

**Herefordshire Council
Adult and
Community
Learning Plan
2019-22 (extended
2023)**

Index		
Section	Description	Page
-	Introduction	3
1	An Introduction to Herefordshire	3
2	An Introduction to Herefordshire Council's Adult and Community Learning Service - Aims and Objectives - Key Priorities and Target Groups	3
3	Our links to National Drivers	6
4	Purpose of Community Learning	6
5	Our links to Local Plans	7
6	How the Herefordshire Adult and Community Learning Service is Funded	8
7	How the Service is delivered - Approved Provider Framework - Sub-contracting policy	9
8	Local Learner Fees Remission Policy 2022-22	12
9	Promotion of Adult and Community Learning	12
10	Curriculum Areas	12
11	Quality and Safeguarding	12
12	Partnership Working	14
13	Delivery and Outcomes 2021/22	15
14	Service Delivery Targets	17
Appendix A	Staff Structure	19
Appendix B	List of Sub-contractors 2021/2	20

Introduction

This plan identifies the key priorities for Herefordshire Council's Adult and Community Learning Service (ACLS) to achieve its strategic and organisational aims for the academic years 2019-22. It was decided to extend the plan for the academic year 22/23. This will enable the service to respond and take into consideration the priorities of Herefordshire's Big Economic plan and the local LSIP. In addition, after reviewing the plan there is little change to the strategic aims and objectives and priorities of the service. The plan covers the funding received from the Education and Skills Funding Agency (ESFA) annually to deliver non-accredited community and Adult Skills Learning opportunities to Herefordshire residents aged 19 and over. This plan will be reviewed annually in March and updated again in June in each year as appropriate.

In particular this plan:

- gives an introduction to Herefordshire Council's ACLS;
- summarises the requirements of the Education and Skills Funding Agency (ESFA). The requirements are updated annually;
- identifies the key priorities and aims of the service for next three years;
- gives the latest key results from 2021-2022 academic year (latest full academic year performance data).

1. An introduction to Herefordshire

For a comprehensive review of Herefordshire please read 'The Understanding Herefordshire report'. <https://factsandfigures.herefordshire.gov.uk/>

2. An introduction to Herefordshire Council's Adult and Community Learning Service.

Herefordshire Council provides Adult and Community Learning through the Herefordshire Council's Adult and Community Learning Service (ACLS). The service sits within the Post 16 Learning and Skills team within Education, Learning and Skills, Children and Young People Directorate. Please see the team structure chart at Appendix A. The adult and community learning team are fully funded through the ESFA contract and are therefore dependent on the successful delivery of provision.

We commission and contract out which means we do not employ our own tutors; we work with partners to deliver adult learning opportunities and the priorities that we set; encourage social, economic, educational and personal progression for individuals and families.

We work with delivery partners to ensure adult education courses are available for local residents within priority areas. Delivery partners include voluntary and community organisations, FE colleges, private training providers, schools, children's centres and libraries. To deliver non-accredited, entry and level one and two provision.

The service is subject to Ofsted Inspections and was awarded an Overall grade of 2 'Good' in the last inspection in January 2016.

Strategic Aims and

Objectives Aim

To engage with local people who are least likely to participate in learning and enable them to access a range of high quality learning opportunities. So that they can lead more independent lives, support their families, gain a qualification, get a job, volunteer and become less socially isolated.

Objectives

- Focus Adult and Community Learning funding on people who are disadvantaged and least likely to participate in learning, including people on low incomes, those with low skills and those furthest away from the labour market.
- Widen participation in learning through locally delivered informal and accredited programmes, serving the needs of the diverse communities across Herefordshire.
- Contribute to a wide range of outcomes for individuals and the wider community including personal and social, educational attainment, economic regeneration, and improved health and well-being. By supporting adults back into learning, training and employment, through community outreach provision delivered at local venues.
- Develop the capacity of voluntary and community sector organisations to deliver effective adult learning that meets the quality requirements of Ofsted through funding and supporting niche provision.
- To work with local partners to deliver a programme of high quality learning, which clearly contributes to the priorities of Herefordshire Council and the Marches Local Enterprise Partnership Skills Plan and Strategic Economic Plan.

