



# **The Structure for Adult Learning Provision**

**“- a review and recommendations  
following the Strategic Options  
Review by NIACE, March 2005”**

21 April 2006

## CONTENTS

<b>1.</b>	<b>Introduction</b>	<b>1</b>
<b>2.</b>	<b>Derby Adult Learning Service</b>	<b>2</b>
<b>3.</b>	<b>The Drivers for Change</b>	<b>3</b>
3.1	Derby City Council Corporate Plan	3
3.2	Learning and Skills Council Priorities 2006 - 2007	3
3.3	National Policies	4
3.4	Range of Providers	5
<b>4.</b>	<b>Key Areas</b>	<b>6</b>
4.1	Strategic Management Group	6
4.2	Funding	6
4.3	Adult Learning for Individuals and Communities	7
4.4	Progression	8
4.5	Joint Planning with Derby College to Provide Progression Routes	8
4.6	Accredited Learning	9
4.7	Adults with Learning Difficulties and Disabilities	10
4.8	Links with the Libraries and Museums Services	10
4.9	Workforce Learning and Development	10
4.10	National Employer Training Programme (NETP) Train to Gain	13
4.11	Quality Improvement and Quality Assurance	14
4.12	Area and Neighbourhood Agenda	14
<b>5.</b>	<b>Essential Requirements of any Option</b>	<b>16</b>
5.1	The Position of Derby Adult Learning Service in Derby City Council	16
5.2	The Implications of the Reduction in LSC Funding	16
5.3	The Need to Develop and Strengthen Partnerships through Service Level Agreements	16
5.4	Derby City Council Skills for Life Strategy	17
5.5	E-Learning	17
5.6	Administration and Clerical Support Systems	17
5.7	Staff Restructuring	17
5.8	Mission Statement	17
<b>6.</b>	<b>Options</b>	<b>19</b>
6.1	Option 1	19
6.2	Option 2	22
6.3	Option 3	26
<b>7.</b>	<b>Conclusion</b>	<b>30</b>
	Appendix 1 - References	31
	Appendix 2 - List of terms used in the report	32
	Appendix 3 - List of people consulted	34

## 1. INTRODUCTION

In March 2005, NIACE (National Institute of Adult Continuing Education) was commissioned by Derby City Council to conduct a strategic options review of its Adult Learning Service. At the time the service was preparing for a re-inspection in May 2005 by the ALI (Adult Learning Inspectorate) following an unsuccessful inspection in January 2004. As a result of the Learning and Skills Act 2001, it was clear that there would be less funding in the future available for adult learning as there was a distinct priority given to provision for 16 -19 year-olds but the detail of how this would affect specific sectors or individual providers was not known at the time. This priority has increased in importance since 2001.

NIACE provided four options for consideration.

- The zero option, where the Council withdraws entirely from its delivery role for adult and community learning.
- The status quo, where the current mission and structure is retained.
- A 'mixed economy' model, where the Council retains some direct delivery functions, sub-contracts other work, and maintains strategic and partnership-maintaining functions.
- 'Facing the Future', where there is an incremental approach building on and revising current structures for delivery with enhanced strategic functions linking the Service to the Council's wider role in adult learning for skills, citizenship, families and leisure.

"Facing the Future" - the preferred option - was chosen by Derby City Council for further exploration. (Ref 9 - Appendix 1)

***This report develops the "Facing the Future" option in more detail to plan the most appropriate way forward for Derby City Council to improve the skills of its own workforce and to support opportunities for learning for personal and community development and employability for people living in the city, in partnership with other organisations.***

Since the NIACE review, there is the additional dimension of the reorganisation of Derby City Council. Adult Learning has been placed within the Children and Young People's Service because of the synergy related to learning. The drivers of the department are the five key outcomes of Every Child Matters. This is particularly focussed, in terms of adult learning, on the extended schools agenda and the children's centres.

## 2. DERBY ADULT LEARNING SERVICE

Derby City Council's Adult Learning Service has an accountability to and is substantially funded by Derbyshire Learning and Skills Council through two funding streams, Adult Community Learning (ACL) for non-accredited learning and Further Education (FE) for accredited and Skills for Life learning . In 2004/2005 there were 9,398 enrolments, of these 7,049 enrolments were FE funded and 2,349 enrolments were ACL funded.

The current mission statement is:

### ***What is our Mission?***

***To contribute to the economic well-being of adults within the local community through the provision of socially inclusive first-rung learning opportunities.***

### ***How will we do this?***

***By providing a curriculum that responds to locally identified need within a quality framework which offers a wide range of learner support strategies.***

### ***How will we know that we have been successful?***

- ***We will have increased and widened the participation of adults in our service.***
- ***We will be recognised as a key player in community regeneration and neighbourhood renewal.***
- ***Our learners will be better equipped as members or potential members of the workforce.***
- ***Our learners will have become more active members of their community.***

The service was inspected by the Adult Learning Inspectorate in May 2005 and was found to be satisfactory overall and good in Foundation Programmes (literacy, numeracy, ESOL and provision for adults with learning difficulties and disabilities).

The largest curriculum area is Skills for Life. The service also offers a substantial number of courses in family learning, ICT (Information and Communication Technology), visual and performing arts, modern foreign languages and British Sign Language and other curriculum areas to a lesser extent.

### **3. THE DRIVERS FOR CHANGE**

#### **3.1 DERBY CITY COUNCIL CORPORATE PLAN**

The Derby City Council Corporate Plan includes a key statement on lifelong learning:

“We recognise the strength of the city is linked to the education and skills of all individuals, the motivation of people to learn throughout life and the commitment of employers and learning providers. We are working with partners to promote learning as a lifelong process, striving to involve everyone and raising self esteem of individuals and the whole community.” (Ref 1 - Appendix 1)

The purpose of the review is to consider the most appropriate provision of learning for adults in the city. As stated in the corporate plan, this has to be a partnership activity.

The corporate plan also places emphasis on the Area and Neighbourhood strategy and the need to improve the quality of life in Derby's neighbourhoods.

Adult learning has a contribution to make to this by providing local opportunities for learning that can lead to increased employment prospects and community development.

#### **3.2 LEARNING AND SKILLS COUNCIL PRIORITIES 2006 – 2007**

The principal source of funding for adult learning is the Learning and Skills Council (LSC).

The annual statement of priorities clearly states the priorities for funding and the targets to be reached.

LSC budgets for adult learning are being reduced and are more closely aligned to LSC priorities. A new funding system across the whole learning and skills sector is in prospect. 'Plan-led' funding will mean the local LSCs will purchase what they require locally, not what providers currently offer or have historically offered. LEA ACL services, including Derby Adult Learning Service, will have to consider moving into new markets, for example, workforce development. Services must be clearer than ever about all the learning they wish to provide, and ensure that the quality is good.

The LSC priorities that are particularly focussed on adult learning are:

- To make learning truly demand-led so that it better meets the needs of employers, young people and adults. This includes:
  - The Employer Training Programme (NETP)
  - Safeguarding funding for Personal and Community Development Learning (PCDL), Family Learning and Neighbourhood Learning in Deprived Communities (NLDC)
  - Continuing to support Adults with Learning Difficulties and Disabilities (ALDD).
- To transform learning and skills through the Agenda for Change.
- To strengthen the role of the LSC in economic development so that it provides the skills needed to help all individuals into jobs and lifelong employability.
  - Work closely with local authorities through the Local Area Agreement (LAA) to make sure that learning and skills training is aligned to contribute to social and economic well-being of local communities.
  - Level 2 entitlement targeting provision at adults without a first full Level 2 qualification.
  - Continue to prioritise Skills for Life learning that leads to nationally recognised qualifications.
- To improve the skills of the workers who are delivering public services.
  - Focus on workers without a full Level 2 qualification.
  - Offer learning, advice and training through the National Employer Training Programme (NETP) including higher level skills.
  - Support the delivery of the workforce development strategy for those working with children.

