

2020/21 Strategic Plan

Derby Adult Learning Service

Derby Adult Learning Service Vision

To deliver outstanding learning and skills provision that improves the economic opportunities, social mobility and wellbeing of Derby's Citizens.

This strategy outlines how Derby Adult Learning Service will prioritise the development of curriculum and integration of services for optimising social mobility into Derby City Council services and strategic objectives.

Vital statistics...

Current adult provision

- Skills – qualification-based delivery
- Community and Family Learning
- Pre-ESOL (Integration Fund project)
- Apprenticeships



2020/21 Service funding

ESFA AEB £2,826,029
ESOL Integration Fund £289,208
Advanced Learner Loans £44,222



Derby Adult Learning Service Position Statement

- DALs deliver learning from four centres across the city, along with community venues and schools
- Ofsted 'Good' rated provider
- Education and Skills Funding Agency (ESFA) main contract holder for Adult Education Budget (AEB) funding
- Successfully bid for and delivering the ESOL Integration Project (May 2020)
- Apprenticeships provider for core business Standards for DCC
- DALs successfully bid for the maximum ESFA Traineeship funding (£25,000) – Nov 2020
- DALs Family Learning curriculum supports parents across the city with functional and wider skills learning

Horizon scanning...

*What has changed in the last year for your service, or what do you expect to change in the coming year?
Think about the requirements on your service, technologies available, partnerships etc.*

Opportunities	Risks
<ol style="list-style-type: none"> 1. Increase curriculum that specifically targets and supports the hardest to reach learner groups in Derby City 2. Increase collaborative working with Derby's community and voluntary sectors to increase DALs' links into areas of social deprivation, emerging communities and those that are disengaged. 3. Increase collaborative working with internal and external stakeholders to create a recruitment pipeline, contributing to DCC's Covid-19 Recovery Plan 4. Develop and deliver Traineeships as part of DALs vocational skills offer 	<ol style="list-style-type: none"> 1. All planning and delivery must meet the Ofsted Further Education Inspection Framework 2. Covid-19 national lockdown including classroom-based further education delivery 3. ESFA AEB is allocated annually. Must achieve minimum delivery levels and success to be eligible for funding in future years. 4. Access to efficient technology systems to offer modern learning strategies and to promote wider learner participation 5. Internal stakeholder engagement 6. Current marketing and public facing website not meeting the needs of all learner groups

2020/21 – “Must Dos”

What are the “must do” activities for business as usual?

(For example, deliver a statutory service, meet key deadlines)

- ESFA funded AEB delivery must comply with the ESFA funded adult education budget (AEB): funding and performance management rules 2020 to 2021 (October 2020 Version 4)
- Apprenticeships must comply with the ESFA's Apprenticeship funding rules for main providers (Aug 2020 to July 2021) Version 2
- Returning monthly Individualised Learning Records and to the ESFA
- Annually deliver at least 97% of the Skills funding allocation (£1,120,557 for 20/21)
- Ensure all Community and Family Learning meets the spirit of the Community Learning Objectives within the ESFA funded adult education budget (AEB): funding and performance management rules 2020 to 2021 (October 2020 Version 4)
- Ensure high-quality learning is delivered across the Service in line with Ofsted's Further Education Inspection Framework
- Operate all Services and delivery in compliance with regulations: H&S, Equality, Data Protection, Safeguarding

What projects and actions are required?

- Develop and promote the ‘We are One’ Partnership Project between schools and communities to:
 - Develop community cohesion between Merrill and Noel Baker schools.
 - Increase trust between schools and their communities
 - Increase collaborative working between parents, schools and Derby City Council Adult Learning
 - Improve access to services and skills for parents
 - Reduce antisocial behaviour and develop a peaceful coexistence
- Increasing targeted Community Learning courses for specific learner groups e.g. Roma Community, Asylum Seekers, families and learners in areas of social deprivation to:
 - Increase independence of parents
 - Reduce dependency on first point contact
 - Embed key Safeguarding and prevent agendas
 - Reduce the isolation for targeted learner groups
 - Improve knowledge of how to stay safe and access services
 - Increase knowledge of services and how to approach them
 - Enable key service providers to better understand barriers to engagement
 - Increase employability
 - Improved applied ESOL skills
- Recruitment Pipelines to be created, including Sector-Based Work Academies to:
 - To increase access to employment and training opportunities
 - Coordinate recruitment pipelines for employers both internally and externally.
 - Provide employability training via Sector Based Work Academies (SBWA)
 - Support individuals from local communities into local work
 - Coordinate interview process to add value to the recruitment learning experience
- Develop and widen the offer to include progression opportunities with relevant vocational learning through:
 - Apprenticeships
 - Kickstart
 - Traineeships
 - Advanced Learning Loans



What are the “must do” actions required to respond to change?

(For example, meet new requirements on your service, adopt new ways of working, adapt to technological change)

- Develop a new, inclusive, access compliant website that promotes learning to our target learner groups
- Develop a programme of learning in consultation with stakeholders that meets the needs of target learner groups and emerging communities
- Design recruitment training programmes in partnership with employers to feed into a recruitment pipeline
- Coordinate the recruitment pipeline in partnership with the employers HR department
- Produce a Sector Based Work Academy that progresses to real interviews for live jobs.
- Work across DCC departments and with 3rd sector organisations to ensure that DALs adds value and is a catalyst for improved and responsive support, reaching the learners in areas of high deprivation
- Review DALs fees policy each year to ensure learning is accessible for the target learner groups
- Expand our online learning offer to ensure that there is continuity of access to training for all our communities during the Covid-19 pandemic (and beyond)

Workforce development priorities:

(Based on either recent performance shortfalls or future plans, what training is necessary in order of priority? What skills and resilience gaps have you identified in your service, both for business as usual and planned development?)

Business as usual:

- Commercial management training
- Mental health resilience training
- Personnel management training
- Project management skills training
- Funding, finance and audit compliance training

Planned development:

- Sales and marketing
- IT skills training
- Critical thinking skills
- Financial management skills

This training is to be sourced internally through DALs or wider DCC Services.

Contact Anna Mimms MBE, Head of Service for more information