Cambridgeshire County Council Adult Learning and Skills

UPKRN: 10001123

SELF ASSESSMENT REPORT

2016/2017

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1. Introduction to Adult Learning and Skills Service

Adult Learning and Skills (ALS) is part of Cambridgeshire County Council.

Cambridgeshire County Council (CCC)

Cambridgeshire County Council's key priorities for the resident's of Cambridgeshire are as follows:
- Older people live well independently
- People with disabilities live well independently
- People at risk of harm are kept safe
- People lead a healthy lifestyle
- Children and young people reach their potential in settings and schools
- The Cambridgeshire economy prospers to the benefit of all Cambridgeshire residents
- People live in a safe environment

All council services take responsibility for meeting these priorities therefore as county council service, Adult Learning and Skills has a clear role in meeting these priorities

Adult Learning and Skills

Adult Learning and Skills focuses on helping individuals, communities and businesses fulfil their potential and grow, by giving them access to learning and skills development. The Service offers a consistent and high quality experience for learners wherever they engage with us. We work with partners to ensure we reach those furthest from learning. Teams within the service and sub-contracted providers offer careers advice and guidance, assessment, initial and advanced skills learning and a range of support for skills development and routes into employment.

Funding

Adult Learning and Skills has a contract with the Education and Skills Funding Agency (ESFA) to provide adult learning and skills to the residents of Cambridgeshire through the Adult Education Budget

In 16-17 the total ALS service budget is approximately £2.3 million with the largest source of funding is from the Adult Education Budget which is used to deliver Community Learning, accredited learning focused on English, Maths, IT and Employability qualifications, the Cambridgeshire Adult Learning Fund (CALF) - commissioned predominantly to voluntary organisations and targeted at vulnerable learners; Family Learning (FL); Family English, Maths and Literacy (FEML); and Adults with Learning Difficulties and Disabilities (ALDD), all of which are supported in-house through direct delivery teams.

Additionally, the Service holds a National Careers Service (NCS) contract supported in-house by qualified advisers at various locations across the county.

Finally, through successful tenders, ALS has secured a number European, DWP, Good Things Foundation funded projects to underpin the work of the Service and engage with individuals across the County and progress them into core provision.

Delivery

The Adult Education Budget is delivered as follows:

Direct Delivery
- 5 Adult Learning and Skills Centres based in libraries across the county delivering English, Maths, IT, and Employability skills following a rigorous assessment and advice process
- Family Learning courses in partnership with schools and children's centres to raise levels of attainment for both adults and the children in their care. This includes, communication skills, skills for parents to support KS1 and 2 at home, English, Maths and ESOL for parents (progressing to accredited programmes)
- Move on Up programme to develop the skills of Adults with Learning Difficulties and Disabilities in Cambridgeshire

Subcontracted Delivery
- Schools and colleges to provide a universal and targeted programme of community learning to their local community.
- Cambridge Adult Learning Fund (CALF) aimed at those who are disadvantaged and furthest from learning and skills to support them to progress. The CALF fund is delivered by providers who are best placed to reach such learners needing help to overcome barriers to move into further learning or employment. CALF is prioritised to meet each district's community needs, and these priorities have been identified through Community Learning and Skills (CLAS) Partnerships which are attended and chaired by local adult learning providers and stakeholders.

Our accredited provision offers a programme of learning across the county delivered both in-house through direct delivery teams, or by key sub-contracted providers. The range of qualifications offered link directly back to the priorities of the service, primarily focusing on qualifications needed to support employment and progression.

For full list of sub-contracted partners and success stories of delivery see appendix 1 & 2.

Adult Learning and Skills have a fee recovery policy and providers are required to set fees in line with the policy.

Quality Marks

The Adult Learning and Skills Service hold the Matrix Standards for the Adult Careers and Adult Learning and Skills Centres.

2. Adult Learning and Skills Self Assessment Process

The self assessment process for Adult Learning and Skills is a continuous process of evaluation in all delivery areas focused on activity to make judgements of the Service's strengths and improvements. The self assessment process covers all teams' and sub-contracted providers' work and collates results from learners' feedback, performance data, satisfaction surveys, observations of teaching and learning, monitoring visits of sub-contracted activity.

The final SAR is published and shared with teams and partners in January after going through a moderation process. The Head of Service produces an executive summary which is reported to the governing bodies. Following self assessment activity, the improvement plan is updated to focus activity to drive improvements. Areas of improvements are captured in the Service improvement plan which is broken down into delivery areas and is a key tool used to investigate and implement changes. Additionally all partners who hold a contract with ALS are required to hold an improvement plan to support development of the business with the focus on improving the experience for learners.