(Ref 8 - Appendix 1)

It is essential that Derby City Council co-operates with LSC to address the priorities and the learning needs of adults in Derby and to maximise the use of the allocated funding.

### 3.3 NATIONAL POLICIES

National policies and strategies have a direct impact on adult learning, including the Skills for Life Strategy (literacy, language and numeracy), the Adult Skills Strategy and Success for All, the reform agenda for post-16 education and training.

In relation particularly to workforce development, the government's Adult Skills Strategy is a cross-departmental initiative that aims to bring together skills for work, living, regeneration and personal and community development. Derby City Council has a major role to play in this as both the democratically accountable body to the citizens of Derby and as a significant employer and link with other employers in the area. By including adult learning and funding agendas at a corporate level, the Council will not only address its own workforce development issues but those of the wider city.

The Adult Skills Strategy focuses on Skills for Life and learning and skills up to Level 2. The LSC intends this provision to be free to learners who qualify for it. The Skills Strategy currently "safeguards" a national quantum of activity in terms of learning that does generally does not lead to qualifications referred to as "personal and community development learning".

'Every Child Matters' is essentially focussed on the well-being of children and young people but will indirectly affect adult learning provision. There is a contribution to be made to this policy through working with parents and carers and addressing their learning needs.

#### 3.4 RANGE OF PROVIDERS

Adult learning in Derby is currently available through a range of providers. For example, work based learning providers provide vocational training relevant to given skills sectors, Job Centre Plus funds learning opportunities for adults seeking employment, employers fund work-related training for employees. In the Further Education (FE) sector adult learning is provided by Derby College, by Broxtowe College at Landau Forte School and by private training providers. Adult Community Learning (ACL) is provided by the Workers Educational Association (WEA) and some of the secondary schools in the city.

There is a range of informal learning opportunities provided by the library service and the museums and a number of learndirect centres. In this plethora of provision it is important that providers work together to provide the best possible range of opportunities for an individual. The point was made in the NIACE review that it doesn't necessarily matter who provides adult learning so long as it is meeting needs. The Adult Learning Service as a provider of FE and ACL funded learning has to work collaboratively with other providers to ensure that the needs of individuals are met.

## 4. KEY AREAS

### 4.1 STRATEGIC MANAGEMENT GROUP

There is a need for a strategic management group to enable providers of adult learning across the city to work in partnership to provide a wide range of high quality learning opportunities that will provide progression routes on to further and higher education, avoiding duplication and unnecessary competition. This reflects one of the outcomes relating to strategic planning in the Derbyshire LSC Strategic Area Review in 2005. Subject to the Derby City Partnership structure review, this role could be taken on by Derby City Partnership in the City of Learning. (Ref 3 - Appendix 1) This group, representing providers in the city, would feed into Derbyshire Learning Partnership. There should be a collective source of information about adult learning in the city through a combined directory, brochure or website so that individuals could find out what is available easily.

In order to ensure that the needs of adult learners are being met, the strategic group should also convene a users' group of learners representing a number of providers.

### 4.2 FUNDING

As part of the LSC's allocation of funding to priority areas, the funding available for adult learning will be reduced in favour of funding for 16 – 19 year-olds. Though actual allocation amounts are not known yet, the funding for Derby Adult Learning Service is expected to be cut by approx 10% in 2006/07. Other providers of adult learning funded by LSC will expect similar cuts. At a time when less funding is available, it is important that providers work together to avoid duplication and to offer a choice to learners.

In Derby, the range of providers have focussed on specific curriculum areas, for example, the WEA has traditionally offered courses in visual and performing arts, classics and languages, Leesbrook Community Sports College has developed a specialism in sports coaching and leadership. The NIACE report recommended that DALs focussed on its strengths:

“its outreach, community development and 'first steps' learning work, as well as in provision for adults with learning difficulties and disabilities”

As LSC funding for adult learning is reducing, all providers will have to make decisions about what activities can continue to be financially viable in the short to medium term. This will include avoiding duplication and unnecessary competition.



Derby Adult Learning Service has been totally dependant on LSC funding and income from fees paid by learners. In the current situation where LSC funding for adult learning is being reduced, this is a threat to the service. Additional funding would enable the service to at least maintain the range and quality of its provision but should enable the standard to be raised. In an analysis of Adult Learning Inspectorate reports, of those local authorities who in the last three years have achieved a grade 2 in leadership and management (no authority has been awarded a grade 1), 75% received funding in addition to the LSC allocation. However adult learning is organised in the city, there will need to be consideration of sources of additional funding. This may be through the Local Area Agreement, income generation through sold services and bids to other funding providers, for example, the Big Lottery Fund "Reaching Communities" programme.

#### 4.3 ADULT LEARNING FOR INDIVIDUALS AND COMMUNITIES

As highlighted in the NIACE Strategic Options Review, this activity makes up the majority of provision by Derby Adult Learning Service but is not reflected in its mission statement. Adults who participate in this learning may not have any connection with a specific school or local community and may well travel across the city to access a particular course. Funding for these courses is being reduced by the LSC but there is a "safeguard" to protect some of the activity. Many learners who attend these courses are retired and there are a significant number of adults with disabilities who attend. This style of provision is also provided in the city by the Workers Educational Association and by Leesbrook Community Sports College, Chellaston School and Murray Park Community School in conjunction with Derby College. It is essential that all those agencies involved in the provision work collaboratively in order to offer a high quality and varied programme of courses.

There is also a range of informal learning opportunities offered by other departments in the City Council, notably the libraries and museums services. For example, there has been a series of activities around the theme "Sick! Health and Well-Being" related to an exhibition at the Silk Mill Museum this year. The library service has been actively promoting learning in libraries in response to "Framework for the Future" 2003. (Ref 4 - Appendix 1)

Sports and fitness-related learning is a feature of the Getting Derby Active – the physical activity strategy for Derby (Ref 2 - Appendix 1) that involves a wide partnership of agencies across the city. Many sporting activities are offered in the private sector and by voluntary and community groups. Whilst it may not be the role of adult learning to provide a substantial amount of sports-related learning opportunities, there is a connection between the GP

Referral Scheme through which health professionals refer individuals to health-related or physical activity programmes and learning opportunities for adults.

#### 4.4 PROGRESSION

Progression is an essential part of any learning programme available to adults. This may be internal progression within the adult learning service or external progression to another agency. The programme planned in any one academic year must take account of the achievements of learners in the previous year. For example, if a Level 1 Spanish course has been successful in one year, the learners must be given opportunity to access a Level 2 course the following year.

Impartial information, advice and guidance is essential for progression and all providers must work collaboratively with next-step, the national information and advice service for adults, in ensuring that this is available to learners across the city.

