

## READING BOROUGH COUNCIL

### REPORT BY THE DIRECTOR OF ENVIRONMENT AND NEIGHBOURHOOD SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	20 MARCH 2017	AGENDA ITEM:	14
TITLE:	NEW DIRECTIONS SERVICE UPDATE		
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SERVICE:	ECONOMIC & CULTURAL DEVELOPMENT	WARDS:	ALL
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#### 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The report highlights the sustained improvement in outcomes and value for money that New Directions, the Council's adult learning and employment service, has delivered over recent years, including increased sustained positive destinations for learners.
- 1.2 It sets out plans in place for the service to further reduce costs over the next three years whilst maintaining the quality of service and positive outcomes for Reading residents.
- 1.3 The report outlines how the service is helping the Council to 'narrow the gap' for more disadvantaged residents and communities in line with the priorities of the Council as set out in the Corporate Plan.
- 1.4 The report highlights the significant added-value provided by New Directions, its partners and sub-contractors, including high quality volunteering opportunities, niche provision to meet the needs of vulnerable groups and helping to meet the skills needs of other Council services.
- 1.5 Appendices:
  - Appendix A: Success Data
  - Appendix B: Self-Assessment Report (SAR) Summary

#### 2. RECOMMENDED ACTION

- 2.1 That Committee notes the significant contribution New Directions is making to help narrow the gap for residents.

2.2 That Committee endorses the strategies in place to reduce costs whilst safeguarding the delivery and quality of services to Reading's more deprived and vulnerable communities as set out in paragraph 4.2 of the report.

### 3. POLICY CONTEXT

- 3.1 The Council has directly provided an adult learning offer for many years. Historically this offer was delivered by Reading Adult and Community College (RACC) based at Wilson Road in West Reading. In 2006 RACC was merged with the Training and Employment Advice (TEA) Shop, a service that had been established using Single Regeneration Budget (SRB) funding to support employability and employment for, primarily, low skilled adults struggling in the labour market. New Directions is the adult learning and employability service resulting from this merger. The new service then established a base in South Reading to better meet the needs of local communities in this area of greater need. Over subsequent years New Directions has become less of an institutionally based service and more of a peripatetic one targeting the needs of more vulnerable communities of interest and place across the Borough.
- 3.2 The service is grant funded (£1.2m per annum currently) by the Skills Funding Agency (SFA) to deliver a range of adult education both regulated (leading to qualifications) and non-regulated (not leading to qualifications). The current national SFA priorities for funding that are delivered by New Directions are:

<b>English &amp; Maths</b>	The service offers a range of qualifications to around 500 learners per year; from small bite-sized awards through to Functional Skills and GCSE aims.
<b>Employability</b>	In partnership with the Department of Work and Pensions (DWP) the service offers a holistic course where learners address core skills such as basic IT, combating digital exclusion alongside specific employability topics to enable them to become more self-sufficient.
<b>Learning for Work</b>	<p>Focused in helping learners to acquire or refresh techniques to go back into work offering 14 different learning aims. The service also coordinates all work-experience placements with the Council.</p> <p>The service will lead on providing and co-ordinating Apprenticeships on behalf of the council once the Apprenticeship Levy goes live in April 2017.</p> <p>The service will commence delivery of Access to H.E. courses targeting Whitley and Church wards which feature the lowest social mobility nationally.</p>
<b>Community Learning</b>	Community Learning is a broad range of learning that brings together adults, often of different ages and backgrounds, to

	pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children.
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3.3 Nationally funding overall has reduced over recent years and provision which is not part of the above priorities has seen the biggest reductions. Fully-funded (free) learning options for learners aged 24+ are now limited to Maths and English, unless they're in receipt of Work Related Activity Group (WRAG) benefits. An increasing number of learners are expected to utilise learning loans to pay for their learning.

#### 4. THE PROPOSAL

##### 4.1 Current Position:

The service and its partners and sub-contractors provide a range of Information, Advice & Guidance (IAG) and learning opportunities across Reading and the service is responsible for the effective delivery and quality of all the provision it funds. Classes are delivered in four RBC owned centres (two designated learning centres in Caversham & Whitley and two shared premises: Central Library - 'Elevate Reading' hub and The Avenue) plus a wide range of neighbourhood venues such as Children's Centres, Southcote I.T. Experience and probation/bail hostels and schools across the Borough. This ensures high levels of accessibility across Reading's many and diverse communities. The service reaches around 5,000 individuals annually, the majority of whom are aged 19 plus. Typically learners attend classes between two and four hours per week and around 65% of learners are from the most deprived areas in Reading.

