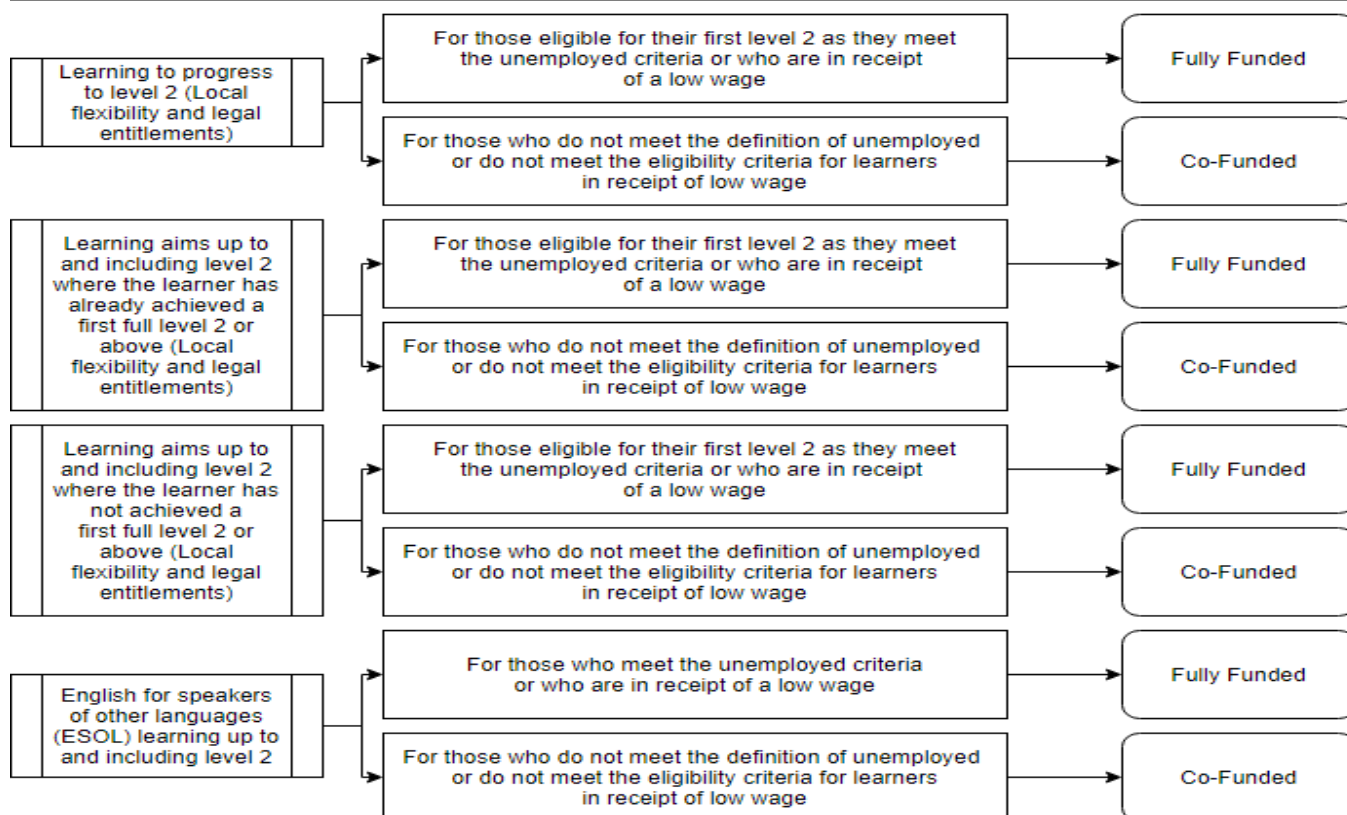
Appendix B



Chart 2: 24+ A learner is classes as being 24+ for funding purposes if they have turned 24 by the first day of learning.



NOTE: Once a learner has been funded by Free Courses for Jobs (FCFJ) in line with the funding rules, they will have exhausted their eligibility for the FCFJ offer.





ESFA funded adult education budget for 2023 to 2024

31 March 2023 version 1

Total 2023 to 2024 allocation

£2,766,065

ESFA funded adult education budget grant

August 2023 to March 2024	£1,844,135
April 2024 to July 2024	£921,930

How your ESFA funded adult education budget grant is broken down

Adult skills allocation	£790,932
Community learning allocation	£1,903,773
Funding for innovative provision	£0
19 to 24 traineeships for continuing learners only	£0
National Skills Fund: level 3 free courses for jobs	£71,360
<hr/>	
Total ESFA funded adult education budget grant	£2,766,065

Total 2023 to 2024 allocation **£2,766,065**

Could my allocation change?



Education & Skills Funding Agency

North Yorkshire County Council

UKPRN: 10004727

We can reduce or remove your allocation if there's evidence that public funds are at risk.

Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education, acting through the Education and Skills Funding Agency.



Advanced learner loans for 2023 to 2024

31 March 2023 version 1

Total 2023 to 2024 allocation

£89,682

Advanced learner loan facility

August 2023 to March 2024	£56,336
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April 2024 to July 2024	£32,846
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Total advanced learner loan facility	£89,182
--------------------------------------	---------

Advanced learner loan bursary

August 2023 to March 2024	£375
---------------------------	------

April 2024 to July 2024	£125
-------------------------	------

Total advanced learner loan bursary	£500
-------------------------------------	------

Total 2023 to 2024 allocation	£89,682
--------------------------------------	----------------

Could my allocation change?

We can reduce or remove your allocation if there's evidence that public funds are at risk.

Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education, acting through the Education and Skills Funding Agency.

tion
d information in the white columns all shaded columns have calculations (do not change any calculations in the shaded columns)
Company/organisation name
Title of programme
Course type - Accredited or Non Accredited
Grade J hourly rate (top of scale April 2020)
*** 45 minutes for every hour of teaching Accredited and *30 minutes for non accredited learning**
Total hourly rate
Pension contribution added
NI contribution added
Total of the salary rate per hour of teaching
Enter how many hours for delivery
This column will give the total salary costs for the length (GLH) of the course
Room rate to be applied to the costs if charged (if for example it is a NYCC classroom, add £20 per hour) If it is on employer premises then zero costs
This column will give the total room rate for the course/session
Add total number of learners using ICT
For the use of NYCC ICT resources there is a charge of £5 per head per hour
Total ICT charges if applied (£5 per head x number of learners x GLH)
Add learner numbers
Add miles travel for teacher if claiming travel (42p per mile)
Add time for travel for teacher if claiming travel (£22.64 X travel time)
At least £10 per head minimum charge for resources but if there are books etc add the specific charge for those items.
Total costs of all charges before 20% Mgmt charge
Add a 20% management and admin fee to total costs
Total charges to organisation/employer for courses for a non accredited course
Blank column
Add the accreditation, registration and certification costs
Add 20% further costs for all accreditation on costs eg standardisation and admin
Postage for certificates (3.50 per learner)
This column will give the total accreditation costs
Total charges to organisation/employer for courses with accreditation

These learners will not be reported to the ESFA or in scope of Ofsted
There can be no costs to the service the fee must cover charges
No minimum/maximum learner numbers but salary costs remain the same

Course Title	Course type (accredited or non accredited)	Hourly teaching rate Top of Grade I (Was Band 10)	*.75 or *.5	Total	Pension @22.6%	NI @ 13.8%	Total Hourly Salary Rate	Enter GLH	Total Salary	Enter Room Hire Charge Per Hour	Total Room Hire	Number of ICT users (learner numbers)	Equipment charge £5 per hour per head if using NYCC ICT	Total Equipment	Enter Number of learners	Teacher Travel Costs (miles travel X 42p per mile)	Teacher £28.00 per hour for travel time (base salary rate without .75 uplift but with on costs)	Resources (books, handouts, etc.) £10 per head Unless known amounts	Total cost before 20% Mgmt fee	Management Fee 20% contribution	Total charge to organisation without accreditation	Accreditation fee per learner	Accreditation on costs 20%	Postage and Admin £3.50 per learner	Total Accreditation Fee	Total Cost to organisation with Accreditation
ICT	Non Accredited	£17.53	£8.77	£26.30	£5.94	£3.63	£40.00	20	£800.00	£20.00	£400.00	10	£5.00	£1,000.00	10	£1.26	£85.20	£100.00	£2,386.46	£477.29	£2,863.75	£0.00	£0.00	£0.00	£0.00	£2,863.75
Accounting	Accredited	£17.58	£13.19	£30.77	£6.95	£4.25	£45.00	10	£450.00	£0.00	£0.00	6	£5.00	£300.00	6	£0.00	£0.00	£60.00	£810.00	£162.00	£972.00	£400.00	£80.00	£21.00	£480.00	£1,452.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
		£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00

£27.10



North Yorkshire Council - Adult Learning & Skills Service (ALSS)

Pound Plus Policy

Reviewed by:	Ann Featherstone
Date(s) approved	
Approved by	ALSS SMT
Next Review Date	February 2024
Version information	

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INTRODUCTION

North Yorkshire Council Adult Learning and Skills Service (ALSS) aims to maximise the participation and learning impact gained from the Community Learning grant and to ensure equality of access and participation.

Pound Plus is a term used by the Education and Skills Funding Agency to describe and represent additional income generated by providers of adult education over and above the core funding. It is anything else we can do to generate additional income, such as fee income or funding in kind, e.g. free venues. In generating additional income, it allows us to maximise the value of public investment and is used to increase the offer we can provide to our communities and residents in North Yorkshire. Any Pound Plus fee income is used for the people who most at need, and can least afford, community learning provision.

North Yorkshire Council Adult Learning and Skills Service's strategy for Pound Plus focuses on:

- Cost savings
- Income generation

COST SAVINGS

PARTNERSHIP WORKING

Partnership activity is an important mechanism for generating Pound Plus. The overall level of resources available to community learning is enhanced because partners are contributing additional skills and resources over and above that provided by North Yorkshire Council Adult Learning and Skills Service. ALSS currently monitors the cost savings from partnerships working for the following areas:

- Venue provision.
- Providing support workers.
- Providing refreshments
- Providing marketing for courses.
- Creche provision.

Where costs are not identified, for ease, North Yorkshire Council Adult Learning and Skills Service count the following as the Pound Plus additional income from these resources.

Resource Provided	Cost saving calculation for full support
Venue hire	£20 per hour (based on average cost of venues within service that are paid for)
Providing support workers	£14.77 per hour. (Based on the median UK wage (Office for National Statistics (ONS), 28 th March 2023. ONS website, statistical bulletin, Low and high pay in the UK: 2022)
Providing refreshments	£4 per hour
Providing marketing for courses.	£3.00 per hour and are applied to every course
Creche provision	£45 per hour. (Estimation based on 2.5 creche workers (£11.54 per hour per worker plus half of estimated room hire at £10 per hour) plus on costs for management and booking time.)
Other costs	Other costs will be included in reporting at the discretion of the curriculum manager and will be estimated using the value of cost if paid for.

VOLUNTEERS

North Yorkshire Council Adult Learning and Skills Service utilise volunteers to enhance the provision provided and to support those that are interested in volunteering, either for career progression or for their own wellbeing.