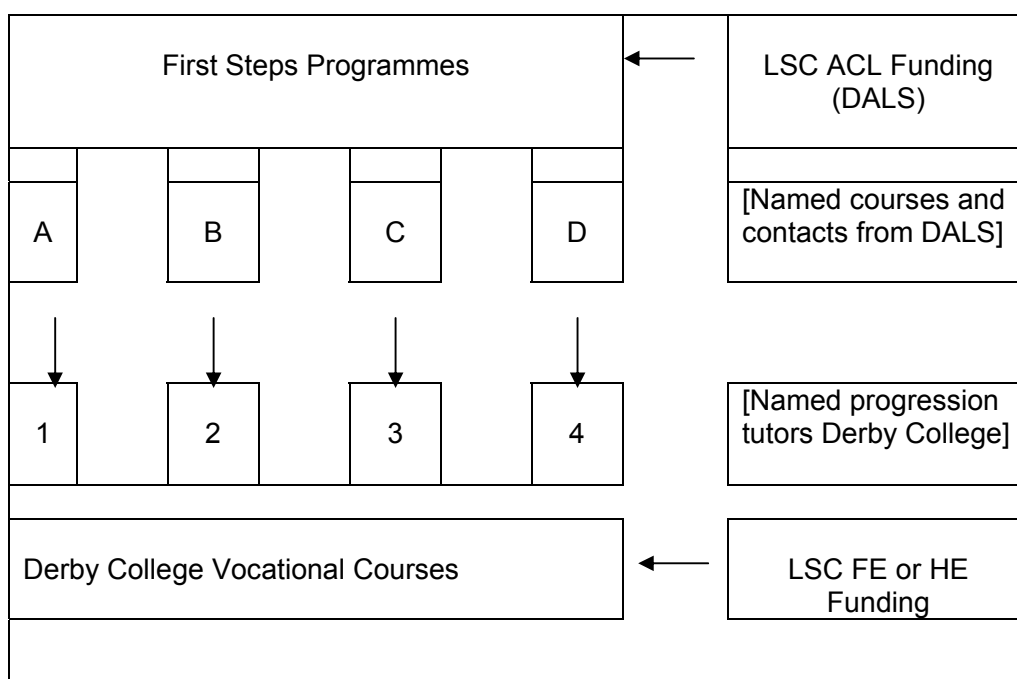
#### 4.5 JOINT PLANNING WITH DERBY COLLEGE TO PROVIDE PROGRESSION ROUTES

As substantial providers of Skills for Life programmes and part time learning opportunities for adults, it is important that Derby College and Derby Adult Learning Service co-operate to provide the best progression routes for adult learners. Whilst it has to be acknowledged that the two organisations are working to similar targets and could be seen as competitors, there are areas of activity where they can work collaboratively.

The aim is to work closely to establish a curriculum map of “First Steps” learning provision delivered by DALs that formalises the progression routes to accredited vocational provision at Derby College. In doing so, an “associate partnership” could be established with named “progression tutors” in each subject area.

The flowchart shows how progression would be organized between the two providers.

*Progression routes between DALS and Derby College*



4.6 ACCREDITED LEARNING

Derby Adult Learning Service (DALS) receives Further Education funding to provide accredited courses. The majority of these are Skills for Life courses. The priority areas for the LSC are Skills for Life accreditation that counts towards nationally recognised qualifications and full Level 2 qualifications. Full Level 2 courses have not traditionally been offered by DAL S, but it is an area that will have to be expanded. There is also a drive to increase the learning opportunities in priority sector skills areas including health and social care. In order to increase and develop the opportunities in these areas, Derby Adult Learning Service must work more closely with specialists within the Children and Young People’s service, particularly in Social Care and Early Years.

As part of the NETP Train to Gain service, providers will be expected by the LSC to allocate a proportion of their FE funding allocation to workplace provision on employers’ premises that meet employers’ demands. The exact proportion has to be negotiated between DAL S and the local LSC.

#### 4.7 ADULTS WITH LEARNING DIFFICULTIES AND DISABILITIES (ALDD)

Derby Adult Learning Service aims to offer an inclusive service. In 2004/2005 15% of learners had a disability and 7% had a learning difficulty.

A number of ASDAN accredited courses for adults with learning difficulties have been delivered. The service employs a number of learner support workers and recruits volunteers through the Learning Partners scheme to ensure that learners receive the individual support they need in order to achieve. A close working relationship with Adult Social Services Skillport Services team enables the needs of adults with disabilities to be identified so that they can access and be supported in adult learning courses. The maintenance of ALDD provision is included in the LSC Statement of Priorities. It is therefore important that this continues to be available in the future.

#### 4.8 LINKS WITH THE LIBRARY AND MUSEUMS SERVICES

“Framework for the Future” highlights learning as being a key focus for libraries. Through the People’s Network, ICT suites have been installed in libraries that can be used for learning, and the location of libraries within communities is attractive to adult learners. There has been some partnership work with Derby Adult Learning Service using teaching spaces in libraries, but this is underdeveloped and there is a lot of unmet potential. Promotions such as The Vital Link and the BBC RAW project are ideal ways of combining the work of the library service and the adult learning service to respond to the Skills for Life strategy and wider adult learning. There is need for closer working relationships between the adult learning service staff and library service staff in Derby to enable the development to happen.

Similarly, the museums service provides informal learning opportunities for adults that could be arranged in consultation with the adult learning service to provide progression routes and to avoid duplication. Access to the vast range of resources and artefacts in the museums service could enhance the curriculum in a range of adult learning courses such as creative arts, citizenship and local history.

#### 4.9 WORKFORCE LEARNING AND DEVELOPMENT

A high priority for the LSC is to improve the skills of public service workers, particularly those who are not qualified to Level 2. Derby City Council employs approximately 12,000 people. It is the biggest single employer in the city and has a responsibility to develop the skills of its own workforce.

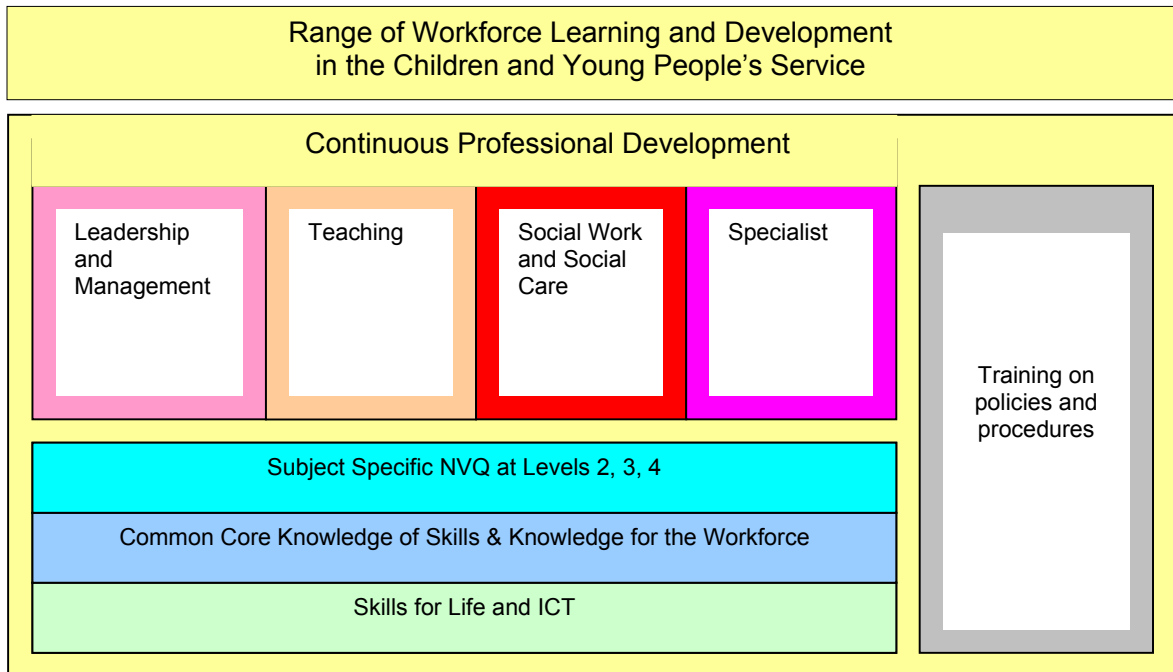
A planned review of human resources issues within Derby City Council conducted by Corporate Human Resources will include a review of workforce learning and development needs across all of the Council departments.

Currently Derby City Council workforce learning and development has been carried out by individual departments and is related to continuous professional development needs, training in Council procedures and policies or specific work-related topics such as health and safety. The corporate training department organises a range of courses for management level staff. Employees also access training from other agencies including the University of Derby and Derby College.