New Directions is unique because it works with those not catered for by mainstream educational provision (schools, colleges, Universities); the service doesn't turn someone away because it might mean academic results won't be the best. The learner as an individual is at the heart of everything the service delivers. Case studies of learners who have thrived with New Directions demonstrate that the sustained interventions offered deliver positive outcomes for many Reading residents, including employment and qualifications.

The service has around 90 (37FTE) highly skilled and qualified staff and also works with the voluntary and community sector to help increase capacity and reach learners who would not engage elsewhere. Reach exceeds local demographic profile across a range of characteristics, including ethnicity and disability. Experimental data published by the Department for Education (DfE) based on two academic years (2012-2014) learner data cross referenced against HM Revenue & Customs (HMRC) and DWP data showed 77% of learners had sustained positive destinations such as employment - an 8% increase on the previously reported figure.

The overall volume of provision below minimum standards thresholds has decreased. The majority of provision is in-line with or better than benchmarks with other providers. GCSE success rates in 2015/16 improved by 10% from the previous year, with more learners achieving grade C. Learner satisfaction is excellent. Independently verified learner satisfaction rates for regulated provision remain high at 95%. The score for non-regulated provision is 98%.

Approximately 75% of non-regulated learner numbers come from voluntary & community sector sub-contractors with a targeted offer or reach: WEA Reading

Branch, Graft Thames Valley, Together Working for Wellbeing (Reading Your Way), Readipop, Reading Community Learning Centre (RCLC), Berkshire Autistic Society (BAS), Mapis Project CIC and Compass Opportunities. This has increased participation levels amongst a number of more vulnerable communities and client groups.

The service and its partners and sub-contractors generated at least £559K of 'poundplus' (added value). For example, Ofsted highlighted the service's extensive use of volunteers, and their robust training to provide effective classroom support and described this as 'Best Practice'.

New Directions was inspected by Ofsted in December 2015 and received a grade 2 or 'good' judgement (the full Ofsted Report can be accessed via the following <http://reports.ofsted.gov.uk/provider/files/2539910/urn/54075.pdf>)

The service received a 'good' rating in all areas, including leadership and management, quality of teaching, personal development, learner outcomes and adult learning programmes. Key findings from Ofsted were that:

- Almost all learners completed their courses and achieved their learning aims; they grew in confidence and made good progress during their programmes and they developed good inter-personal and work-related skills.
- Leaders and managers have developed a good range of adult learning programmes that aligns closely with the council's strategic aims of 'narrowing the gaps' and matched local priorities and community needs well.
- The location of many learning centres in the most deprived areas of Reading was praised for ensuring the accessibility of courses. Thirty-one centres are located in children's centres and other community venues. The report went on to say: "The centres provide welcoming, safe environments where very diverse groups of learners can study and succeed."
- Leaders and managers have a particularly clear focus on supporting individuals to achieve their aspirations and in doing so, help learners to improve their own lives and of those in their local community.
- Learners take great pride in their work and recognise how their training improves their own and their families' lives by, for example, giving them the skills to help with a child's homework, pass a driving test or gain employment.
- Applicants receive very good, high-quality, impartial advice and guidance prior to and during enrolment.
- Learners also gain useful employment-related skills which helps prepare them well for volunteering and work placements.
- Those who speak English as a second language develop good English language skills and a very high proportion gain qualifications.

- A significant minority of learners progress from entry-level qualifications to higher levels and often become volunteers in the training centres and other community venues. Several have gone on to gain additional qualifications and been employed in children's centres.

Further external validation of the quality of the service has been successful re-accreditation for the rigorous Matrix Standard in February 2016, ratifying the high standard of Information, Advice and Guidance (IAG) provided and critically that services are consistent across the Borough. The service was also awarded 'Silver status' Fair train standard for its work experience placements in April 2015.

The service is now delivering more fee paying courses which will not be subject to the SFA funding grant and therefore will not be in scope of Ofsted. This has increased fee income and is a more efficient delivery model that is better and less bureaucratic for participants whilst also reducing delivery costs.