Key Priorities for 2019-22 extended to 2023

In order to achieve the above objectives, we will:

- Widen adult participation in learning through a targeted approach, promoting equality and diversity and improving access to learning for particular under-represented groups and those who have not been engaged in learning for a significant period of time. In particular the service will continue to work with those people who are:
 - Unemployed;
 - residents with learning difficulties and/or disabilities;
 - Mental health service users and adults with mild to moderate mental health problems;
 - homeless, or in danger of becoming homeless, or living in sheltered accommodation;
 - carers of people with learning difficulties and/or disabilities, including mental health issues;
 - care leavers;
 - yet to achieve a prior level of attainment at full level 2 qualification;
 - yet to achieve level 2 in English and Maths;
 - families, where parent/carers, have basic English and Maths needs or who have not reached level 2, where there is a single parent or families with complex needs wishing to improve their parenting skills;
 - from areas identified as local areas of deprivation¹;

¹ [Deprivation in Herefordshire](#)

- earn less than £18,525 annual gross salary;
 - Digitally excluded (unable to access ICT based services or opportunities due to having little or no knowledge of ICT);
 - Refugee or Asylum Seeker status;
 - Ex-Armed Forces personnel.
- Further develop delivery of Family Learning in partnership with schools and children's centres in deprived areas where attainment levels are low. Programmes will be developed to directly contribute to the children centre's aims and objectives for supporting families in their areas with a particular focus on English and Maths. The service works with families including grandparents of children aged 0-16.
 - Develop learning opportunities that enable our young people leaving care aged 19 and over to access.
 - Increase the percentage of learners achieving successful outcomes and increase the percentage progressing to further learning and work.
 - Continue to develop the Adult Skills 'offer' and provision for learners in areas of high socio- economic need.
 - Continue to embed employability skills (communication skills, team work, time keeping, English and Maths).
 - Work collaboratively to ensure skills gaps are identified and duplication of provision avoided
 - Ensure learners have access to high quality information advice and guidance, sign-posting to the National Careers Service.
 - Continue to improve the planning and commissioning of ACL so that we develop an improved analysis of needs, to improve further the quality of teaching and learning, outcomes for learners and value for money.
 - Publish and tender for a new adult and community learning preferred provider framework for 2022-2025.
 - Support sub-contractors through a quality improvement programme: training to prepare for monitoring of contract, self-assessment, Observation of Teaching Learning and Assessment, data collection and ESFA requirements.
 - Continue to develop and improve ways of collecting information on progression and destinations to improve future planning and measure impact.
 - Improve promotion of the service and courses available.
 - Ensure quality improvement across all provision and address issues identified in the self- assessment reports and quality improvement plans.
 - To achieve OfSTED Grade 2 in next inspection.

3. Our links to National Drivers - Requirements of Providers Directly Funded by the Education and Skills Funding Agency

Adult and Community Learning is funded through a contract with the Education and Skills Funding Agency (ESFA) through the Adult Education Budget (AEB). The principle purpose of this funding is:

- To engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or further learning;
- To develop the skills, confidence and resilience of learners in order to progress towards formal learning or employment, improve their health and wellbeing and or develop stronger communities.

The Council is required to:

- commission, deliver and support a locally determined formal and non- formal learning offer that conforms to the objectives set out in New Challenges, New Chances;
- operate in strong local partnerships to ensure that plans and strategies are underpinned by engagement with communities, local authorities, LEPs and other key local stakeholders;
- operate within the terms and conditions of the ESFA funding agreement and the ESFA funding rules;
- show evidence on how the service will operate in strong local partnerships to ensure objectives are underpinned by engagement and consultation with local communities, local authorities, local enterprise partnerships and other key local stakeholders;
- have clear outcomes and appropriate measures capable of evaluation by the community and local stakeholders;
- develop and implement a robust financial strategy that adds to the community learning allocation;
- abide by the funding eligibility (including learner eligibility) as set out in the ESFA's funding rules.