Within the Children and Young People's Service and within an Integrated Children's Service, there is an identified need for workforce development. The "Common Core of Skills and Knowledge for the Children's Workforce" sets out the basic skills and knowledge needed by people whose work brings them into regular contact with children, young people and families. The common core will form part of the qualifications for staff.

There is a range of workforce learning and development already offered within the Children and Young People's Service including a wide range of Social Work and Social Care training that was delivered and managed by the former Social Services department, training within the Early Years team that forms part of the Children's Workforce Development Council and the creation of Early Years Professional Status.

Across the Council there is a need for workforce learning and development to match individual needs identified through the Achievement and Development Scheme.



Derby Adult Learning Service has strengths in particular curriculum areas that are needed in workforce development. These include Skills for Life (literacy, numeracy and ESOL) ICT up to Level 2, British Sign Language and tutor training.

The Local Government Association research has found that in England:

- 230,000 local government employees (11% of the workforce) are below Level 1 in literacy (below GCSE English grade G)
- 780,000 local government employees (40% of the workforce) are below Level 1 in numeracy (below GCSE Maths grade G).

(Ref 6 - Appendix 1)

As part of the National Skills for Life Strategy, the Employers Organisation for local government is urging local authorities to develop a Skills for Life Strategy to address the needs of employees and to raise awareness amongst management staff of the impact of these needs on efficiency. It can contribute to the achievement of Investors in People standards and has an impact on Comprehensive Performance Assessment (CPA) results. The need to address skills levels amongst employees is also highlighted in the Pay and Workforce Strategy for Local Government (March 2004).

(Ref 10 - Appendix 1)

The Employers Organisation enables authorities to achieve a quality award, the GO Local Government award, to recognise their commitment.

In Derby City Council the Adult Learning Service is well placed to deliver the assessment and tuition needed. A close working relationship with the Employee Development team within Corporate and Adult Social Services is essential if the strategy is to be developed and implemented.

Frequently classed as the “third basic skill”, the skills of staff in using information communication technology (ICT) must also be developed particularly for those who do not have a full Level 2 qualification. The adult learning service is well placed to provide opportunities for adults that will improve employability and enable personal development through workplace learning. It can also contribute to the Derby City Council IT training strategy.

#### 4.10 NATIONAL EMPLOYER TRAINING PROGRAMME (NETP) TRAIN TO GAIN

As a result of a recommendation in the Skills White Paper in March 2005 (Ref 5 - Appendix 1) the National Employer Training Programme (NETP) has been introduced. There will be a package of free training in the workplace in Skills for Life and Level 2, and higher level training designed for employees and delivered to suit their operational needs. NETP will be linked to the full range of business support services including a national network of brokers.

Providers in receipt of FE funding will be required to deliver accredited learning in the workplace using a proportion of their core budget. Additional funding will also be available depending on employer demand.

Derby City Council as both an employer and a provider of adult learning has much to gain from NETP. It can be used to provide training for employees in the workplace especially those who do not have a full Level 2 qualification or have Skills for Life needs. As a provider the adult learning service can provide courses to meet the demands of both the public sector and small to medium-sized organizations and employers, including schools.

The adult learning service must also look for new opportunities to expand its workplace learning provision. For example, with the development of the new Eagle Centre by Westfield plc and other Derby Cityscape projects, there will be new employment opportunities with associated training needs.

#### 4.11 QUALITY IMPROVEMENT AND QUALITY ASSURANCE

High quality teaching and learning is essential in all areas of adult learning regardless of where or how it is delivered. The Common Inspection Framework for post 16 provision and the inspection framework for Children's Services provide a clear framework for all. In the Children and Young People's Service there are common elements to quality improvement in a number of areas of activity, notably school support, staff training and development and adult learning. These include the continuous professional development for teaching and training staff, the quality of teaching and learning, internal and external verification of accredited courses and quality monitoring processes including self assessment.

Quality Improvement has to be a cross-cutting theme across all Children and Young People's service and the Integrated Children's Service with mechanisms put in place to ensure common procedures are used and best practice is shared.

#### 4.12 AREA AND NEIGHBOURHOOD AGENDA

Derby Adult Learning Service has a contribution to make to the social and economic well-being of citizens in line with the LSC priority 4 and the Council's Area and Neighbourhood Strategy. This can be achieved through FE or ACL funded learning, but the increase in fees that will have to be introduced in 2006/2007 may have a detrimental effect on recruitment, particularly in areas of deprivation. There is an adult learning centre in all but one of the five designated areas of Derby.

- Breadsall Hilltop Adult and Youth Centre in Area One
- Allen Park Centre in Area Two
- Derby Multicultural Centre and Village Learning Store in Area Three
- Rycote Centre in Area Five

These centres can provide local learning opportunities, but it is essential that the learning opportunities provided are planned in consultation with other Derby City Council departments and other agencies working in the locality so that identified needs are addressed.

The centres could also be used as venues for workplace learning for Derby City Council employees.

Murray Park Community School and Derby College's Prince Charles Avenue campus are situated in Area Four. Through partnership working the learning needs in that area could be planned in consultation.



There are also evening programmes of adult learning offered at Littleover Community School in Area Four and Bemrose Community School in Area Three.

The effective use of accommodation, including shared use by a number of services must be considered as a means of reducing costs and maintaining a service with a reduced budget.

The Area One Children and Young People's Integrated Front Line delivery pilot programme will highlight the possibilities and opportunities to integrate services and activities including adult learning.

## **5. ESSENTIAL REQUIREMENTS OF ANY OPTION**

In the course of this review there have been several issues regarding adult learning practice that have been highlighted that are having an impact on service delivery. There is a need to respond to these regardless of whether the options that are recommended in this report are implemented.

### **5.1 THE POSITION OF DERBY ADULT LEARNING SERVICE IN DERBY CITY COUNCIL**

Derby Adult Learning Service has to be fully integrated into the Children and Young People's Service in order to meet the needs of individuals and communities. It also has to look at the synergies within the service and seek to develop shared working practices in common areas, for example, quality improvement. At present the Adult Learning Service is not fully integrated into City Council systems and does not fully benefit from being part of the City Council. For example, adult learning service staff are not always included in communications; staff involved in promoting the service are working in isolation from specialist staff in marketing and publicity. As a front line service, DALs must be involved in e-government initiatives such as on-line payments and the use of e-forms.

### **5.2 THE IMPLICATIONS OF THE REDUCTION IN LSC FUNDING**

As the funding allocated to adult learning is reduced nationally and locally, Derby Adult Learning Service will have to decide how to reduce its costs or increase its budget from other sources. The inevitable increase in fees to be paid by learners is likely to result in a reduction in learner numbers. This may lead to a reduction in the range and locations of provision and a reduction in the number of staff needed. It is vital that cost-cutting efficiency measures are found and implemented in the organisation of provision, but these must not be detrimental to the quality of teaching and learning. The availability of additional funding from other sources has to be considered and appropriate bids made.

### **5.3 THE NEED TO DEVELOP AND STRENGTHEN PARTNERSHIPS THROUGH SERVICE LEVEL AGREEMENTS**

There is a need for clear partnership agreements with other adult learning providers in order to avoid unnecessary duplication and to provide progression routes. There are examples in Derby Adult Learning Service of partnership working not being fully effective due to a lack of understanding or agreement between partners over roles and responsibilities. This can be addressed through the creation of service level agreements with all partners.

#### 5.4 DERBY CITY COUNCIL SKILLS FOR LIFE STRATEGY

A plan to improve the Skills for Life skills of Derby City Council employees as part of an integrated workforce learning and development strategy is essential. The achievement of the GO award would recognise the commitment of Derby City Council to the government's National Skills for Life Strategy.