The service has increased volumes of non-direct delivery, for non-regulated learning, within the Council and voluntary and community sector building on existing relationships where quality standards have improved and there is on-going commitment to upskilling staff.

To further evidence the local impact of Adult Learning a third party supplier was commissioned to carry out 'Outcomes and Destinations' tracking for all beneficiaries to capture more robust and detailed information. The results showed that in addition to positive destinations learners reported:

- More confidence - 75%
- Developed clear goals and ambitions - 35.1%
- Increased confidence about work prospects - 34.8%
- Developed new friends and interests - 30.6%
- Able to study more independently - 30.1%
- Improved health and wellbeing 28%

## 4.2 Options Proposed

As demonstrated by the Ofsted assessment that the service is 'good' across all aspects of its provision, New Directions has over recent years demonstrably improved the targeting and consistent quality of its offer whilst significantly reducing costs. Going forward the service will seek to maintain the quality of its offer and the outcomes for residents that it achieves whilst also:

- Diversifying its funding base to reduce vulnerability to Government reductions in or changes to skills (SFA) funding;
- Further integration with other Council services and initiatives to add value and resources;
- Developing the service offer in-line with the Council's priorities and the need to deliver improved outcomes for Reading's residents within financial constraints.

The service will undertake a staff consultation in January-February on an organisational restructure to continue to ensure its resources are effectively deployed and it can respond to delivering new provision such as Access to Higher Education (H.E.) programmes focused in high needs wards (Whitley and Church)

where too few (the lowest nationally) progress to H.E. This has proved to be a successful approach to improving outcomes in other areas of the country and whilst learners need to take out loans to access provision, if they are successful in progressing to H.E then the loans do not have to be paid back.

New Directions will deliver all its 'Community Learning' non-direct delivery, for non-regulated learning via the library service and community sector further building on existing relationships where quality standards have improved and there is on-going commitment to upskilling staff.

The service will lead on the Council's 'Employer-Provider' approach to delivering apprenticeships following the introduction of the Apprenticeship Levy in April 2017 working closely with the Learning and Development Team. The service will directly deliver some apprenticeships and ensure that only good quality apprenticeship provision is purchased externally where this is required.

The service will continue to offer targeted provision underpinned with Maths and English skills such as classes to support Universal Job-match, Universal Credit, Personal Budgeting and Digital Inclusion.

The service will consolidate its operations to a single site in South Reading to provide accessibility and outreach capacity in what is, overall, the Borough's area of greatest skills needs. This consolidation forms part of the Council's wider asset rationalisation and will contribute to linked savings and efficiency targets. Following the closure of the current Caversham Centre in Summer 2017, New Directions will continue to deliver courses in Caversham utilising other venues, such as Emmer Green, in-line with its broader strategy to ensure accessible provision right across the Borough.

The service will continue to have a role in the quality improvement of Children's Centres to ensure that they provide a consistent and quality assured wider family learning programme. This will include the continued upskilling of staff leading learning activities.

To continue to evidence the positive local impact of Adult Learning a third party supplier will carry out 'Outcomes and Destinations' tracking for all 2015-16 beneficiaries to continue to capture more robust and detailed information and data.

#### **4.3 Other Options Considered**

Adult learning and employability services are non-statutory and the Council could decide to either withdraw from providing these services or contract out all provision. As outlined above the service is a niche provider delivering excellent outcomes for many of Reading's more vulnerable communities. It achieves this through a balance of direct delivery and sub-contracting to other voluntary sector providers to increase reach whilst securing appropriate quality standards across all of this provision. As a Council service it is also better placed to integrate with and help provide resources for other Council services and initiatives, for example Apprenticeship Levy, Children's Centres, work experience, Elevate and 'Troubled Families'.

### **5. CONTRIBUTION TO STRATEGIC AIMS**

#### **5.1 Providing the best life through education, early help and healthy living**

65% of the service's part-time learners come from the most deprived parts of the town. The service works with Children's Centres to co-fund their universal activities, fully-fund and deliver targeted learning opportunities such as English, Maths and Employability qualifications and by providing funding for childcare to help remove barriers to engagement. Example partnership projects include targeting parents whose children are not meeting expected attainment levels by working with them to support their childrens learning.