The final self assessment report was a collaborative process between managers, teams and providers, with named authors responsible for writing sections of the report, see below:

Effectiveness of Leadership and Management	Rebecca Morgan – Business Strategy Manager
	Jane Shardlow – Service Strategy Manager
Outcome of Learners	Rachel Carpenter – Funding and Performance Manager
Quality of Teaching and Learning	Angelina Winn – Learning Impact and Quality Manager
Personal Behaviour and Welfare	Susannah Lewis – Operations and Performance Manager

3. Data

The performance data presented in this self assessment report has been reported from the Service management information system – TERMS.

Key: -   Green – considerable improvement on previous year (more than 5%)
          Amber – sustained performance on previous year
          Red – considerable decrease in previous year performance (more than 5%)

| Total*	14/15	15/16	16/17
Learners	10899	9781	8770
Enrolments	16659	15393	13692
Retention rate %	97.47%	96.23%	95.87%
Success rate %	92.20%	92.66%	93.78%
Community Learning	**14/15**	**15/16**	**16/17**
Learners	7421	7293	6847
Enrolments	11668	11969	10730
Retention rate %	97.63%	96.22%	96.59%
Success rate %	92.78%	93.40%	95%
Cambridgeshire Adult Learning Fund (CALF)	**14/15**	**15/16**	**16/17**
Learners	957	773	420
Enrolments	1184	1005	469
Retention rate%	100%	100%	97.90%
Success rate%	86.68%	92.24%	90.83%
Accredited	**14/15**	**15/16**	**16/17**
Learners	672	750	943
Enrolments	795	900	1108
Retention rate%	96.60%	93.22%	89.16%
Success rate%	87.17%	80.83%	82.38%
Wider Family Learning	**14/15**	**15/16**	**16/17**
Learners	1170	895	810
Enrolments	1257	904	883
Retention rate%	99.52%	98.75%	93.67%
Success rate%	98.25%	98.44%	93.22%
Family Maths, English and Language	**14/15**	**15/16**	**16/17**
Learners	534	410	370
Enrolments	868	514	499
Retention rate%	86.87%	89.69%	97.45%
Success rate%	79.90%	86.79%	96.51%

*learners are counted once in each category but are only counted once under Total

Qualification Achievement Rates:

| Sector Subject Area	14/15	15/16	16/17
SSA02-Science and Mathematics	N/a	91.43%	84.91%
SSA06-Information and Communication Technology	N/a	89.19%	78.82%
SSA12-Languages, Literature and Culture	N/a	100%	81.25%
SSA14.1-Foundations for Learning and Life	50%	78.82%	83.24%
SSA14.2-Preparation for Work	N/a	N/a	93.71%

Outcome Data:

16-17 Wider Impact Data – Total results:
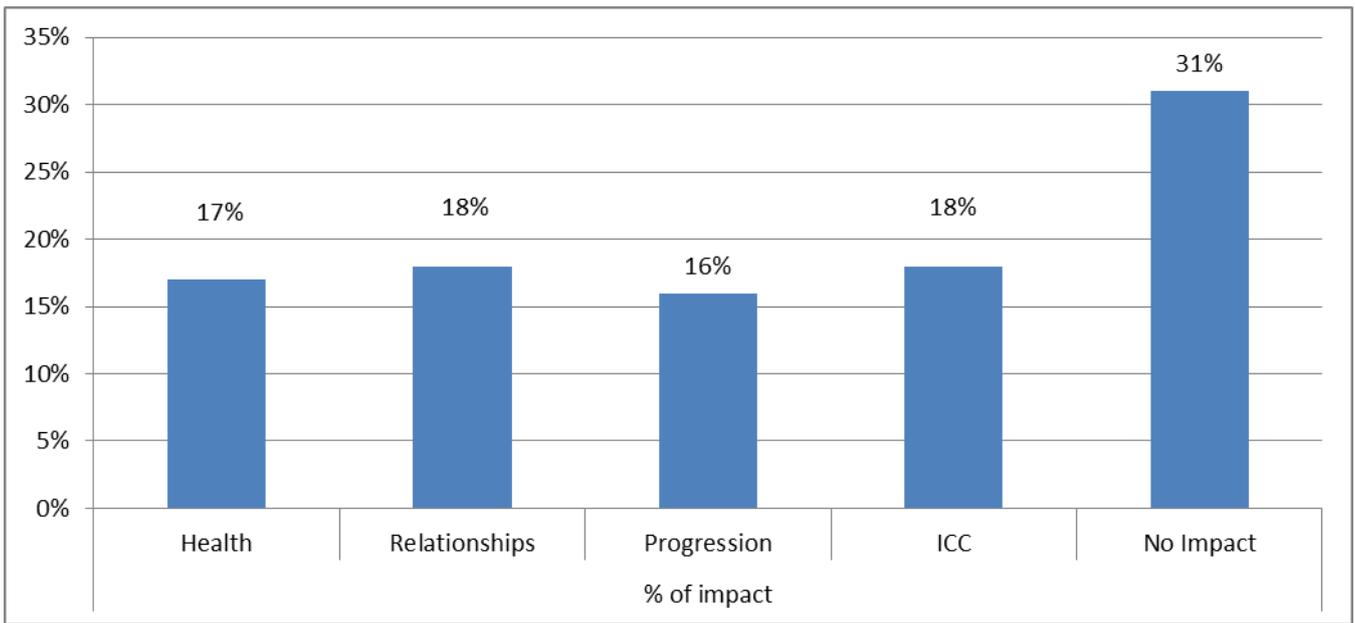
Data captured from learners who declared, on their ILP, 1 or more benefits from attending their course.