4. Purpose of Community Learning

Community learning includes a range of community-based and outreach learning opportunities. These are primarily provided by local authorities and further education colleges. The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- Progress towards formal learning or employment, and/or;
- Improve their health and wellbeing, including mental health, and/or;
- Develop stronger communities.

Community Learning courses are delivered under the following four learning strands:

- **Personal and Community Learning** – learning for personal and community development, cultural enrichment, intellectual or creative stimulation and or enjoyment (in most cases not leading to a formal qualification).
- **Family English, Maths and Language** – learning to improve the English, language and maths skills of parents, carers or guardians and their ability to help their children.
- **Wider Family Learning** – learning to help different generations of family members to learn together how to support their children's learning.

- **Neighbourhood Learning In Deprived Communities** - supports local Voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged neighbourhoods.

The ESFA's Community Learning Objectives are to:

- focus on public funding on people who are disadvantaged and least likely to participate;
- collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot;
- widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including but not limited to;
 - improved confidence and willingness to engage in learning;
 - acquisition of skills preparing people for training, employment or self-employment;
 - improved digital, financial literacy, and/or communication skills;
 - parents or carers becoming better equipped to support and encourage their children's learning;
 - improved or maintained health and/or social well-being.
- develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to;
 - increased volunteering, civic engagement and social integration;
 - reduced costs on welfare, health and anti-social behavior;
 - increased online learning and self-organised learning;
 - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including;
 - bringing together people from backgrounds, cultures and income groups, including people who can and cannot afford to pay.
- Use effective local partnerships to bring together key providers and relevant local agencies and services;
- Involve local people in decisions about the learning offer;
- Involving volunteers and Voluntary and Community Sector groups, shifting long term 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace;
- Supporting the wide use of on-line information and learning resources;
- Minimizing overheads, bureaucracy and administration.

5. Our links to local plans

Herefordshire Council's Priorities

The Adult and Community learning provision is aligned to the priorities of Herefordshire Council's corporate plan 2020-2024 and Learning Disability Strategy 2018-28 to:

- Skill-up – Encourage continuous investment in our local workforce and a culture of lifelong learning in our community
- The council will promote a culture of lifelong learning throughout the county and enable access to tools and resources to support upskilling, reskilling and employability by providing routes to training opportunities, apprenticeships and hands-on experience.
- Improve community resilience in Herefordshire
- Improve the mental wellbeing of Herefordshire residents
- Make sure a range of education, training, work experience, volunteering, supported[1]internships and supported employment is available locally and is accessible to people with learning disability

The family learning programmes support the priorities of the Children and Young People's Partnership 2019-2024 by:

- targeting resources and supporting vulnerable families;
- improving the emotional and mental health and wellbeing of parents and carers;
- supporting outcomes for children;
- helping families, parents and carers to help themselves, particularly in the early years of their children's lives;
- promoting health and well-being;
- achieving success in life, learning and future employ

Marches Skills Plan and Strategic Economic Plan

<https://www.marcheslep.org.uk/downloads/>

The Marches Skills Plan and Strategic Economic Plan will:

- enhance digital skills;
- widen participation and access to employment;
- target groups include unemployed, under-employed, residents with a disability, English as a second language and older workers;
- support socially excluded and marginalised groups by removing barriers to their participation in activities that will improve their economic well-being;
- work with businesses and education providers to support lifelong learning and upskilling relative to the needs and opportunities of local businesses.

6. How the Herefordshire Adult and Community Learning Service is Funded

The service is predominately funded by the ESFA through the Adult Education Budget (AEB). The ESFA grant for 2022-2023 academic year is £538,652, of which £340,965 is for Community Learning and £197,687 is for adult skills.

We have made the planning assumption that funding will remain the same for the next 3 academic years.

The community learning funding from the ESFA has been fixed for the last 10 years (which represents an actual decrease, when the cost of living is increasing) Therefore this reduces the learner numbers year on year that we are able to deliver to.

7. How the service is delivered

The council delivers its adult and community learning provision in partnership with a range of sub- contracted providers across Herefordshire to better meet local, national and service priorities for learning and skills. The council however, remains responsible for contract compliance, funding and data management, awarding body registration, and quality assurance and is inspected by Ofsted. The council also has the option of directly delivering learning if the need arises. Further information can be found in the [ACLS Sub-Contracting Policy 2022-25](#).