Volunteers are supported by Adult Learning staff, including induction, CPD and progression advice.

For the purpose of calculating pound plus value added to the provision, we use the value of £12 per hour.

INCOME GENERATION

North Yorkshire Council Adult Learning and Skills Service includes any income generated on top of the community learning grant in their pound plus calculations.

FEE INCOME

North Yorkshire Council Adult Learning and Skills Service charges fees for courses in the PCDL programme to learners that can afford to pay. The standard rate is currently £5.20 an hour, and £2.20 for learners in receipt of certain benefits or who have a low household income.

GRANT INCOME

Grant income from other sources may be used if available. In 2022 – 2025, the Multiply funding from DfE for North Yorkshire Council Adult Learning and Skills Service will be used to provide interventions for maths provision for the area.

SALE OF PRODUCTS OR SERVICES

There is not currently a plan for the sale of products or services within North Yorkshire Council Adult Learning and Skills Service. The service, however recognises that there are occasions where expertise of staff is purchased or equipment is sold, the amounts will be detailed in the Pound Plus reporting.

FEE INCOME AND RESERVE FUNDING INVESTMENT

It is a requirement of the ESFA funding rules for additional income from Community Learning Provision, such as fee income and any money that is underspent, to be reinvested into education locally. The final decision to invest this money is made by the Head of Service – Adult Learning.

Initial equality impact assessment screening form			
This form records an equality screening process to determine the relevance of equality to a proposal, and a decision whether or not a full EIA would be appropriate or proportionate.			
Directorate	CYPS		
Service area	ALSS		
Proposal being screened	Fees and Charging Policy		
Officer(s) carrying out screening	Paul Cliff		
What are you proposing to do?	Publish new policy and increase fees by 6% for those eligible		
Why are you proposing this? What are the desired outcomes?	Contractual requirement with increase in line with wider council policy		
Does the proposal involve a significant commitment or removal of resources? Please give details.	No		
Impact on people with any of the following protected characteristics as defined by the Equality Act 2010, or NYCC's additional agreed characteristics			
As part of this assessment, please consider the following questions:			
<ul style="list-style-type: none"> To what extent is this service used by particular groups of people with protected characteristics? Does the proposal relate to functions that previous consultation has identified as important? Do different groups have different needs or experiences in the area the proposal relates to? 			
If for any characteristic it is considered that there is likely to be an adverse impact or you have ticked 'Don't know/no info available', then a full EIA should be carried out where this is proportionate. You are advised to speak to your Equality rep for advice if you are in any doubt.			
Protected characteristic	Potential for adverse impact		Don't know/No info available
	Yes	No	
Age		✓	
Disability		✓	
Sex		✓	
Race		✓	
Sexual orientation		✓	
Gender reassignment		✓	
Religion or belief		✓	
Pregnancy or maternity		✓	
Marriage or civil partnership		✓	
People in rural areas		✓	
People on a low income		✓	
Carer (unpaid family or friend)		✓	
Does the proposal relate to an area where there are known inequalities/probable impacts (e.g. disabled people's access to public transport)? Please give details.	Policy change is a contractual requirement based on national rule changes, fee charges only impact the small proportion of individuals who are eligible for fees		
Will the proposal have a significant effect on how other organisations operate? (e.g. partners, funding criteria, etc.). Do any of these organisations support people with protected characteristics? Please explain why you have reached this conclusion.	No Impact on how organisations operate as in line with national policy		

Decision (Please tick one option)	EIA not relevant or proportionate:	✓	Continue to full EIA:	
Reason for decision	Changes have minimal impacts			
Signed (Assistant Director or equivalent)				
Date	17 th May 2023			

Initial Climate Change Impact Assessment (Form created August 2021)

The intention of this document is to help the council to gain an initial understanding of the impact of a project or decision on the environment. This document should be completed in consultation with the supporting guidance. Dependent on this initial assessment you may need to go on to complete a full Climate Change Impact Assessment. The final document will be published as part of the decision-making process.

If you have any additional queries, which are not covered by the guidance please email climatechange@northyorks.gov.uk

Title of proposal	ALSS Fees and Charging Policy 2023-24
Brief description of proposal	<p>The Adult Learning and Skills Engagement strategy details a changing curriculum offer that is designed to meet a number of competing challenges and priorities. Funding for this provision is largely provided by the Education and Skills Funding Agency and as such is bound by clear funding rules that are published on an annual basis and that reflect key priorities for adult education. These rules make clear stipulations on the types of programmes and types of learners that can receive full partial funding. There is also an expectation that this funding gains added value through a process known as 'Pound-Plus'</p> <p>This report details the key changes to the existing policy led by changes to the funding rules and the creation of a more robust 'Pound-Plus' policy. Due to increasing inflationary pressures for the small number of learners who are required to pay fees, (total collected in 22/23 £635) we are proposing a competitive increase in fee amounts of 6%</p>
Directorate	CYPS
Service area	ALSS
Lead officer	Paul Cliff
Names and roles of other people involved in carrying out the impact assessment	None

The chart below contains the main environmental factors to consider in your initial assessment – choose the appropriate option from the drop-down list for each one.