Progression and Destination outcomes:
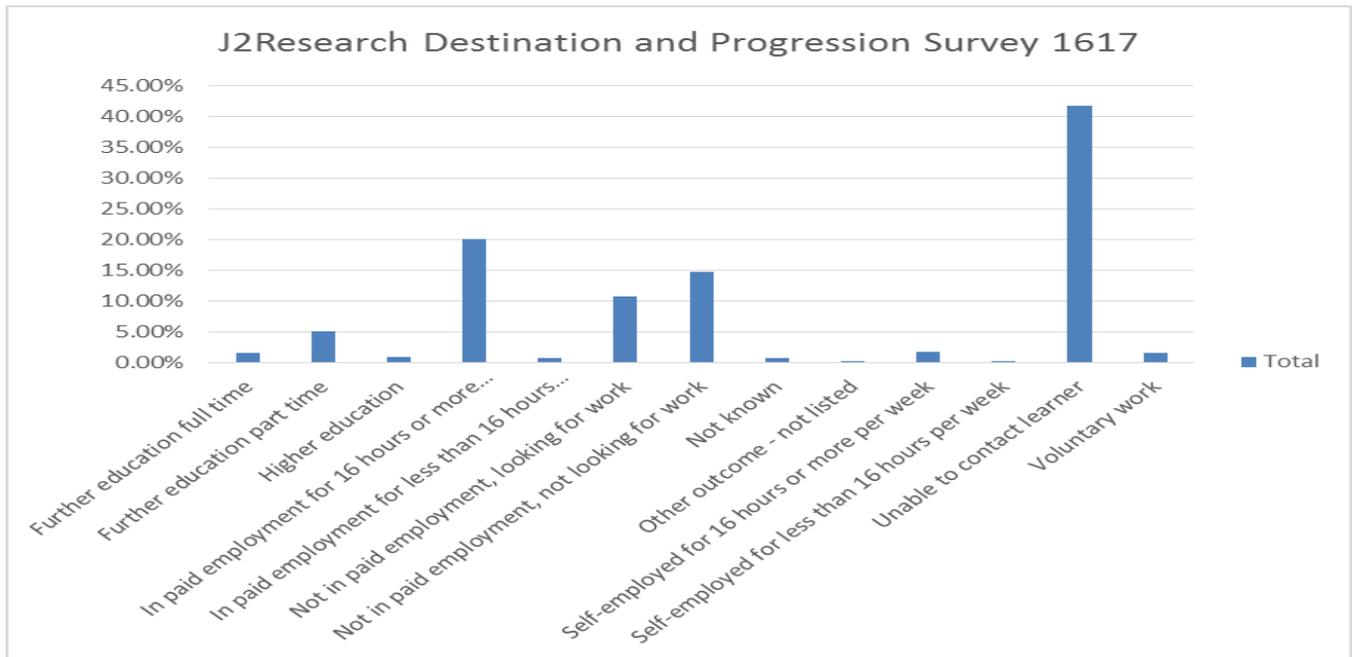
Results from learner feedback collected at end of course. Response rate for feedback was 86%.