The reasons for sub-contracting include:

- improved access to learning in rural locations – Sessions are delivered in community venues across Herefordshire;
- learners with specific needs are supported better – We work in partnership with organisations that have the expertise to support their specific client group's needs;
- increased value for money as partnership organisations often supply the learning venue for free and additional support staff;
- support Community and Voluntary organisations to develop their capacity and capability to meet the needs of learners;
- respond quickly to learners and/or community needs.

The Adult and Community Learning Provider framework

Providers who express an interest in working with us to deliver adult and community learning will be invited to undertake a market entry pre-qualification process based on financial and technical assessments. The process includes due diligence questions on capacity and capability.

The current 3 year adult and community learning provider framework expired in September 2022. Therefore the council will invite organisations to apply to join a framework of preferred delivery organisations to deliver its adult and community learning provision for the academic years 2022-2025. The framework will be advertised on the Supplying the South West e-tendering portal.

Organisations can register to be sent opportunities, this is a free service. Full details of Herefordshire Council procurement policies and procedures can be found at:

https://www.herefordshire.gov.uk/info/200145/business/340/doing_business_with_the_council

Each organisation that meets the criteria will be accepted onto an approved list of providers for the period September 2022 to July 2025. The approved list will be open annually for new applicants to apply. The council reserves the right to undertake due diligence with providers on the approved list at any point and will carry out annual financial checks.

Acceptance onto the approved list does not mean that an organisation will be awarded funding. However, the organisation will be awarded a framework contract and invited to compete and tender for adult and community learning funding when opportunities arise.

Accommodation

The council has no learning centre of its own, and delivery is through community

facilities. The accommodation costs for delivery of courses are paid through subcontracts for provision.

The Adult and Community Learning team are based in the council offices, Plough Lane.

Data Management

ACLS is required to submit monthly data returns to the ESFA. These returns generate income for the service. ACLS uses MAYTAS Management Information System (MIS) software through Tribal. The system will enable sub- contractors to access and submit documentation direct to ACLS. ACLS still has the responsibility as the ESFA contract holder to submit the data returns. The system has improved the efficiency of collecting and submitting accurate and timely data to the ESFA. It has also enabled the production of a wider range of management information reports.

Equality and Diversity

We seek to provide high quality learning opportunities that are inclusive and free from discrimination.

Equality of opportunity is an important aspect of raising aspirations, self-esteem and achievement. We aim to provide learning that is safe, accessible and welcoming. Discriminatory behaviour or harassment will not be tolerated.

The Equality Act which came into force in October 2010. This law bans discrimination arising from a person's age, disability, gender, sexual orientation, gender re-assignment, religion or belief, race, pregnancy /maternity, marriage/civil partnership. These are the protected characteristics. As a contracted-out service we require all our providers to comply with the Equality Act 2010 and actively promote Equality and Diversity in the delivery of ACLS provision, as outlined in the Common Inspection Framework.

We support and develop our staff and provider tutors through equality and diversity mandatory training and through the tutor handbook. Equality and Diversity is also embedded within the Observation of Teaching, Learning and Assessment process.

We monitor provider performance against targets, policies and procedures and act on any inequalities highlighted.

Contract Management

Each provider is allocated a contract manager. The contract manager is the first point of contact for the provider, if they require any help or support. The contract manager is responsible for monitoring the contract and ensuring that the quality standards are being maintained.

They do this by:

- reviewing and agreeing course proposals, schemes of work and learner workbooks;
- attending learning sessions;
- undertaking observation of teaching, learning and assessment;

- organising provider staff training;
- talking to learners/evaluating learner feedback;
- gathering and evaluating tutors and provider feedback;
- formal termly contract review meetings.

8. Local Learner Fee Remission Policy

A local Learner Fees Remission Policy is required to ensure that adults within Herefordshire are treated equitably by each delivery partner within the Adult and Community Learning Provider Network. The local learner fee remission policy remains unchanged and is published on the council's website: [Local Learner Fee Remission Policy](#).