## 5.2 Safeguarding and protecting those that are most vulnerable

The service offers a Universal programme which supports soft outcomes such as health and wellbeing, confidence and reduced isolation. Targeted support includes Adults with learning difficulties and or disabilities, helping them to develop independent living skills. Birth preparation classes for expectant mums who do not speak English. Healthy eating classes focus on nutrition and budgeting. Project work includes working with families with multiple and complex needs, 50+ employment issues and careers advice. 100% of staff are safeguarding, prevent and equality & diversity trained.

## 5.3 Keeping the town clean, safe, green and active

The service provides classes at approved premises and probation. The service co-funds Reading Sport & Leisure (RSL) delivered activities which promote active lifestyles and wellbeing. The service continues to maintain an active cohort of volunteers who support learning. The service supports digitalisation by providing free IT user training at a range of venues. Working with other teams such as housing and trading standards to develop and accredit schemes such as tenant participation and selling alcohol responsibly. Projects working with troubled families with multiple and complex needs have prevented numerous housing crises. Food4Families are co-located with the service in Whitley.

## 6. COMMUNITY ENGAGEMENT AND INFORMATION

6.1 The service relies on effective community engagement and information to attract learners. It produces extensive and targeted marketing for its offer and also delivers at a range of venues across the Borough to afford access to all of Reading's residents. In particular the service works with a range of community partners to extend reach through the Reading Community Learning Network (RCLN). RCLN was first established in 2008 to begin addressing the government's vision 'New Challenges, New Chances'. RCLN consists of 39 members each providing targeted or specialist provision: Chrysalis foundation, Reading College, Museum of English Rural Life, Reading Museum, Graft Thames Valley, Readipop, Thames Valley Dyslexia Centre, Berkshire Autistic Society, Thrive, Newbury College, WEA branch, WEA Region, Reading Your Way, Earley Crescent Centre, Bracknell & Wokingham College, Spark education Trust, Age UK, Language Training Development Ltd, Learndirect, PeoplePlus, Maximus, Reading Sport & Leisure, Reading libraries, Catalyst Housing, Real Business Club, Reading Voluntary Action, Children's Centres (x5 clusters), Probation, Scout Enterprises, Purley Park Trust, West Berkshire ACL, Jelly, Utulivu, Indian Community Centre, Abi College, Drug & Alcohol team, Youth Service, Compass, Link Up (Mencap) and Reading Community Learning Centre.

Since inception, key achievements include:

- Multiple provider Adult Learning Guide for Reading;
- Multiple provider ESOL provision leaflet with 6 language translation;
- Delivered Community Learning to over 2,700 learners each year;
- 57 staff achieved teaching/assessing qualifications;
- Worked with over 200 volunteers.

## 7. EQUALITY IMPACT ASSESSMENT

- 7.1 The service has narrowed the achievement gap between Men and Women which was identified in 2014-15 and its reach exceeds local demographic profile across a range of characteristics, including ethnicity and disability.
- 7.2 An Equality Impact Assessment is not relevant to this paper.

## 8. LEGAL IMPLICATIONS

- 8.1 The service is responsible for delivering the national entitlement of Maths and English qualifications to learners aged 19+ who have not yet achieved a GCSE grade C or above. The service has statutory responsibilities with regard to the Prevent Duty.

## 9. FINANCIAL IMPLICATIONS

- 9.1 The proposals outlined in paragraph 4.2 of this report will reduce core running costs whilst diversifying the range of funding streams supporting delivery.
- 9.2 The service is forecasting a budget neutral position for the 2017/18 financial year.
- 9.3 The service currently contributes £140K to other council service budgets; funding learning delivery in Children's Centres (Wider Family Learning e.g. Messy Play), Reading Sport and Leisure (Staying Active) and the Drug and Alcohol Team (DAAT), funding Childcare provision in Children's Centres, Avenue Centre Room hire, HR services, and Premises Costs. This is expected to increase to around £170K in 2016-17.
- 9.4 Over the last 7 years RBC's contribution to New Directions has reduced by around 65% alongside funding reductions of around 25% from the SFA contributions. The move within the Central Library into the 'Elevate Reading' hub has saved the service around £20k annually whilst still contributing an income stream to the Library service.
- 9.5 The service collects around £170k annually in course fees. The service also collects around £7k annually for room hire to community and not for profit groups.