Now that you've finished your course, would you recommend it to a friend?		Was the teaching good?		Did you feel safe while learning with us?		Was the venue suitable?		Have you had useful information about what to do next?		Did you learn what you wanted to?	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
98%	2%	98%	2%	97%	3%	96%	4%	93%	7%	96%	4%

Improving Teaching, Learning and Assessment:

No numerical grades are given to tutors following observation. Instead, observers identify the level of support required to improve teaching and learning and provide focused action plans on key areas of development.

In 2016/2017 completed observations were:

	Can Improve Teaching and Learning Independently	Can Improve Teaching and Learning With Support	Requires Action Plan	Total
Completed observation outcomes	176	20	6	202

There has been an increase in observation activity from the previous year. A high level of tutors (88%) showed they are working independently to improve teaching and learning, this was a further increase on the previous year's observations.

Analysis of completed observation reports documents the following good practices:

- Tutors encourage peer support and feedback by sharing their work and progress with others in the group
- Photographs of work in progress and completed work (use of ILT)
- All learners engaged, enthusiastic and motivated
- Assessment has significantly improved over the last three years and is now much stronger. Tutors are very good at assessing and giving good feedback at an individual level
- Questioning to check understanding is good
- Improvements seen in the setting of individual goals
- Well differentiated sessions, additional support in place informally and embedded into sessions
- Improved consideration of formative assessment. Tutors observed to know their learners well and use assessment to cater to their learning need, not always reflected in documentation (ILPs, SoW)
- Differentiated learning to accommodate learner needs
- Tutors shared development of programme with colleagues to share good practice
- Maths and English embedded

The themes for improvement show development work in the following areas:

- Planning - the scheme of work is underdeveloped in a minority of cases
- In some cases the identification and recording of learner goals can be significantly improved - goals are too –course related and not sufficiently personalised
- Enrichment activities in ILT and Wider Impact topics, which enhance the learning, are still not fully exploited
- Tutor/learner access to IT resources in some cases limit materials available, skills development and independent research
- Tutor use of 'Reflection' is inconsistent
- More focus on recording of learner progression needed

3. Executive Summary

The Cambridgeshire County Council Adult Learning and Skills Service is offered across the whole of Cambridgeshire and now with some joint working with The Peterborough City College particularly the Health and Care Sector Work Academy.

The objects of the service are: to advance education; to advance health; to relieve unemployment; to relieve poverty; to promote social inclusion and to support social mobility.

The service both directly delivers and sub-contracts some of its work. It sub-contracts where the providers can reach learners who would not normally access learning through the traditional routes and this has successfully enhanced our engagement with the diverse communities of Cambridgeshire.

Through a period of change to both the structure of the service and the County Council the Adult Learning & Skills continues to maintain a 'good' standard of overall effectiveness when judged against the main Common Inspection Framework areas.
The moderated self-assessment report verifies that during the academic year 2016-17 the service maintained its 'good' rating. It was able to demonstrate that it had maintained or improved in the following key areas:

- **Increasing success rates**
  This is noted especially in accredited delivery enabling learners to progress to further learning, employment and improved earnings. The quality of the teaching and learning continues to be good.

- **Using data to monitor performance**
  The service has access to good data from the MIS team and is increasingly using this at all levels to monitor performance and focus areas of development. The focus for the coming year is to make that access as straightforward as possible for all staff.

- **Improving achievement rates for GCSE provision**
  In a challenging environment of curriculum change and new assessment requirements the service has managed to improve the achievement rates for GCSE learners and demonstrated above benchmark achievements.

- **The growth in accredited delivery learner and enrolment numbers**
  Nationally there has been a fall in the numbers of adults taking up adult learning, but in some areas the service has been able to grow its provision. Our sub-contracting partners help us to reach those who most need the service.

- **Positive learner feedback about the quality of the service they have received**
  Learners continue to feedback that they are pleased with the teaching and learning they have received and that they have benefitted from the courses they have undertaken.

- **Good planning of provision to support priorities of the council and local partners**
  Significant work has been undertaken with good outcomes to support the work of care, health, young people and community partners across the County Council and with other voluntary sector and stakeholder partners.

- **The development of the capturing of the wider impact of learning**
The service continues to lead on the wider outcome framework and the capture of outcomes relating to the wider benefits of Adult Learning.

- **High success rate of Destination Employment (DEM)**
 Despite the demographic for this work which includes long term unemployed mandated learners the service has managed to achieve high success rates.