Pounds Plus policy - the 'Pound' represents the public pound, the 'Plus' is everything else that can be generated in addition to the non-formula community learning funding allocation, such as fee income, funding from other sources, resources in kind and other sources of revenue / sponsorship / volunteering. The Pound Plus fee income / savings that the ACLS and its sub-contractors generate must be invested for the people who most need, and can least afford, community learning provision.

9. Promotion of Adult and Community Learning

In addition to sub-contractors promoting their courses, the council publishes course information on the Herefordshire Council website: [ACLS course information](#).

10. Curriculum Areas

The adult and community learning team develop and commission curricula that respond to the need of learners. The curricula take into consideration the courses, times, locations and modes of delivery.

Particular curriculum focus:

- English and Maths
- English for Speakers of other languages (ESOL).
- Employability Skills.
- Health and Wellbeing through learning programmes.
- Social and or digital inclusion
- Family Learning.
- Parenting Skills.
- Skills for independent living. supporting learners with a learning difficulty and/or disability courses include arts and crafts, healthy eating, gardening etc. to help learners to lead healthier, happier, safer and more independent lives as appropriate and give progression opportunities into further learning, volunteering and employment

11. Quality and Safeguarding

The adult and community Learning manager is responsible for ensuring that all learners achieve their best possible learning outcomes, stay safe, received the appropriate support, are treated fairly, learn in a safe environment and received the best advice and guidance to aid progression. The manager is also responsible for ensuring that all data is handled and stored in line with General Protection

Regulations 2018 (GDPR) and the Council's information security governance policies and procedures.

The adult and community learning manager leads the implementation of all aspects of

quality improvement. The quality assurance cycle reflects the requirements of Ofsted, awarding bodies and Recognising and Recording Progress and Achievement (RARPA) for non-accredited learning.

The following approaches are used to identify areas of good practice and areas for improvement:

Self-assessment report (SAR) – the annual self-assessment process starts in November and involves qualitative analysis of data, consultation with providers and partners to arrive at judgments of the provision against Ofsted’s Common Inspection Framework.

Self - Assessment Report 2021-2022 - this is the latest year that the SAR has been carried out.

Improvement activities since last SAR

- Reviewed and implemented revised OTLA template and documentation and introduced a digital form and new process to support tutors.
- Implemented a new EIF outcomes tracker.
- Further developed Power BI reports which sub-contracted providers can access themselves to monitor their own provision.
- Undertook an independent Peer Review of the delivery model of the service and an Independent review of the quality of teaching and learning commissioned to identify effective practice and inform areas for development.
- CPD included supporting tutors to write smart outcomes for learners.
- Risk Assessments further developed for staff, learning activity, classroom and venues to ensure service is Covid-19 compliant, ensuring all risks are assessed appropriately and communication to staff and learners effective.

Our key strengths

- Achievement rates in awards and non-regulated are outstanding at 100%.
- Learners are well supported by tutors who understand their needs and are experts in their sectors.
- It is clear from learner and provider feedback and data that the sub-contracted delivery partners are still successfully targeting under-represented groups and local people who are vulnerable, have mental health issues and/or learning difficulties or disabilities
- A large proportion of learners experience teaching and learning which is good or better.
- Learners are very happy with their experience, with outstanding rates of satisfaction and a wealth of positive feedback on the impact of their learning, which reaches beyond the original subject of the course, and often has a positive impact on other family members.
- Majority of community learning learners complete their learning and achieve the aims of their course
- Learners have excellent behaviour and attitudes to learning and work well with their peers, supporting each other to progress.

Learners make very good progress in the development of their wider personal skills.

- Highly effective safeguarding policies, procedures and partnerships promote and develop staff and learners’ awareness of their safety; as a result, learners report they feel safe.

What the service needs to do to improve further

- Decide on the future delivery model of the service and agree new strategic plan.
- Implement a new governance model.
- Increase participation by continuing to build on local partnerships, and ensuring that we support potential learners by offering a curriculum that is relevant to their needs, and that our learners have access to the best progression opportunities.
- Ensure that RARPA practices have been adapted to a consistently good standard across all curriculum areas and delivery approaches, with all sub-contracted provision.
- Improve curriculum planning.