#### 5.5 E-LEARNING

The LSC through the National Learning Network has emphasised the importance of developing the use of e-learning and interactive technology in adult community learning. Derby Adult Learning Service is seen as being at the leading edge of this development, particularly in its use of a learning platform and e-guides. The benefits of these developments could be used in a wide range of learning across Derby City Council. It is essential that the momentum is not lost.

#### 5.6 ADMINISTRATION AND CLERICAL SUPPORT SYSTEMS

Administration and clerical support systems used by Derby Adult Learning Service currently are outdated and are not responsive to learners needs, particularly with reference to enquiries, enrolment and methods of payment. There is also a need to update data collection systems. As a customer facing service, the Adult Learning Service has to look for ways to improve its customer service through the use of new technology and by adopting services already available in other sections of Derby City Council, for example, the Derby Direct call centre.

#### 5.7 STAFF RESTRUCTURING

Any changes made to the organisation of adult learning will include staff restructuring. It is important that this includes restructuring of APT&C clerical and administrative staff, teaching and learning support staff as well as management staff. To date, there has been no restructuring of clerical staff as planned at the time of the last management restructure in 2003. Teaching and learning support staff are employed on a hourly paid casual contract system that is cumbersome to administer and does not provide consistency for employees. There is a need to implement substantial fractional contracts for some teaching staff.

#### 5.8 MISSION STATEMENT

The current Adult Learning Service mission statement will have to be reviewed and amended in the light of new priorities and the fact that a

substantial part of the adult learning provision is personal and community development learning.

## 6. OPTIONS

Three options for the organisation of adult learning within the Children and Young People's Service are put forward for consideration. None of them are exclusive.

The Adult Learning Service as described in options 1 and 2 and the Adult Community Learning Team as described in option 3 would be placed in the Locality Services Division of the Children and Young People's Service.

In all options, family learning would remain as part of the Family and Out of Lesson Time Learning Team placed in the Locality Services Division.

Close links with the proposed Strategic Management group for adult learning in the city would be an essential feature of all three options.

### 6.1 OPTION 1

The NIACE options review described the "Facing the Future" option as:

"The service would carry on in a similar way to now ... addressing internal operational issues ... and concentrating on its current mission. In addition, it would revisit and review its mission to take into account the personal and community development learning it currently has in its portfolio and what future approach it will take to it and other new areas of activity such as workforce development. Partnership working would be formalised and collaborative"

Following this recommendation in option 1 the Adult Learning Service could be organised in a similar way to the current structure with a few changes to create specific workforce development posts, with other posts focussing on community based personal and community development and skills for life provision.

The essential support functions would be placed in a core team to include:

- Management Information Systems
- Continuing Professional Development for staff
- Quality Assurance and Quality Improvement
- Learner Services including equalities, learner support and information and advice
- Curriculum specialists.

The delivery of the programme would be managed by teams focussing on specific learner groups - workforce development, skills for life and community learning.

The service would concentrate on establishing stronger links with other providers and other sections of Derby City Council. The partnerships would be formalised through service level agreements.

The programme of courses would be planned to include more Skills for Life provision leading to nationally recognised accreditation and more Level 2 courses.

### **Advantages**

The Adult Learning Service would remain stable at a time when there have been a number of changes due to the creation of the new Derby City Council structure.

The service could focus on internal operational issues rather than strategic changes.

The LSC targets in Skills for Life and pre Level 2 could be met.

### **Disadvantages**

The Adult Learning Service could remain isolated from other teams within the Children and Young People's Service and the City Council as a whole.

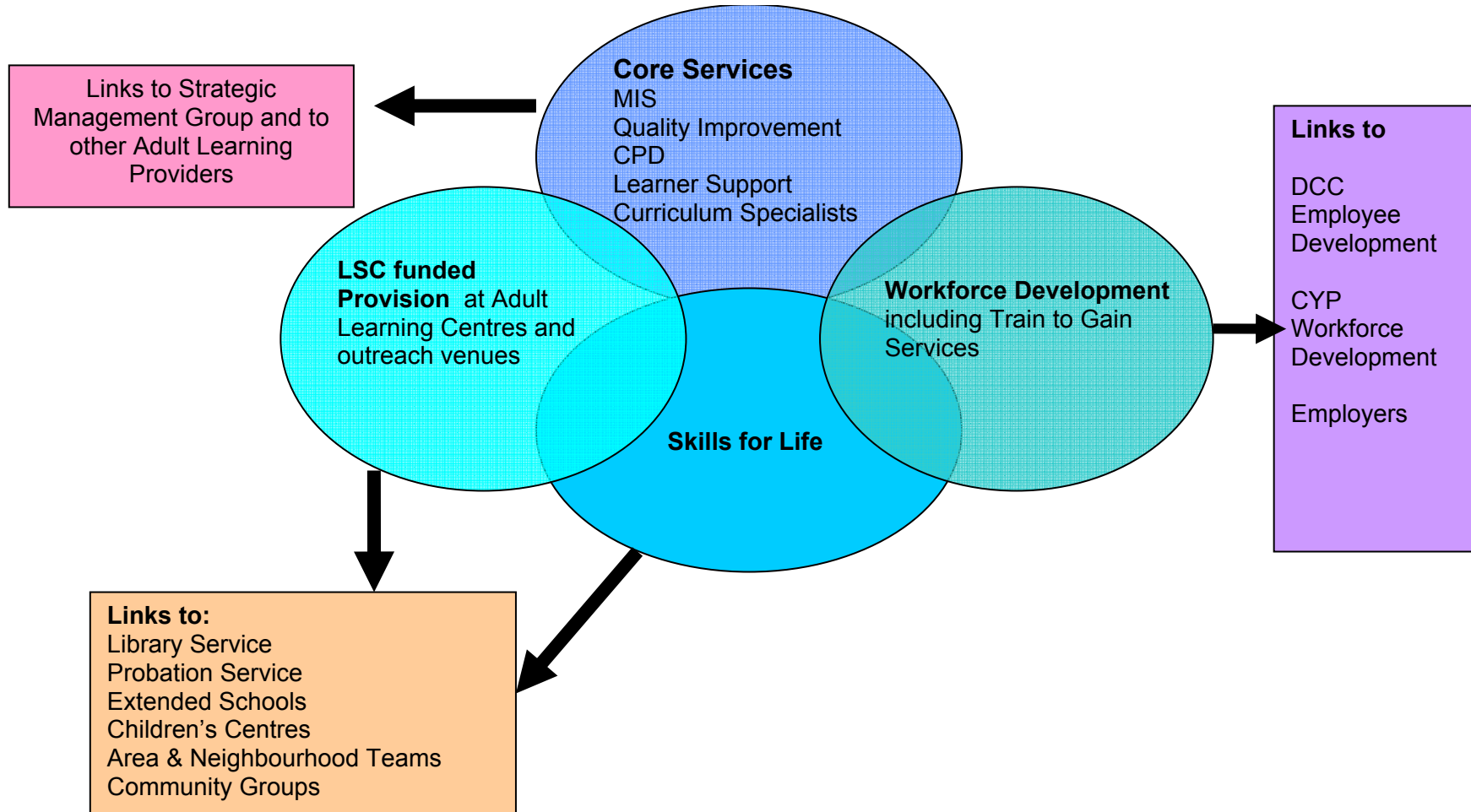
The need for workforce learning and development may not be addressed because of insufficient focus and dedicated staff.

The links made with partnership organisations may not be sufficiently strong to provide a range of courses to meet demand.

The range of learning opportunities for adults across the city would continue to be disjointed.

# Option 1

## CYP Locality Services Division Adult Learning Service



**Key:** blue circles = adult learning service team; rectangles = links to other services

## 6.1 OPTION 2

This option makes a clear distinction between community learning and workforce learning and development, within an Adult Learning Service. Whilst the service would remain as one unit there would be more specialism within teams of staff than in option 1. This would enable the service to develop delivery, curriculum content and marketing according to the needs and expectations of different client groups such as employers, parents and community groups.