Remember to think about the following;

- Travel
- Construction
- Data storage
- Use of buildings
- Change of land use
- Opportunities for recycling and reuse

Environmental factor to consider	For the county council	For the county	Overall
Greenhouse gas emissions	No effect on emissions	No Effect on emissions	No effect on emissions
Waste	No effect on waste	No effect on waste	Choose an item.
Water use	No effect on water usage	No effect on water usage	No effect on water usage
Pollution (air, land, water, noise, light)	No effect on pollution	No effect on pollution	No effect on pollution
Resilience to adverse weather/climate events (flooding, drought etc)	No effect on resilience	No effect on resilience	No effect on resilience
Ecological effects (biodiversity, loss of habitat etc)	No effect on ecology	No effect on ecology	Choose an item.
Heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape	No effect on heritage and landscape

If any of these factors are likely to result in a negative or positive environmental impact then a full climate change impact assessment will be required. It is important that we capture information about both positive and negative impacts to aid the council in calculating its carbon footprint and environmental impact.

ivi	Full CCIA not relevant or proportionate:	✓	Continue to full CCIA:	
Reason for decision	Policy is not linked to increased or decreased activity			
Signed (Assistant Director or equivalent)				
Date	17 th May 2023			

Introduction

September 2021 saw the appointment of a new Shared Head for Adult Learning and Skills to determine a clear strategic vision for the adult learning provision provided by North Yorkshire County Council and City of York Councils. This strategy and direction is required to support adults to access the training and support that can be provided by engagement in education.

Aligning both services across a common strategy is important to support the wider economic requirements of the region but also enable strong lobbying support for the services once the adult education budget is devolved under a combined mayoral authority which is expected in the 2024/2025 academic year

Background

The provision provided by both services is, in the majority, funded by grants from the ESFA for community learning and adult learning. Additional income into the areas comes in the form of additional funding for high needs provision in both services and through apprenticeship provision supported via the apprenticeship digital account as grant funded apprenticeship contracts are wound down.

The funding received by both services is grant delivered with the expected income each year provided through an annual funding statement, there is an expectation that at least 97% of this funding is used, as defined by the ESFA, 'to engage adults and provide the skills and learning they need to progress into, or within, work; or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.'

The ESFA specify that the purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment
- improve their health and well-being, including mental health
- develop stronger communities

Community learning courses are delivered and reported under the following 4 delivery strands:

- Personal and Community Development Learning
- Family English, Maths and Language –
- Wider Family Learning
- Neighbourhood Learning in Deprived Communities

In contrast to FE colleges and other independent providers of adult education, community learning makes up a significant proportion of the funding provided to both services. This funding reflects the expectation on local authority adult education who are seen to have the reach and community engagement points to reach a wide and diverse range of learners.

Expectations on the post 16 education sector have never been greater, with the focus of national policy firmly fixed on the sector as a cornerstone of post Covid-19 recovery. The 'Skills for Jobs – Lifelong Learning for Opportunity and Growth' whitepaper published in January 2021 laid out a bold ambition to place employer skills needs at the heart of the post-16 system and to empower individuals to use learning to progress into work and in the workplace to higher paid and higher skilled jobs. Local Authority adult education is discussed in this paper alongside FE colleges as a key cornerstone of the policy and the importance of community level education is stressed, but the context stresses the importance of progression to higher level qualifications and in offering provision that meets local and national skills needs.

The paper added detail on targeted funding to support those without full Level 3 qualifications and discussed the introduction by 2025 of personal study funding accounts that will fund flexible learning up to

levels 5 and 6. Recent announcements of schemes such as ‘multiply’, the targeted scheme to improved numeracy in adults, indicate that the funding landscape may be further complicated with funding for targeted initiatives to come from bids into the Shared Prosperity Fund. This fund being the replacement for schemes previously funded through the European Union.

An education landscape that is driven by the skills needs of employers is essential for economic development. The importance of this is set out in the Skills Strategy devised by York and North Yorkshire Local Enterprise Partnership, (YNYLEP) through its co-ordination of the Skills and Employability Board. Co-ordinated local skills plans are a cornerstone of ‘Skills for Jobs’ and although likely to have a different format will consult and set strategy for the development of skills in the area. This may be at a more local level than the LEP strategy document but likely to use the comprehensive strategy as a basis for working. This strategy details four ambitions:

- Young people are equipped to make quality decisions about education, training and careers
- Employers have the skills to grow inclusive and productive workplaces where everyone can achieve their potential
- The local skills market meets the needs of local businesses in a dynamic economy
- Communities are empowered by learning and skills that enable everyone to participate fully in society

Local Government re-organisation that will create two unitary authorities in 2022 is seen as the first stage of a move toward a devolved mayoral authority as potentially early as 2023. A devolved authority will have responsibility for its own adult learning funding. Whilst the decision making process will be determined by a team set up by the elected mayor it is clear that work such as the skills strategy will determine a direction of travel for this funding. It is therefore essential that we are able to support a strong argument for protection (or growth) in our funding to support the needs of our communities.

A key area of consideration is the use of community learning funding, a report commissioned by YNYLEP published in February 2021 detailed that, ‘90% of CL provision is delivered by three providers, which has both positive and negative impact’. Two of these three providers are York Learning and North Yorkshire Adult Learning and Skills Service. The report suggested that innovation in community learning was limited by the significant presence of the largest grant funded providers and that widening the base of providers would offer greater flexibility. The report going on to detail that ‘There has been a major change in the types of CL provision delivered with a substantial reduction in Family English, Maths and Language (FEML) and Neighbourhood Learning in Deprived Communities provision (NLDC). This has resulted in a decrease in capacity building activity in the VCSE sector, which is seen as an issue by many providers and stakeholders.’ Should the report’s recommendations be considered as part of any funding devolution this could have a marked impact upon the viability of the current curriculum offer delivered by each service.