- Improve achievement rates for Maths specifically at level 1.
- Increase capacity to offer mentoring and coaching support where teaching, learning and assessment is less than good, including sharing of good practice, to get back to a position where 90% of OTLAs are good or better.
- Continue to build on the improvements and implementation of Power BI reports to ensure all ACLS and sub-contracted provider managers have timely access to, and make good use of, the data available, including feedback and destinations, to bring about improvements in the learner experience and impact.
- Improve the collection and collation of destination data to inform future delivery.

Observation of teaching, learning and assessment (OTLA)

Every tutor is subject to an annual OTLA and awarded a grade. An action plan is developed for any identified training needs and monitored to ensure these have been carried out. In the 2021/22 academic year 30.8% of tutors were graded as 1 outstanding and 53.8% of tutors were graded 2 good with 7.7% (one tutor) requires improvement.

Learner evaluations

Learners are actively encouraged to complete an evaluation form. The information gathered from these forms is recorded and where necessary the appropriate action is taken. The results from these evaluations are used in the SAR process.

Contractual reviews

Termly reviews are conducted to ensure that the standards required are being maintained and the learner targets met including tutor CPD monitoring.

Course monitoring

All courses are monitored by a member of the ACLS to check that they are being delivered according to contractual arrangements. It also gives the team member the opportunity to talk to learners.

Tutor training

Herefordshire Council provides mandatory training for tutors. The provider contract states that the tutors must be and remain up-to-date with professional training, which is their responsibility.

Mandatory provider and tutor training is organised by ACLS in equality and diversity, Prevent, safeguarding.

Termly provider meetings

To share good practice, update providers with ESFA requirements, any changes to processes and systems, identify areas for improvement, dissemination of information, guest speakers, promoting partnership opportunities. Meetings are held at different training venues.

12. Partnership Working

A Herefordshire Skills Board was formed in 2021. Many changes have taken place to the local landscape since then including a new Herefordshire economic plan and plans are in place to re-launch the partnership in 2023. The, main purpose of the partnership is to develop a strategic approach to the shaping of the learning offer across Herefordshire and to ensure we use Adult and Community Learning funding and UKSPF effectively in order to have the greatest impact. Through the Partnership, we aim to maximise funding

opportunities, reduce areas of duplication and improve mechanisms to ensure that communities are able to shape the learning offer.

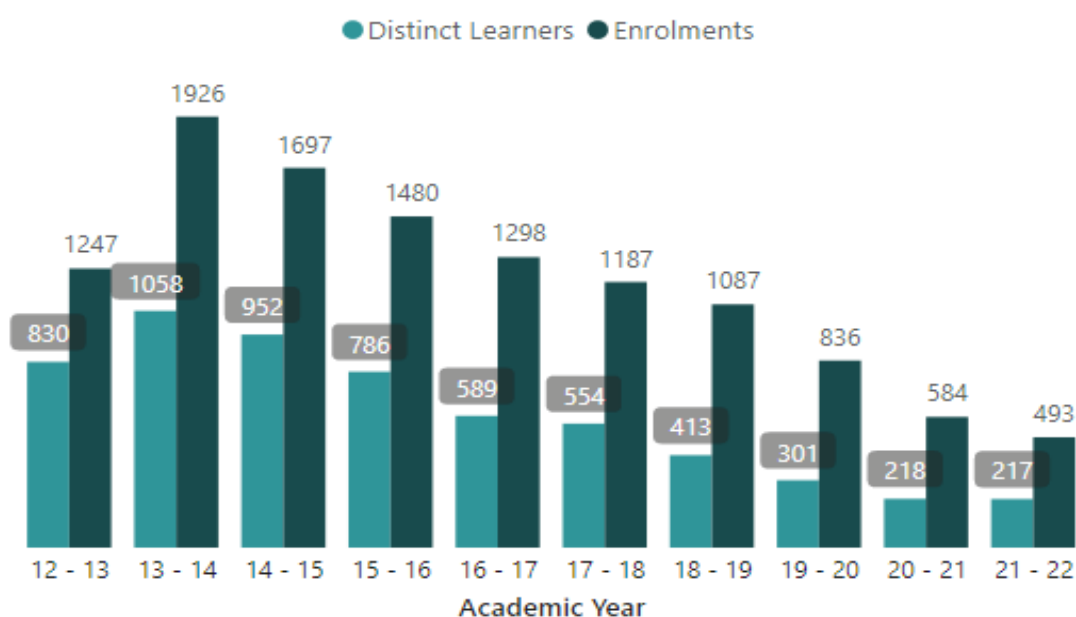
The manager of the service is also a member of the Marches Local Enterprise Partnership (LEP) skills board and attends the Marches Skills Provider Network meetings.