The essential support functions would be in a core team as outlined in option 1. The delivery and organisation of courses would be divided into two teams, a community team and a workforce learning and development team.

The Community team would be responsible for organising accredited and non-accredited courses in a range of locations across the city including free-standing adult learning centres, schools and community venues. There would be strong partnerships with other services within the City Council and other organisations. This would be maintained through the appointment of key liaison staff that would work closely with staff from the partnership organisations and may be based in partner's accommodation. This model is already used with success in a partnership activity with the National Probation Service, Derbyshire where two members of DALs staff are based at the Willow Row probation office.

This would include:

- Library Service – using learning facilities within libraries for accredited and non-accredited learning and Skills for Life courses as part of the National Skills for Life Strategy
- Children's Centres – providing parenting courses, skills for life and Level 2 courses that will help parents into employment either at the children's centre or through referral to a nearby adult learning centre
- Schools – providing a range of courses in the daytime and evenings for parents and other adult learners according to the availability of accommodation and identified needs
- Area and Neighbourhood teams - working with partner organisations to identify local needs and provide opportunities in a range of locations across the city
- National Probation Service, Derbyshire – to continue to provide a programme of courses as part of the Learning and Skills for Offenders in the Community Project.

The Workforce Learning and Development team would be responsible for organising a programme of skills-related courses for the workforce that meet the needs of employers.



The curriculum would be based on the areas that the Adult Learning Service already has a proven track record – Skills for Life, ICT, British Sign Language and tutor training at Level 2 and 3.

There would be strong links with other teams within Children and Young People's services involved in workforce learning, particularly in the areas of Early Years workforce development, social care and social work training, continuing professional development for teaching staff and youth workers. The teams would work together on ensuring quality improvement and share good practice.

There would also be strong links with the Employee Development team to provide a curriculum for Derby City Council employees and to develop a Skills for Life strategy for the whole Council.

The team would also be involved in employer engagement activities providing training in its specialist curriculum areas for small and medium-sized employers and public sector staff. This could include non-teaching staff in schools. It would be closely connected to the Train to Gain service, responding to needs identified by the Train to Gain brokers and providing learning opportunities on employers' premises. It would also be a source of income generation where employers would pay for training that was not eligible for full funding through Train to Gain.

### **Advantages**

DALS would be able to develop the two main areas of activity – community-based learning and workplace learning using different approaches.

Staff would be able to specialise in a particular aspect of adult learning to develop the work in a suitable manner.

DALS staff working in workforce learning would be enabled to work more closely with Children and Young People's Service colleagues who are also involved in workforce development.

DALS staff working in community learning would be enabled to work more closely with Derby City Council staff in other departments and other services to meet the needs in specific neighbourhoods and communities.

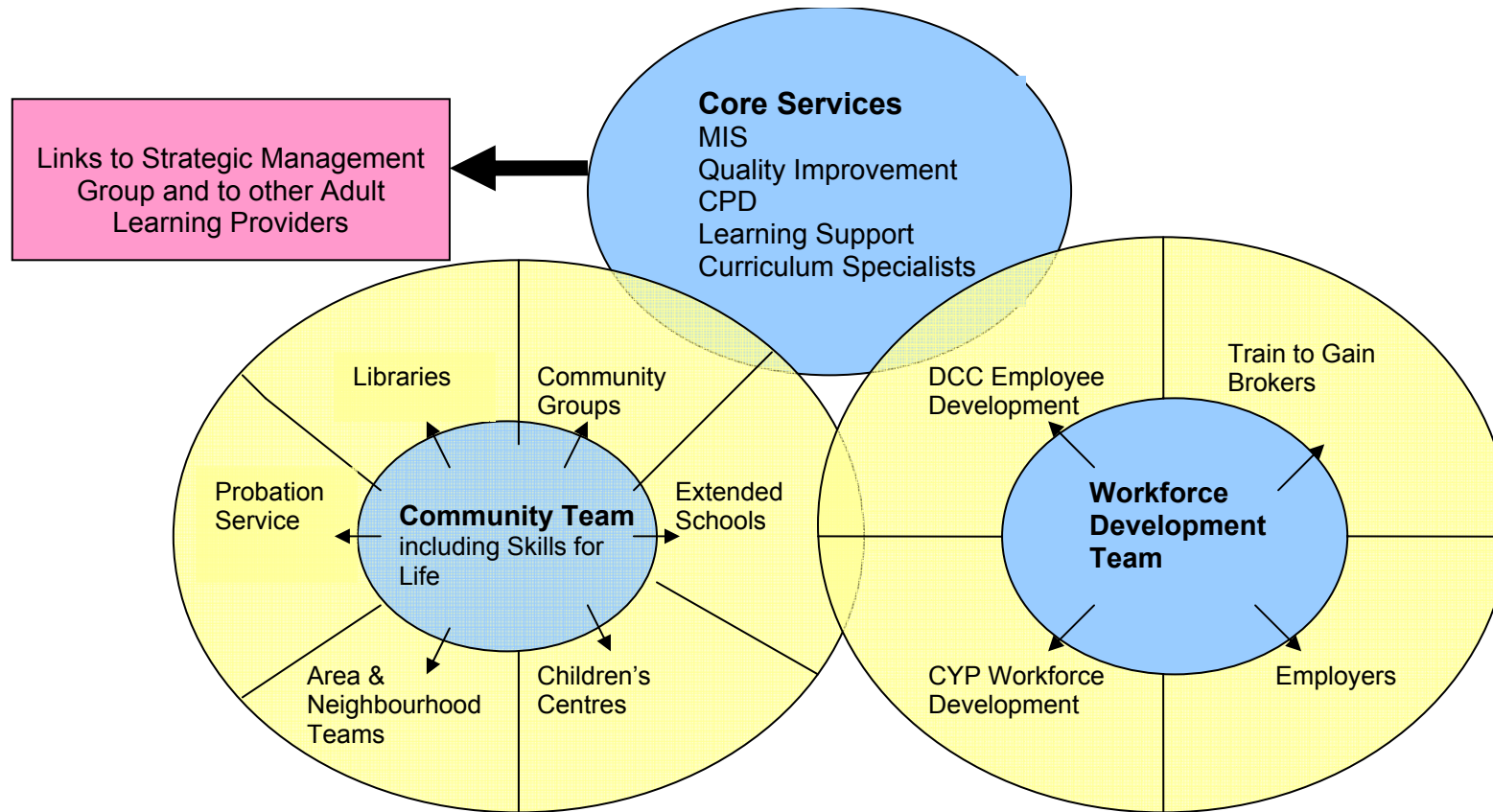
Close partnership working could lead to efficiency savings in the use of staff, accommodation and resources.

**Disadvantages**

The core team would have to provide support to two teams.

DALS staff may not have the appropriate skills to work in the collaborative, partnership style that this option demands.

**Option 2**  
**CYP Locality Services Division**  
**Adult Learning Service**



**Key:** blue circles = adult learning service team; yellow circles = partnerships/links to other services

### 6.3 OPTION 3

This option has inter-departmental and partnership working as its focus as in option 2 but the integration of staff within the Children and Young People's Service is greater.

The adult community learning team would operate in the same way as described in option 2. It would remain as a discreet adult learning service in the Locality Services Division of the Children and Young People's Service.

There would be a new workforce learning and development team established within the Strategic Support Division of the Children and Young People's Service to include the full range of workforce learning and development activity:

- Early Years Workforce development
- Social Care and Social Work training
- Youth Worker training
- The Common Core of Skills and Knowledge for the Children's Workforce
- Workforce Development activity funded through the LSC adult learning allocation to include Skills for life, ICT, British Sign Language and tutor training
- Training as identified through the Achievement and Development process.