The YNYLEP report on community learning and its companion reports, ‘Analysis of Adult Education Budget (AEB) funded provision in York and North Yorkshire – June 2020’, ‘Digital Skills in York & North Yorkshire: An Assessment of Supply and Demand – April 2021’ and ‘Upskilling and Reskilling across York and North Yorkshire – Stakeholder and Provider perspectives – March 2021’ paint a picture of an educational landscape that has the intention to meet the demands of the community but a failure to engage individuals in the breadth of learning experiences necessary to meet the aims of skills strategy. The reports stress the disconnect between the majority of adults and the skills sector, with largest proportions of training being in English and Maths or delivered to those already in work, largely in Health and Social Care. Engagement from adults tends to be in general, (some exceptions exist) low level in FE institutions when compared to provision for 16-18 year olds or is very targeted with large groups of employed individuals under the legal entitlements. National and local strategy as set out in ‘Skills for Jobs’, the LEP Skills Strategy and City of York’s own 10-year Skills and Employment Strategy are, by design, based upon the needs of employers, local economies and future jobs markets. The digital skills report however details that there is a clear disconnect. ‘There is a gap between digital skills needs in the community, and the extent to which these are translated into demand for learning. Lack of confidence, fear of the unknown, and “not knowing what you don’t know” contribute to this, and learning is likely to revolve around informal routes.’ Although this statement relates specifically to digital skills it should be similarly applied across the whole adult learning provision. This strategy must seek to provide a solution to this. Whilst some work has started with City of York’s 10 year draft plan this does not yet go far enough in detailing how learners are to be targeted or identify the key gateway points for this activity.

The two services receive further income for the support of individuals who are aged between 16-25 and are subject to an Education, Health and Care plan. This is managed through subcontracting within City of York Service and a combination of Subcontracting and delivery through the Personalised Learning College which is direct delivery from North Yorkshire ALSS. Provision and particularly progression for learners on an EHCP has received significant national negative publicity, following publication by Ofsted of a number of local authority reports. NYCC have recently published a draft SEND strategy and it is essential that the strategic direction of the service in relation to these High Need's learners is set against the outcomes of these two key contexts and as such will not form part of this document, but will be covered in a subsequent review to be concluded by the end of December 2021.

Both services have coped admirably to adapt to new ways of working due to the pandemic. Delivery moved swiftly online and across two funding years have enabled the full grant funding to be received for work carried out with only minimal clawback due to ring-fenced funding initiatives that have taken place after curriculum planning has taken place. Movement to online delivery has for some programmes been effective and led to more efficient deliver models, but this movement has been taken as a direct result of the pandemic and not through formal strategic planning for a modern and responsive service. The significant learning gained by the team needs to be capitalised on but any strategic review of curriculum needs to reflect and develop a strong blended learning offer matched to programme type, demand and opportunity.

Significant to this discussion is the two pronged need to digitally upskill individuals, whilst also meeting the digital demand for skills from employers. AEB funding contains a similar entitlement to digital qualifications that exist for English and Maths. This stated by the ESFA as, 'We will fully fund individuals aged 19 or older and assessed at below level 1, including individuals who are employed, as part of their legal entitlement on the day they start the following qualification: Essential Digital Skills qualification (EDSQ up to and including level 1).' Unsurprisingly the pandemic has limited the ability of those who are not digitally skilled to learn, whilst some uptake issues have been driven by limited ranges of awarding body offers and associated curriculum, significant digital poverty in relation to hardware and stable broadband access have also impacted on this vital area of provision.

Both services are rated as 'good' by Ofsted, but these outcomes were not based on the new Education Inspection Framework (EIF) with its greater emphasis upon intent, implementation and impact. Early feedback from other LA providers inspected under the EIF have stressed that Intent is key so this must be clearly articulated with in strategy and effectively translated down to course level. This intent must be shown to flow through the impact upon individual learners through robust assessment and individualised learning plans linked to assessed RARPA where appropriate, but with clear emphasis upon progression. Sessions must demonstrate impact that is wider than the subject area and be linked back to the overall intent for the provision for the learner and forward to their next stage progression, there is an expectation that this will linked to an employment or economic impact focus. Careers guidance and advice should be accessible to all and evidenced within the ILP activity and clear impacts should be seen on life opportunity, job prospects and confidence to progress further.

Aims

Against this backdrop the strategy must meet the following aims:

1. To clearly define the purpose of the adult learning services
2. To develop a curriculum offer that is in line with local skills needs
3. To reach and inspire learning for the full breadth of the community demographic with the offer
4. To be the provider of choice for those furthest away from the skills offer
5. To protect the full aims of community learning within York and North Yorkshire
6. To grow provision into areas not well supported by other providers
7. To support a clear progression pathway for all adult learners from entry through to higher education
8. To provide effective value for money for the communities of York and North Yorkshire

1. To clearly define the purpose of the adult learning services

Why is this important?

To support adults to engage in learning that will improve prospects and benefit their communities we need simplicity in what could be seen to be a complex offer. It is clear that the majority of adults, of almost all demographics, are not engaging in further learning. With those with the lowest base level qualifications the least likely to engage. The complexity of the skills landscape may be one of the reasons, whilst duplication of offer, difficulties in accessing provision or fear built on previous poor experience may be further challenges. It is therefore important for both services to be able to communicate to learners what we are about and why they should engage with us.

What will success look like?

- A clearly defined mission statement for both services
- A publicly communicated purpose and strategy communicated to all stakeholders, funders and partner organisations
- Clear pathways for engagement with learning developed in collaboration with local partners and within the authorities
- Increased engagement and recruitment of learners from a wider demographic that encompasses differences including prior qualification levels and employment status

What do we plan to do?