13. Delivery and Outcomes 2021-2022

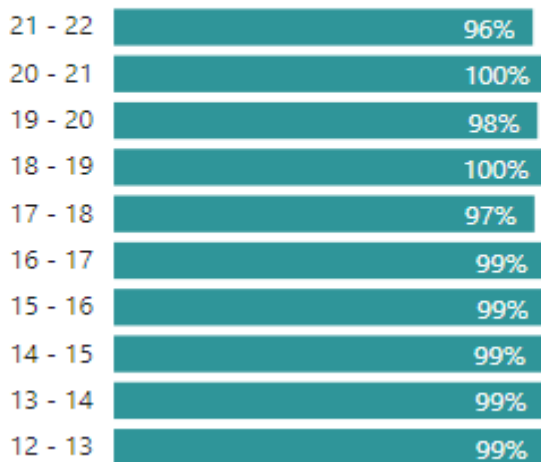
Adult and Community Learning operates within academic years. The 2021-22 year is the most recent full set of data.

Qualification Achievement Rate 2021/2022

	Achievers	Leavers	QAR
2018/19	286	326	87.7 %
2020/21	50	58	86.2 %
2021/22	123	141	87.2%



ACHIEVEMENT



Learner Satisfaction

Case studies show case the impact of provision with learners using learning to change their lives, prospects and place in society.

Learner satisfaction is high and has remained consistent with previous years, with a large proportion of learners stating they enjoyed their learning experience, had the help they needed to make good progress and achieve and received the help they required to understand what they could do next.

Examples of some comments received 'felt safe and surrounded by such kind supportive people and also learning a new skill set that has helped me with my wellbeing and day to day life'

'I was treated equal to everyone else and like an adult and respected as such takes my skills into account and tries to encourage me to try new things'

14. Service Delivery Targets and Outcomes

These were set in the adult learning strategic plan 2019-22 before the pandemic, based on income projections and subject to delivery and changes to national policy and funding.

Adult Skills Budget (Accredited courses) delivery targets and outcomes - The ESFA did not publish QARs in 2019/20 academic year or timely achievement rates for 2020/21. National level headline achievement rates were published for learners in 2020/21 whilst recognising the extraordinary circumstances surrounding 2019/20 and 2020/21 achievement rates. Care should be taken when comparing with previous years due to the effects of the pandemic such as disruption to exams and assessments.

	2019-20 Service Target	2020-21 Service Target	Actual	2021-22 Service Target	Actual
Qualification Achievement Rate	85%	87%	86.2%	89%	87.2%
Retention	89%	90%	85.5%	91%	91.7%
Pass Rate	93%	94%	95.7%	95%	98.2%