The team would be allocated a budget that was created through a combination of a proportion of the Adult Learning FE budget, funding available through Train to Gain, government allocated budgets for social work training and children's workforce development, service staff development budgets and income generated by providing training to other organisations and employers, for example, schools. The proportion of the FE budget to be allocated to the team would have to be negotiated with Derbyshire LSC. It would be used to deliver appropriate workforce development in Skills for Life, ICT, British Sign Language and tutor training.

The functions of the team would be the delivery, commissioning and quality assurance of all workforce learning and development for the Children and Young People's Service. It would work very closely with Employee Development, personnel departments and training departments in other Derby City Council services and the integrated children's service. The subject specialist training for professionals would be managed within this team. Some training will be delivered by Derby City Council staff and some will be bought in from other providers, for example, Derby College and the University of Derby. There would also be links with the appropriate sector skills councils.

The core team that is described in options 1 and 2 would be placed in the Adult Community Learning team, but the team would act in a supportive and advisory role to staff in the workforce team with regard to curriculum advice and learner support. The workforce team would have its own quality assurance systems but as they would be derived from the Common Inspection Framework, there would be a synergy between the quality assurance work in both teams.

The Management Information System in the adult community learning team would be used to manage the data for all adult learning funding allocated to the City Council. It may be practical in the future to align this activity more closely with information and performance management teams in the Performance and Commissioning Division, but this would require considerable investment in the infrastructure.

The continuous professional development of adult learning staff, including tutors, would be managed by the workforce learning and development team as part of the management of training for all Children and Young People's Service staff.

The restructuring of Derby City Council has divided the former Social Services department between Corporate and Adult Social Services and Children and Young People's Service. However, the training and development needs cross both departments. The Children and Young People's Service workforce development team could take responsibility for the full range of social care training, management development and social work education in negotiation with Adult Social Services staff.

### **Advantages**

All of the advantages of option 2 apply to this option.

The additional advantages are:

Inclusive Workforce Learning and Development Team working to common quality assurance and quality improvement standards.

One point of contact within the service for awarding bodies, employers, brokers and employees.

The Adult Learning Service would be fully integrated into the Children and Young People's Service.

Efficiency gains in working closely with other departments, less duplication of work.

## **Disadvantages**

Major reorganisation of staff would include disestablishment of DALs posts and could lead to redundancies.

There are social care and social work training needs within Corporate and Adult Social Services that would have to be met. The Children and Young People's Service workforce team may not be able to meet these needs.

As the demands for workforce learning increase, the budget available for adult community learning will decrease and may not be sufficient to maintain a separate service.

DALS staff may not have the appropriate skills to work in the collaborative, partnership style that this option demands.

## **Further Consideration**

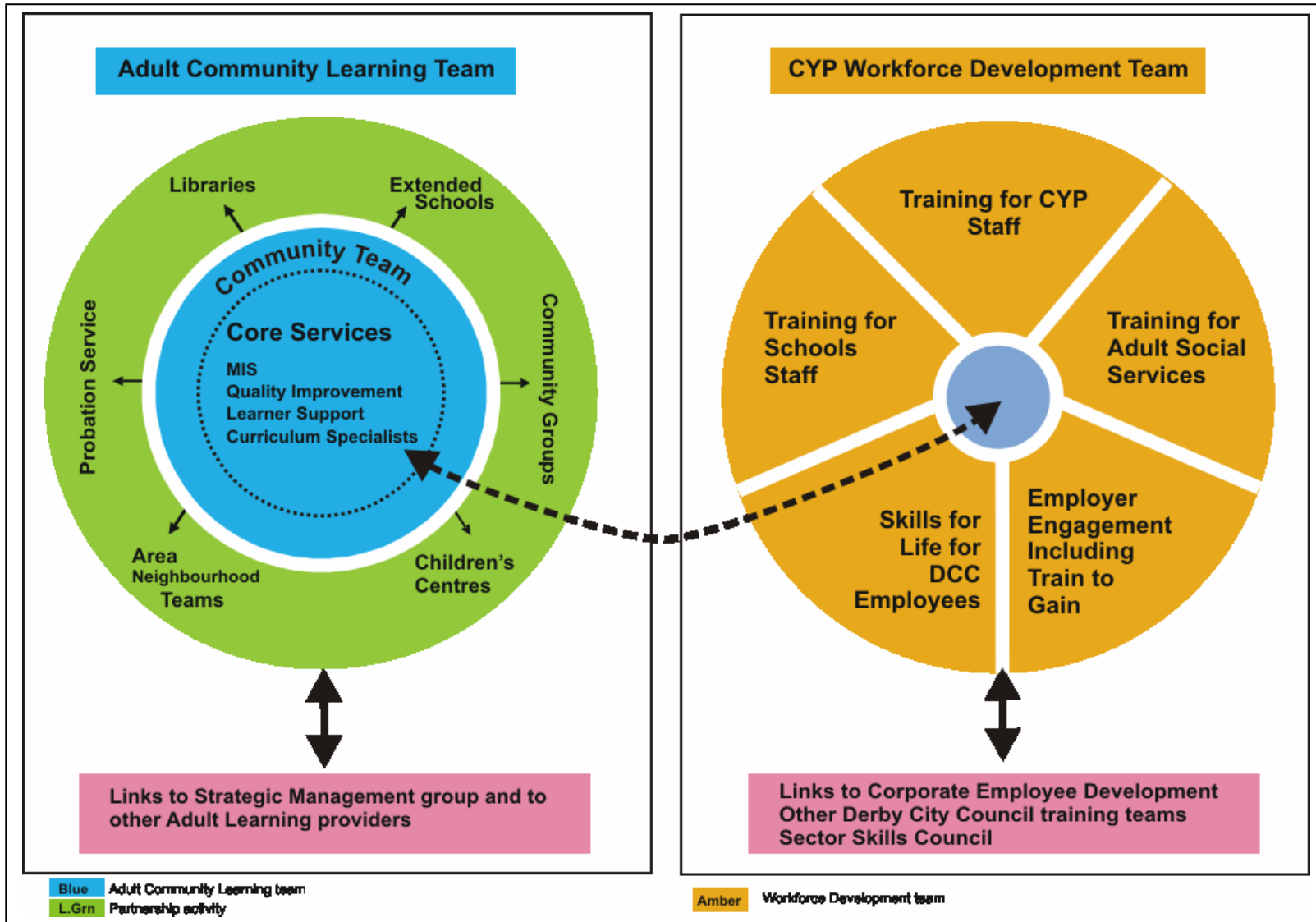
There is an additional option regarding workforce learning and development that has not been fully explored. This would combine all workforce development and training across the City Council in to one service. Further consideration would have to be given to the variety and range of workforce learning that is currently available in every service in the City Council and the amount of funding that is available for this both locally and nationally. There would also have to be some exploration of the range of mandatory training required, the capacity to respond to national initiatives and the availability of sufficiently qualified training staff to meet demand.

Option 3 lends itself to the further step of an aligning workforce development across the whole city council. The planned corporate review of Human Resources may consider this option further.

# Option 3

## CYP Locality Services Division

## CYP Strategic Support Division



## 8. CONCLUSION

It is clear from the NIACE strategic options review and from the further development work that has led to this report, that the current arrangements for adult learning in Derby will not be effective or financially viable for the future.

The review has presented three options for the future provision of adult learning within Derby City Council. The recommended options will affect a range of Derby City Council departments and adult learning providers across the city. The success of any of these options will depend on effective change management as they will require significant changes to operational structures and procedures.

Workplace learning and development is becoming a high priority as a means of increasing productivity and efficiency and to contribute to the social and economic well-being of local communities. Providers of adult learning have to be able to respond to the needs identified by employers.