- Use the full range of available media to clearly position the adult learning services as the gateway to learning and future progression
- Develop a marketing strategy that conveys our passion for learning and the positive impact that life-long learning can have for individuals, families and their communities
- Work in partnership with other local educational providers to develop key progression pathways from engagement into programmes that support local and national skills strategies
- Increase collaboration with internal stakeholders within both authorities to support engagement with learners and to maximise the outputs from adult education provision.
- Develop relationships with a greater range of community groups and partners to provide community level engagement points that will allow progression into wider learning
- Strengthen progression from all strands of community learning into adult education budget funded learning and in turn into specialist skills progression and higher education

2. To develop a curriculum offer that is in line with local skills needs

Why is this important?

The pandemic has had a marked impact upon the world of work, whilst the expected increase in unemployment has not yet had a marked impact the experience has led many people to re-evaluate what is important to them. Many workplaces have also seen changes in the way that they do business, increasing demand for digital and transferable skills, whilst areas such as care, hospitality and logistics have seen marked increases in job vacancies.

The challenge for the area, ahead of potential devolution of skills funding, is that there was pre-Covid challenges in moving toward a greener economy, dealing with an ageing workforce and increased automation also impacting on the demand for skills to increase productivity.

Although this strategy firmly places a flag in the ground to determine that local authority adult learning should be the gateway to skills learning, this must be set into the context of progression into learning that supports the skills needs of the local economy.

Developing a curriculum that leads to effective up-skilling and re-skilling is therefore essential, it must however be set in a context of ensuring that is progression through the most appropriate provider of those skills and facilities rather than a one-size fits all curriculum that is too broad and therefore inefficient.

The LEP skills strategy describes the importance of building the capacity and resilience of the community and voluntary sector, supporting this aim maximises the engagement points for future learning, but will enable the community as a whole to be more resilient.

What will success look like?

- A curriculum offer where each course is designed with individual learning progression in mind
- A curriculum offer that supports engagement with a digital community
- Programmes of learning in literacy, numeracy, ESOL that allow a non-threatening gateway to qualifications
- A wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market Information to support their own progression as well as that of their children
- A community learning offer that supports individuals to develop and recognise their transferable skills to maximise their opportunities to develop in or change career or to seek out opportunities for self-employment
- An effective commissioning approach for community learning funding that will support a range of partners and increase the opportunities for touch-points for further learning

What do we plan to do?

- Use an appropriate combination of digital and face-face IAG to work with learners to identify appropriate next steps at the start of provision
- Use RARPA to maintain 'next-steps' focus and measure progress in the development of transferable skills
- Develop a suite of gateway provision that matches learner communities of interest to literacy, numeracy, communication or digital learning outputs
- Use partnerships with LEP, NYBEP and within the authorities to create learning opportunities for parents to better understand the local skills landscape and its opportunities for their children (and in-turn themselves)
- Work with the local Community Learning Partnerships to develop a commissioning framework that will see a ring-fenced proportion of community learning funding co-delivered by the adult learning teams and community groups to meet a wide range of community aims.

3. To reach and inspire learning for the full breadth of the community demographic with the offer

Why is this important?

For the local skills strategies to succeed members of the local community will need to see themselves as learners. As reports, cited in the background, suggest this is not currently the case. There is a clear disconnect between the needs of local employers, local economy, local skills offer and the majority of the local adult population. Whilst some provision targets, for very good reasons particular groups, the wider offer is not attractive to the majority of people who will benefit from it. The impact of cuts in careers funding since the late 1980's cannot be underestimated with the vast majority of individuals currently in work, likely to have secured jobs and currently working within them, without having given any thought to planning a career. These individuals are making an active financial contribution but the difference between having a job and doing a job you enjoy can have a marked effect on an individual's mental health.

Shaping a service offer that engages these individuals is as important as the targeted work as movement across workplaces, the development of new businesses and a happier workforce will all make from increased productivity as it is very likely that many of the skills needed within developing and priority industries are already in the current workforce. The key being that individuals do not see that these roles are opportunities for them. Setting out an intent to recruit wider, recognising our starting points and strengths will enable the services to have a marked impact on the local economic needs and support a greater range of individuals to meet their potential.

What will success look like?

- A wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer
- Greater proportionate levels of engagement with learning programmes
- Reduced levels of job vacancies in key sectors

- Greater progression from engagement programmes into main curriculum offer and onwards to specialist skills and higher education provision.

What do we plan to do?

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with
- Provide key partnership development roles within authority teams to reach out to wider communities of interest to identify potential 'communities of interest' that can support learning opportunities.
- Use intelligence from the partnership roles to inform curriculum planning activity
- Use end of programmes to support engagement with progression focused IAG linked to the local skills strategy and captured through RARPA
- Use a range of media to reach out to groups that are not linked into existing collaborative groups

4. To be the provider of choice for those furthest away from the skills offer

Why is this important?

Data on a local and national scale clearly demonstrates that those with the lowest skills are those least likely to engage with further education and training. Often this is a result of poor experiences at school or college and the perceived fear of further 'failure'. This perception creates a significant barrier to engagement with provision and whilst some will engage in creative or leisure provision this is likely to be either later in life or to overcome other barriers.

For this group of people engagement with FE colleges can seem particularly daunting particularly when coupled with the high number of 16-18 learners that these centres support. It is important to note that this FE demographic is a result of funding restraints and not direct actions on behalf of the institutions themselves. However these barriers must be overcome to support adults to engage with the high quality provision that FE and HE colleges provide. Exceptions to this do exist, particularly in Craven, and good practice seen here can create elements of an effective engagement blueprint.

It is therefore essential that the offer provided via the adult learning services seeks to overcome these barriers in a way that can support individuals to engage in learning that progresses them, through effective curriculum design and collaborative arrangements, to the best provider to meet their skills and progression goals

What will success look like?