- **The overall responsive nature of the Service**
The service has been developing new curriculum offers i.e. level E2 IT unit to upskill JCP claimants to access Universal Credit (and many other .Gov.uk services) online. The digital offer is developing to support those farthest from learning and farthest from the centres where learning is taking place.

There are areas that the service is working on to improve including the engagement with local employers to enable them to help us to shape our offer this continues to be a focus for the coming year.

We continue to investigate all groups of learners to ensure that they are following the increasing success rate trend and to highlight where further work or support is needed

We are also focussing our efforts on ensuring that we use the data available to understand and better support the outcomes for our learners by tracking their progression.

A successful year leaving the service in good shape for the future challenges in 2017/18.

4. Overall Outcomes

Effectiveness of Leadership and Management – Grade 2

Strengths

- Partnerships linked to the priorities of the Adult Learning and Skills Service, Cambridgeshire County Council and the LEP are very effective and productive. Managers work closely with specialist local providers and voluntary agencies to develop innovative and successful initiatives and projects. These include bespoke educational and skills-building courses, as well as programmes that enable learners to re-engage with the community and with employment. Managers work closely with the DWP, four regional CLAS partnerships and the Greater Cambridgeshire and Peterborough Local Enterprise Partnership to develop projects that respond very effectively to local needs

- Robust strategies are in place to manage performance. This includes acting on learner and tutor success rate data with directly employed staff through performance management processes and through a range of monitoring and support offered to subcontractors. Data is now an item which appears in all management groups and in monthly/termly supervisions and tutor meetings.

- Strategic planning aligns closely with council's priorities and also key partners such as DWP. Managers plan and review the curriculum effectively to ensure it matches closely to the needs of the community. Leaders ensure that the provision is particularly effective in meeting the needs of those in the economically deprived wards of the county, and those from communities generally under-represented in education and training. This Leadership team have developed the subcontracting policy so that the number of universal learners contractors are expected to support has been reduced and targeted learners increased

- Leaders and managers analyse achievement rate data effectively and monitor learners' achievements closely. Teachers and other staff receive a good range of accessible data reports that allow them to monitor effectively the progress and achievement of their learners, and to compare performance between learner groups over time

- Subcontracting arrangements are good. Managers monitor performance frequently and hold subcontractors to account for learners' progression and achievement of qualifications. Subcontractors benefit from the support and guidance given by managers and they value the partnership group meetings in which they share good practice and learn from others. All met the targets expected of them

- Previously the service comprised three strands (Library Learning Services, NCS, Community Learning, including Family Learning and ALDD). Following a staff restructure and a robust communications and staff development plan, all three services are now fully amalgamated resulting in multi skilled and flexible service

- A new marketing and communications strategy has focussed on reaching underrepresented groups. The Service now has its own website. The Service has rebranded this year with a particular focus on targeting our communications so that they reach those furthest from learning and skills. Area Managers

have strengthened their relationship with the DWP and refreshed memberships of the four regional Cambridgeshire Learning and Skills groups (Cambridge City and South, East Cambs, Fenland, Hunts) which are chaired and attended by representatives of groups who are closest to those furthest from learning and skills. They have helped to shape delivery strategy which are best fitted to each area

- The tracking of learner progression and satisfaction is strong. The Service has commissioned J2 Research (formally known as J2 Profit) to gather destination data. A Learner Voice Working Group reports to Senior Management group and data gathered is used to shape future delivery

Areas of Improvement

- A fuller range of data sets are now in place and we now need to ensure that the whole Service engage with all data available

- The service needs to develop our strategy for delivering ESOL and traineeships and apprenticeships

- Ensure greater alignment with adult social care, children's centres and libraries with particular focus on co-creation of future provision in line with CCC priorities

- We need to engage in further capacity building to identify new providers who can meet county priorities so that we are able to continue to be agile in response to localised need

- Service needs to strengthen relationship with a wider range of Employers, seeking their input into our future provision.

Outcome for Learners – Grade 2

Outcome for Learners – Strengths

- Overall outstanding retention and success in general for all learners learning with Adult Learning and Skills with good retention and success for the majority of Community Learning programmes

- Outstanding retention and success for learners on Family English, Maths and Language courses with success rates showing almost 10% increase since 15/16

- Good achievement for learners studying GCSE Maths with 96% of learners passing the exam and 74% of learners achieving a grade 4/C or above

- Good achievement for learners studying GCSE English with 93% of learners passing the exam and 92% achieving a grade 4 or above

- Outstanding success rates for SSA 14.2 Preparation for Work programmes at 93.71%

- There are good progression routes for learners enabling them to progress from community learning into accredited learning and also through different levels of accredited learning

- No significant difference in success rates between male/female learners and all age groups

Outcome for Learners - Areas for Improvement

- Although overall success rates are not a major concern some further investigation work is required to understand why success rates in a few are lower than average so actions can be implemented to ensure they do not decrease any further.