Adult learning, nationally and locally, is facing a substantial reduction in government funding. The inevitable increase in fees for individual learners is expected to result in a decrease in the number of adults engaging in learning in their leisure time. As the amount of provision decreases, the likelihood of adult learning staff redundancies increases.

Partnership working is essential to ensure that the needs of individuals and groups are identified and met. In the current financial situation and with the prospect of funding for adult learning being further reduced in the next few years, working in partnership will increase efficiency and maximise the use of resources and accommodation. This will, however, require a change of culture with organisations looking for synergy rather than competing with each other.

Locally there is a need for a strategic group to oversee learning opportunities for adults across the city, ensuring that all providers work collaboratively to provide a wide range of provision with appropriate progression routes. It would also ensure that duplication was avoided and opportunities for efficiency savings were made.

The review has highlighted a number of operational issues within Derby Adult Learning Service that have to be addressed regardless of any decisions made on strategic changes.

The impact of the adult skills strategy and the consequential reduction in funding is having an impact on adult learning provision already. The impact will be felt in the 2006/2007 academic year. It is therefore important that changes that are to be implemented are made as soon as possible.



## **APPENDIX 1**

### **References**

1. Derby City Council Corporate Plan 2006 – 2009
2. Derby City Council “Getting Derby Active – a physical activity strategy for Derby” 2005
3. Derby City Partnership “Review of DCP Structures Consultation Report” Regeneris Consulting March 2006
4. DCMS Framework for the Future 2003
5. DfES White Paper “Skills: Getting on in business, getting on at work” March 2005
6. Employers Organisation for Local Government “Get On Local Government – the local government Skills for Life Strategy in England 2005 – 2007”
7. LSC Transforming Learning and Skills: Our Annual Statement of Priorities 2006/07 (Nov 2005)
8. LSC The National Learning Network, Adult Community Learning, Information and learning technology strategy Nov 2003
9. NIACE A Strategic Options Review of Derby Adult Learning Service. March 2005
10. ODPM Transforming the Organisation, Improving Performance: The Local Government Pay and Workforce Strategy 2005

### **Websites**

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

[www.successforall.gov.uk](http://www.successforall.gov.uk)

[http://senet.lsc.gov.uk/guide2/employerengagement\\_ETP](http://senet.lsc.gov.uk/guide2/employerengagement_ETP)

<http://www.dfes.gov.uk/skillsstrategy>

## **APPENDIX 2**

### **List of terms used in the report**

The following list provides an explanation of terms and abbreviations used in this report.

<b>Term</b>	<b>Explanation</b>
ACL	Adult Community Learning. Also used to describe the funding used to provide non-accredited
ALDD	Adults with Learning Difficulties or Disabilities
ALI	Adult Learning Inspectorate
APT&C	National Joint Council for Local Authorities' Administrative, Professional Technical and Clerical Services Pay Scale
ASDAN	A nationally recognised awarding body
BBC RAW	BBC Read and Write - literacy campaign to promote reading and writing
CWDC	Children's Workforce Development Council
CYP	Children and Young People's Service
DALS	Derby Adult Learning Service
DCC	Derby City Council
DLSC	Derbyshire Learning and Skills Council
ESOL	English for Speakers of Other Languages
EYPS	Early Years Professional Status
FE	Further Education. Also used to describe the funding used to provide accredited and Skills for Life courses
First steps	Learning that is the first point of entry for adults returning to learning. It may or may not lead to accreditation but will lead to other learning opportunities
GCSE	General Certificate of Secondary Education
GO award	Get On Local Government award presented by the Employers Organisation to local authorities as part of the local government skills for life strategy

ICT	Information Communications Technology
LAA	Local Area Agreement
LEA ACL	Local Education Authority Adult and Community Learning services (generic term for services like DALs). It is used here for all local authority adult learning services
Level 2	A level of qualifications in the National Qualifications Framework. A full Level 2 is classed as 5 GCSEs or equivalents
LSC	Learning and Skills Council
NETP	National Employer Training Programme
NIACE	National Institute for Continuing Education
NLDC	Neighbourhood Learning in Deprived Communities
PCDL	Personal and Community Development Learning
Safeguards	An allocation of LSC funding that services may use to help fund Personal and Community Development Learning
Skills for Life	Literacy, language and numeracy. The National Skills for life strategy aims to raise attainment in these subjects
SOR	Strategic Options Review
WEA	Workers Educational Association

### **APPENDIX 3**

The following people were consulted as part of this review.

Councillor Chris Wynn, Cabinet Member for Children's & Educational Services  
Councillor Anne MacDonald, Chair of the Education Overview and Scrutiny Commission  
Alec Shelton, Regeneration Manager, Derby City Council  
Alison Ledbury, Workers Educational Association  
Andrew Auld, Head of Communications & Consultation, Derby City Council  
Andy Beddows, Head of Sport and Leisure, Derby City Council  
Andy Thomas, Derby Community Safety Partnership  
Anneke Bambery, Head of Museums, Derby City Council  
Arshad Iqbal, Derby City of Learning  
Bev Hunt, Derbyshire Learning and Skills Council  
Chris Evans, Head of Service, Early Years and Childcare, Derby City Council  
Chris Hastie, Director, Derbyshire Learning Partnership  
Chris Tully, Central and Greater Derby Primary Care Trust  
David Nichols, Headteacher, Littleover Community School  
David Potton, Chief Librarian, Derby City Council  
Eddie Green, Headteacher, Murray Park Community School  
Elizabeth Usher, Head of Learning and Development, Derbyshire County Council  
Fiona Colton, Early Years and Childcare, Derby City Council  
Gordon Stirling, Change Management Team, Derby City Council  
Grace Kempster, Director, Read On Write Away!  
Helen Osler Director Derby City Partnership  
Henri Baptiste, Derwent Community Team  
Jacinta Reed, Skillport Services Manager, Corporate and Adult Social Services, Derby City Council  
Jackie Hewlett Davies, Workforce Development, Southern Derbyshire Acute Hospitals Trust  
Janet Lawrence, Extended Schools Co-ordinator, Derby City Council  
Jean Moss, Adult Education Manager, West Park Community School  
Jo Ward, Headteacher, Bemrose Community School  
Joe McColgan, Assistant Headteacher, Leesbrook Community Sports College  
Katy Elliott, Workforce Learning & Development Manager, Derby City Council  
Mark Edwards, Employee Development, Corporate and Adult Social Services, Derby City Council  
Mark Elliott, Library Service, Derby City Council  
Mat Tarrant, Family and Out of Lesson Time Learning Co-ordinator, Derby City Council  
Maura Teager, Director of Clinical Quality, Central and Greater Derby Primary Care Trust  
Maurice Neville, Adult Community Education, Derbyshire County Council  
Mick Seller, Acting Assistant Director, School Improvement, Derby City Council  
Moirra Hunt, Regional Skills and Capacity Advisor, Employers' Organisation for Local Government  
Nigel Gell, Derby College  
Norman Smith, Youth Service, Derby City Council  
Paul Briggs, Head of Schools Support & Development, Derby City Council

Paul Smith, Mackworth / Morley Sure Start, Derby City Council  
Rachel Dickinson, Assistant Director, Assessment & Care Planning Children & Families, Derby City Council  
Ray Rippingale, Assistant Director, Culture, Derby City Council  
Richard Williams, Head of City Development & Tourism, Derby City Council  
Rod Wood, Assistant Director, Human Resources, Derby City Council  
Sham Ahmed, Mackworth / Morley Sure Start, Derby City Council  
Steve Logan, Derby College  
Su Wall, Early Years and Childcare, Derby City Council  
Sue Bowen, Adult Learning Co-ordinator, Derby North East Group, Derwent Community Team  
Sue Sanford, Children's Centres Co-ordinator, Derby City Council  
Tim Harrison, Head of Workforce Learning and Development, Children and Young People's Service, Derby City Council