- As previously stated, a wider range of gateway partners that services work with to provide the 'right door' that learners will choose to step through to engage with the wider progressive learning offer
- Effective and locally driven collaborative arrangements with FE colleges, training providers and HE to support progression into specialist skills provision and apprenticeships were appropriate
- Co-delivery that shares resources and staff to support progression through shared curriculum planning that offers clear progression in line with local skills needs.
- Greater progression from authority-led adult learning programmes into specialist skills and higher education provision.

What do we plan to do?

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with hardest to reach individuals
- Promote through case studies, shared in a variety of formats, the success stories that indicate the benefit of engagement with adult and community learning
- Celebrate our entry point into the market and encourage cross-promotion across community and education partners.

- Seek to work closely with other education providers to develop clear progression pathways for learners through our provision onto the most appropriate specialist provider
- Develop relationships with other providers that reduce duplication in the offer to adults

5. To protect the full aims of community learning within York and North Yorkshire

Why is this important?

As stated earlier the ESFA specify that the purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment
- improve their health and well-being, including mental health
- develop stronger communities

Community learning courses are delivered and reported under the following 4 delivery strands:

- Personal and Community Development Learning
- Family English, Maths and Language –
- Wider Family Learning
- Neighbourhood Learning in Deprived Communities

The community learning report commissioned by the LEP heavily criticised the provision across York and North Yorkshire showing a bias towards personal and community development learning as gateways to English and maths at the expense of the other strands, largely as a result of the majority of funding being allocated to the adult education service of both authorities. It was suggested that this ‘monopoly’ resulted in reduced innovation in delivery. Whilst it is recognisable that this pattern exists it is driven by the successful gateway to learning that we offer and does result in some effective progression to AEB funded programmes.

It does however move away, particularly in North Yorkshire, from the reason that the local authority is funded in this way. North Yorkshires geography creates a significant barrier to learning and the flexibilities in community learning funding should support the authority to address these rural issues in line with the fullest use of the funding strands. What this means for an educational landscape post-Covid is not clear, but it does provide a clear opportunity to re-evaluate the current usage of the funding and should support innovative approaches.

Many local AEB skills devolutions have resulted in less money being directed toward community learning with a greater budget proportion given over to skills funding through mainstream AEB. With potential devolution of skills funding on the horizon it is important that we are able to realise the potential of community learning now so that it is protected.

This re-defined approach to community learning should take key learning from the LEP report and seek to be innovative, collaborative and supportive of communities.

What will success look like?

- Collaborative commissioning of community learning programmes that support targeted community work, that will see co-delivery of programmes by local authority and community partners negating the need for complex sub-contracting arrangements
- Closer working relationships within authorities that result in community learning funded programmes that support the learning needs of schools and their communities
- As detailed earlier, a wider family learning offer that supports parents to fully understand the skills landscape and local Labour Market Information to support their own progression as well as that of their children

- An effective blended community learning offer to support individuals in rural communities to learn with others
- A RARPA based focus on the wider progression into further adult education learning that supports a gateway to funded adult education learning

What do we plan to do?

- Use established links with community learning partnerships, CVS, intra- and inter-authority networks to develop a wider network of community groups to plan engagement opportunities with hardest to reach individuals
- Work with the local Community Learning Partnerships to develop a commissioning framework that will see a ring-fenced proportion of community learning funding co-delivered by the adult learning teams and community groups to meet a wide range of community aims.
- Support the work of school improvement teams, NEET steering groups and other similar steering groups to effectively target community learning to support areas of greatest need
- Develop a suite of community learning provision around key themes that can start on a small cohort basis but again economy of scale and richness in collaborative learning by moving to online learning. For example, provision that may start as a small scale session that links local single parents on low income to learn how to cook on a budget as a gateway to numeracy and financial literacy could develop into an online digital community sharing recipe ideas and cook-alongs across the county. This in turn will be developing digital literacy, communication skills and may enable a greater development of transferable skills and self confidence that would lead to engagement in employment.
- Use transferable and progression skills through RARPA outcomes as a core part of curriculum planning. This creates a genuine and directly measurable link between all engagement and progression learning and skills outcomes.
- Plan the 2022/23 curriculum offer to ensure effective representation of all aspects of community learning funding.

6. To grow provision into areas not well supported by other providers

Why is this important?

The importance of growth should be considered from two distinct aspects, the first is geographical the second economical.

The geography of North Yorkshire combines large conurbations with areas of rural isolation, in addition not all of the larger conurbations are supported by easy access to learning institutions particularly at times that fit around work and family life. The funding offered to North Yorkshire County Council in particular is directed to support this wide diversity. This has traditionally meant offering small provision in remote areas which has not necessarily been cost-effective and may have limited learning through smaller group sizes. The rapid move toward on-line learning has partially addressed the cost-effectiveness of provision but has in some ways made isolation worse in those areas not well served by digital infrastructure or not open to any learning in the first place. Provision must be developed to meet these combined geographical and skills development needs. Effective library partnerships already underway offer a possible solution as will further work with community groups, but this must be aligned with a curriculum that will allow progression into a wider funded offer.

Funding for the services comes largely from ESFA grant funding, this sets the parameters for all activity. This funding is lag funded so reflects the provision offered within the previous academic year. Within a usual funded year there is a requirement to meet 97% of the funding allocated to receive the full grant with the option to deliver over by 3%, which should result in additional funding the following year. Within the grant two particular areas are ring-fenced for funding these are 19-24 Traineeships and the level 3 National Skills fund offer. Neither of these areas have seen successful take up on a national scale but as ring-fenced provision will see a funding reduction the following year if not spent. Being able to capitalise on this ring-fencing is therefore essential but a challenge but one that can be faced by a flexible and county wide offer.