- Work has taken place during 16/17 to improve Destination and Progression reporting.   Further work still needs to take place in order to ensure we have clear comparison data on starting points in order to more accurately report on this area

- There are well planned processes in place to record soft outcomes for learners (Wider Impact) although further work is required to ensure all areas of delivery collect the information to demonstrate the impact for all learners

- Male engagement, although higher on accredited and CALF provision still remains below 25% in total

- There is a significant number of 'unknown' age, learning difficulty and disability group learners recorded.   We need to improve the collection and recording of data from all learners in order to help effectively monitor the success and impact for all learner groups

- A small number of ethnic learner groups have a significantly lower success rate (>5%) than average. These are:
Mixed - White and Black Caribbean (26 learners) 81.68%

Asian or Asian British - any other Asian (24 learners) 83.33%

Black or Black British - African (53 learners) 85.38%

Black or Black British - Caribbean (14 learners) 81.57%

Black or Black British - any other Black background (12 learners) 83.13%

Although only a minimal number of learners are affected, further work is required to understand why these groups are not achieving as well as other groups

Quality of Teaching Learning and Assessment – Grade 2

Strengths:

- For both Direct Delivery and sub-contracted provision a high number of staff were well qualified and experienced in a range of subjects that are relevant to their areas of delivery. A review of CVs and new tutors forms indicates 94% of active tutors are qualified

- Well planned standardisation meetings for accredited learning were held to effectively support tutors development of subject knowledge and allow the sharing of best practice across all provision. Objectives of these meetings came from information collected at observations, IV reports, themes from EQA visits and other activity such as contract monitoring and learner paperwork audits, additionally through staff feedback

- Tutors were highly effective at identifying learner needs. In the majority of cases needs were well recorded at the start of programme. Learners fed back that their needs were met with very good success rates of 93%* which is sustained from previous year. (*combined accredited and community learning data)

- Careers advice and information is well integrated and the majority of learners at the beginning of their learning journey undergo a National Career Service session in order to support the development of individualised goals. Learners are encouraged to continue to engage with National Careers Service staff and resources during and nearing their completion of their programmes

- The majority of tutors explored learner's individual needs and goals at the start of the programme in order to help and support them make good progress with their learning, with 96% of learners declaring their course met their needs. Additionally for direct delivery provision analysis of wider impact data shows that 96% of tutors are engaging with learners to plan learning to support the development of the following categories; Health, Progression, Relationships, Independence/Confidence/Connections

- Review of observations reports showed 84% of monitored activity saw differentiated learning taking place effectively

- Review of IV reports on accredited provision showed consistency in tutors feedback and assessment methods, with IV's documenting that they agreed with 92% of the tutors' assessment outcomes decisions, this was also validated by EQA visits

- Feedback collected independently from learners shows that the quality of teaching and learning was to a high standard, with 96% of learners stating "teaching was good"

- 90% of Learners who completed feedback via the FE choices survey and/or the end of course feedback stated they would recommend our service to a friend or family member based on the quality of teaching

Areas of Improvements:

- Tracking of learner destinations is insufficient to determine the reasons for low retention where it occurs. Learner feedback is not gathered effectively where a learner has left a course.

- English, maths and ICT are increasingly embedded into sampled scheme of works, however in non-accredited provision this remains at an 'opportunity' level rather than a systematic approach following learner assessment. This 'ad hoc' approach can limit learner progress in a minority of cases to higher level study, employment and self- employment

- Completed audit activity on sampled scheme of works showed 68% of tutors are actively planning for enrichment activity. The embedding the use of ILT is still very underdeveloped, which will remain as a theme at standardisation and curriculum support session, including the introduction of google class rooms

- A number of sources highlighted that learners do not feel they have been given personalised information from their tutors to enable them to progress following completion of course, the 16-17 FE Choices Survey highlighted 25% of learners did not get satisfactory information on what to do next

Personal Development and Welfare – Grade 2

Strengths:

- Provision is closely focused on identified priority groups that fit in with the Council's own priorities. The needs of these learners are met well with a carefully curated provision focussing on priority skills needs, key postcode areas and by collaborating with a wide variety of community based venues across Cambridgeshire. The Service is proud of its excellent partnerships with sub-contractors and partners from the voluntary and community sector that specialise in engaging with and supporting people furthest away from learning and work