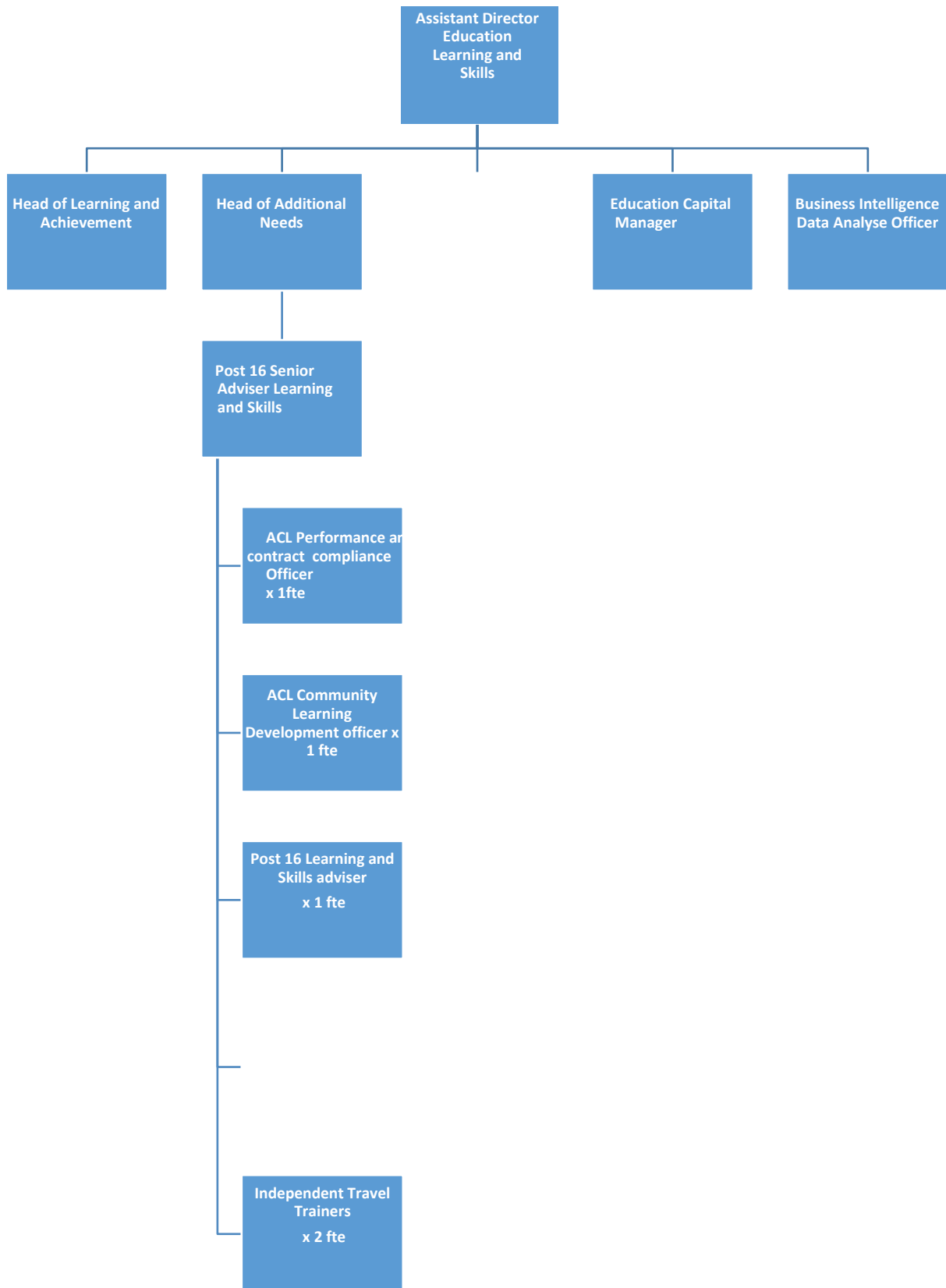
Community Learning delivery targets

	2019-20	Actual	2020-21	Actual	2021-22	Actual
Retention	95%	93.4%	96%	97.9%	97%	98.4%
Achievement Success	97%	98%	98%	100%	99%	96%
Male	36%	38%	37%	40%	38%	45%

Female	64%	62%	63%	60%	62%	55%
Non-white British	7%	5.4%	7%	4%	7%	8.9%
Learners with no or low qualifications	56%	57%	57%	53%	58%	53%
Unemployed learners	70%	85%	70%	87%	70%	92.5%
Aged over 65	10%	6%	12%	9%	16%	8%
LLDD learners (self -declared)	26%	74%	26%	84%	26%	65%

Appendix A

Staff Structure:



Appendix B

List of sub-contractors 2021-

2022:

Business Angel (Hereford) Ltd

ECHO

Nationwide Community Learning

Partnership Red Spark Learning CIC

The Cart Shed CIC

The Houghton

Project