Additional areas of funding growth can now be seen through the delivery of apprenticeships, (and work to support effective transition into apprenticeships). Apprenticeships are seen as key to the development of a strong economy and with an ageing workforce are seen as an effective way of developing talent pipelines. Within York and North Yorkshire there is a very high proportion of micro and small enterprises which will struggle to provide the levels of supervision needed to effectively support an apprentice. In areas of work delivered by the local authority the ability to grow apprenticeship volumes and support the development of a skilled workforce would make an important contribution to the circular economy but also would enable additional income to be received into the adult learning services.

Support for apprenticeships is challenging in sectors such as care where standards are not high in monetary value, making it difficult for local providers to be able to support teams to assess and support delivery. The scale of delivery across the services allows for an economy of scale that will support employers in sectors such as these to access the training opportunities offered by apprenticeships.

Grant funding supports learners to gain access to additional learning support where necessary. This funding comes directly out of the allocation at a flat rate, enabling us as a provider to support learners to overcome what may have been previous barriers to learning. Many adults with low level qualifications have undiagnosed learning difficulties that have led to poor exam results in Maths and English in particular. More effective use of this funding should enable a greater proportion of learners to succeed and progress.

What will success look like?

- A suite of blended community and adult learning that is available to support learners in all parts of the county
- Full utilisation of ring fenced funding in both services
- An adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.
- Achieving over 100% of grant funding across both services

What do we plan to do?

- Develop a curriculum offer that will support learners in any part of the county to be able to engage with learning through community learning or wider AEB funding. This will combine opportunities for face to face with on demand content, live teaching sessions and high quality tutorial and ILP support
- Develop a collaborative approach in consultation with other providers of National Skills fund Level 3 learning to enable these intensive programmes to be delivered at a time and place that suits the individual in line with the previously discussed model.
- Work with partners across both authorities to raise the profile and viability of an adult learning service supported suite of traineeships, apprenticeships and supported internships allowing progression into roles within the authority and onwards to support local micro-enterprises to support trained staff.
- Ensure that learners are fully aware of their entitlement to learning support in a way that reduces stigma but overcomes barriers to learning. Providing support through the availability of support sessions, learning support assistance and technological adaptations as necessary.
- Consider the development of a commercial offer that supports local skills priorities or offers further engagement opportunity in areas not supported by grant funding

7. To support a clear progression pathway for all adult learners from entry through to higher education

Why is this important?

The AEB Skills Report stated that, 'The nature of the approach to the allocation of AEB funding by ESFA with the lack of a place-based focus means that the link between the level of need at district level and the level of funding available to meet it has become weakened over time' as detailed earlier Adult education funding is lag-funded so is representative of provision in previous years. This statement does not however reflect if supply of training has just not been met by demand for it. As discussed nationally there is an issue of those with the lowest qualifications being the least likely to take up further training, but if the only training

that is visible to them does not feel relevant they are even less likely to engage in it. As a key business principle is for supply to meet demand then it is not surprising that programmes will fall back to what has been done before, therefore potentially excluding those most in need.

What is needed is a clear progressive offer that starts with courses that feel relevant, that engage, build confidence and offer suitable routes of progression. This offer should not have points of duplication, but should be simple to navigate and known by all stakeholders. With all of those stakeholders playing to their strengths and collaborating on provision not competing.

It is not however a case of, 'if you build it they will come'. This must be built on the pathways to engagement discussed within earlier aims and supported by a strategic community and skills infrastructure that is built at a local level. The role of the adult learning services being that gateway point with community partners, being the vanguard of engagement, using on programme IAG to support effective progression to specialist providers when necessary.

What will success look like?

- Clear curriculum offers that are promoted to learners and understood by all stakeholders at a local level.
- Effective progression ladders that show clear pathways (both forwards and sideways) from engagement through to specialist skills development and HE opportunities that are in line with local skills priorities
- Regular attendance and contribution to local skills boards to support the most appropriate curriculum offers for local residents

What do we plan to do?

- Hold discussions at a local level with all providers of post 16 to gain support and traction for co-ordinated skills planning
- Seek opportunities for combined curriculum planning with other providers to support the brokerage of learners from engagement into specialist study
- Work with local providers to develop a collaborative approach in consultation with other providers of National Skills fund Level 3 learning to enable these intensive programmes to be delivered at a time and place that suits the individual

8. To provide effective value for money for the communities of York and North Yorkshire

Why is this important?

Adult Education Services must be seen to provide an effective investment of the public pound. Adult Education budget funding as discussed has the aim of 'engaging adults and providing the skills and learning they need to progress into work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing'.

To offer the greatest return on this investment provision must be cost-effective, must reach the widest possible range of participants and not duplicate other investment made with other providers or with other services.

What will success look like?

- Full utilisation of grant funding on a wide ranging and well supported adult learning offer
- Services operating within effectively set budgets and not requiring further investment of additional public funds
- A co-investment structure that is fully reflective of need on all provision
- Greater integration of adult learning services within the authorities they are part of to reduce duplication of offer and increase engagement
- Greater integration of the teams delivering across York and North Yorkshire reducing staffing costs freeing up a greater portion of the budget to support learning resources and infrastructure

What do we plan to do?

- Increase community knowledge of the curriculum offer and its benefits using the full range of available media to clearly position the adult learning services as the gateway to learning and future progression
- Develop a marketing strategy that conveys our passion for learning and the positive impact that life-long learning can have for individuals, families and their communities
- Increase collaboration with internal stakeholders within both authorities to support engagement with learners and to maximise the outputs from adult education provision
- Conduct joint curriculum planning across both services to support integration of offer
- Consider a joint role first approach to vacancies within each service