- All staff work within the relevant Safeguarding and Prevent policies for both directly delivered and subcontracted provision. Tutors are questioned about their understanding of these policies at each observation to ensure current good practice. All Tutors plan for the promotion of British Values in their schemes of work and build this into the curriculum. ESOL learners are particularly well prepared for life in British society

- Learners within Adult Learning and Skills provision are overwhelmingly positive about their learning experience with 91% of learners stating that they would recommend our Service to friends or family. Most learners develop high levels of confidence and self-belief in their own achievements with 95% of learners surveyed independently said that their Community Learning programme had helped them to achieve their objectives

- Although the primary reason for learners to engage in learning with us in 2016-17 was to gain skills and knowledge (73%), 21% were wishing to develop new social activities. When asked independently, 42% of our learners stated that they had made new friends, 37% stated that they had improved their health and wellbeing and 15% felt equipped to help others at the end of their course.

  In 2016-17 our Curriculum Manager for Health and Wellbeing worked with Tutors and Advisers to develop the Service's measurement of the impact that our provision has beyond the objectives of the ALS session. Learners say that they improve their physical and mental wellbeing, build positive relationships with other members of their community, increase their progression opportunities and gain in confidence and independence through their courses. Of learners surveyed, only 0.4% responses returned no impact in these areas. All subcontractors have developed in their collection and response to Wider Impact data, however there is capacity to develop our exploration and interpretation of the findings from this data to further inform delivery – see area of improvements for more information

- In 2016-17 our Curriculum Manager for ALDD worked with a broad range of colleagues across the Service to develop support for learners and NCS customers with additional needs. Tutors and Advisers are coached to develop tailored support for their groups and individuals. All direct delivery staff have attended a Dementia awareness course and many proudly became recognised "Dementia Friends" which has improved the support that can be offered to learners

- The majority of adults engage well in their learning activities, demonstrate committed attendance and support each other to overcome personal and learning problems

- Learners have very good access to independent careers advice and guidance through the National Careers Service which has been well-embedded into the ALS Service. Learners have a good awareness about how the courses they are currently following, and those they could progress to, will improve their chances of finding new or improved employment. Tutors within the Service plan for progression support of their learners within the scheme of work to provide subject specific guidance within their sector, as well as offering formal NCS provision for learners concluding their courses. Customers receiving NCS advice and guidance receive multiple support interventions provided by a team of qualified Advisers who provide one to one support by request as well as offering services to existing

- During 2016-17 ALS developed its branding to underpin the newly joined up strands of the Service. This has been very successful in terms of developing an easily recognisable look and has ensured that learning and IAG spaces are revived. Feedback from learners across all of our provision confirms that classrooms, Adult Learning and Skills centres and communal areas are well maintained, tidy and enlivened by appropriate displays and information. Learners behave well, value the facilities and treat them with respect

Areas for Improvement:

- The support provided to learners on entry level courses and the understanding of progression terminology requires improvement

- The use of Wider Impact data should be developed to ensure accurate interpretation and active contribution to the development and quality of provision through learning and advice sessions across our Service

- Progression support for entry level learners has been identified as an area for investigation to ensure that sufficient support is offered

Appendix 1 – List of Sub-Contracted Provider in 16-17

Provider	Delivery Area
Abbey College	Huntingdonshire
Axiom	Huntingdonshire
Bottisham Village College	East Cambs
CELS	Cambridge City & South Cambs
Chesterton Community College	Cambridge City & South Cambs
CHS Ltd	Cambridge City & South Cambs
Comberton Academy Trust	Cambridge City & South Cambs
Cottenham Village College	Cambridge City & South Cambs
CP Learning Trust	Fenland
Ely College	East Cambs
Gap Learning CIC	Huntingdonshire
Groundwork East	Huntingdonshire
Impington Village College	Cambridge City & South Cambs
Linton Village College	Cambridge City & South Cambs
Parkside Federation	Cambridge City & South Cambs
Reboot Cambridge CIC	Cambridge City & South Cambs
Richmond Fellowship	County
Romsey Mill	Cambridge City & South Cambs
Sawston Village College	Cambridge City & South Cambs
Sharing Parenting	East Cambs
St Ivo School	Huntingdonshire
Swavesey Village College	Cambridge City & South Cambs
Switch Now CIC	Huntingdonshire
Traveller Health Team	County
Wisbech Community Development Trust	Fenland
Witchford Village College	East Cambs
Wintercomfort	Cambridge City & South Cambs

Case Study from a CALF Provider, Reboot IT

"I am currently unemployed having worked for 9 years in a variety of jobs. I unfortunately became involved in substance abuse and had legal difficulties. After a serious head injury in 2014, I re-evaluated my life and am now looking to develop skills to return to work.

I have done a course on IT refurbishment and software use with Reboot. Reboot have provided me with all the resources to achieve this. I am happy with all the support given for the training and boosting confidence.

My time at Reboot has boosted my confidence immensely and has given me the impetus to start applying for jobs. I have also used skills learned to further my own projects such as my own website.

With the help this has given me the name of Reboot should be widely advertised as I think more people would benefit from both the training and the extra support offered."

Case Study from a Direct Delivery Family Learning 'Story Sacks' course delivered in Fenland

I have two young children, aged 2 and 3 years of age who are very keen on The Gruffalo's Child by Julia Donaldson. Advertised locally was a Cambridgeshire County Council Adult Learning and Skills Family Learning workshop called Story Sacks which was a free course. Story Sacks was advertised as a great way of story-telling and creating a sack full of fun activities to encourage children's development and family time. In February 2017 I enrolled on the six weeks' course entitled 'How to build a story sack'.

Basically, a story sack contains a main story book which inspires you to build up props, games and other items in the sack related to the story and its characters.

Using my imagination I created and included games, puppets, the audio CD, a fact book and other items I thought my children might enjoy related to the main story.

Anyone could build up their own story sack with little games, questions about the book, bingo cards, counting and picture pairs, story cubes etc. The ideas and possibilities are endless.

This course has been an invaluable and rewarding project for myself and my children.

I would really recommend the Story Sacks course to anyone with small children and people who work in early years thus encouraging children to develop a love for books, enthusiasm for reading, help with speech development and language skills through listening, learning and playing.

Case Study from Direct Delivery course Learn My Way and Job Club at Huntingdon Library

"I used to work for a plastic injection moulding company which involved packing plastic mouldings and other duties in checking and packing.

I am undertaking new skills…IT skills which I was lacking in. I have now improved this and have become more confident which has helped me a lot. Work club has made me more confident and helped me with job searching.

My new IT skills have been of good use to me. I am now doing some voluntary work for British Heart Foundation to build my confidence to hopefully progress to a job.

The Learn My Way course was very good to learn for people lacking in skills. Now able to get around on-line services better"

Case Study from a Provider delivering accredited learning, Switch Now CIC

Switch Now CIC's aim is to train and support young adults with additional needs, learning difficulties and disabilities to progress into employment.

Two particular learners, Freddie and Tom, have completed the Gateway qualification in Employability, improved their skills and gain work experience with a local company - St Neots Fencing. Each learner was initially offered a work placement with St Neots Fencing and with Switch Now CIC continual on hand support, this has led to both being employed by the company. Both learners are on the autistic spectrum, they had low confidence levels and feared that companies didn't understand them. Switch Now CIC worked with them to develop employment skills and build confidence and with the company to advise them on making reasonable adjustments to make this successful for both parties.

Case Study from a learner who attended provision at Ely Library

Samir arrived at Ely Learning Centre in June 2016. Back then, he was unemployed and unsure what direction to take in life. Samir had received lots of conflicting advice from different sources about what to do next and was also trying to put some difficult times he had at school and in the workplace behind him.

Working with the tutor at Ely Library has helped Samir improve his confidence greatly. His CV is stronger too. Samir went to mock interviews which was hard at first.

Samir's hard work has paid off – he now has two different roles, one at Cambridge City Council and one with a retailer. In both roles, he contributes his personal skills and at the same time is enjoying working life.

Appendix 3 – Sources of Evidence

- ESFA – FE Choices Learner Survey 2016-2017
- J2 Research Report
- Wider Impact Report 2016-2917
- 16-17 Performance Data reported from TERMS
- Observation Records completed in 16-17
- Learner File and Paperwork Audit Report 2016-2017
- SOW Evaluation Report 2016-2017
- Learners End of Course Feedback Report

Appendix 4 – Glossary of Terms

ALDD	Adults with Learning Difficulties and Disabilities
CLAS	Community Learning and Skills
DWP	Department of Work and Pensions
SSA	Sector Subject Area
Matrix Standard	The matrix Standard is a unique quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career, learning, work and life goals