## 10. BACKGROUND PAPERS

Too Important to be left to chance research report for the All Party Parliamentary Group for Adult Education (APPG) Inquiry into Adult Education:

[http://www2.warwick.ac.uk/fac/soc/ier/research/adult\\_education/dh\\_adult\\_education\\_full\\_report.pdf](http://www2.warwick.ac.uk/fac/soc/ier/research/adult_education/dh_adult_education_full_report.pdf)

Manifesto for Adult Learning in the 21<sup>st</sup> Century: <http://www.eaea.org/media/policy-advocacy/manifesto/manifesto.pdf>

Valuing the Impact of Adult Learning Report:  
[http://shop.niace.org.uk/media/catalog/product/v/a/valuingimpact\\_web\\_1.pdf](http://shop.niace.org.uk/media/catalog/product/v/a/valuingimpact_web_1.pdf)

Community learning: government funding:  
<https://www.gov.uk/government/collections/community-learning-government-funding>

Appendix A - Success Data

Learning Category	2014-15			2015-16			Trend
	Number of 19+ learners	Success %	Provider Group Benchmark %	Number of 19+ learners	Success %	Provider Group Benchmark %	
Award	303	80.8	86.4	260	73.8	88.2	↓
Basic Skills Maths and English	411	80	72.4	445	72.6	74.7	↓
Certificate	62	82.8	84.7	46	84.8	84.9	↑
Diploma	37	71.4	82.8	5	40	84.5	↓
ESOL	250	79.4	84	142	78.9	84.5	→
GCSE Maths and English	78	78.2	80.9	99	88.9	82	↑

*NB: The methodology for minimum standards calculations was changed for 2014-15 which means it is not possible to present a three year trend.*

## Appendix B - Self Assessment Report (SAR) Summary

### New Directions overview (At a glance Self-Assessment)

Local authority

	2014-15	2015-16
Overall Effectiveness	Good	Good
English & Maths	Good	Good
ESOL	Good	Good
Learning for Work	Good	Good
Community Learning	Good	Good
Non-direct delivery	Good	Good

#### Overall Judgements

New Directions Key Strengths	Supporting Evidence
<ol style="list-style-type: none"> <li>Improvement on GCSE success</li> <li>Learner satisfaction is excellent</li> <li>Information, Advice and Guidance (IAG) is effective and well embedded across the service</li> <li>Provision is well planned and accessible.</li> </ol>	<ol style="list-style-type: none"> <li>GCSE success rates are now above benchmarks with 88.9%</li> <li>The FE Choices score for Community Learning improved to 9.1 out of 10</li> <li>The whole service maintained its Matrix standard approval in February 2016</li> </ol>
<b>New Directions is not outstanding because:</b>	
<ol style="list-style-type: none"> <li>Success rates are not consistently above benchmarks</li> <li>Success rates have not improved to the same extent across all levels - Level 2 Functional Skills is lowest</li> <li>Standards of teaching are not consistently outstanding</li> <li>ICT P&amp;Ps are not promoted enough across the whole service and E-safety is not routinely embedded in lesson.</li> </ol>	
<b>Focus for improvement - will start the new Quality Improvement Plan (QIP)</b>	
<b>Outcomes for learners:</b>	<b>Quality of Teaching, Learning &amp; Assessment:</b>
<ol style="list-style-type: none"> <li>Improve Level 2 results in English</li> <li>Monitor gaps in achievement of E3-L1 and implement strategies to improve success</li> <li>Analyse and address gap for minority groups</li> <li>Improve Diploma and Award success rates</li> <li>Improve standards of reading and writing in English at Level 1 and Level 2</li> <li>Introduce a more robust data recording and collection of learner information in the Learner support area.</li> </ol>	<ol style="list-style-type: none"> <li>Improve the purposeful use of ICT to enhance learning across all areas.</li> <li>Focus on developing critical grammar aspects and spelling in the English area.</li> <li>Monitor trends of ungraded Observation of Teaching Learning and Assessing (OTLAs) and continue the implementation of the developmental side to raise standards across the service.</li> <li>Consolidate the introduction of ungraded observation in Subcontracted provision and continue monitoring and recording the impact of ungraded OTLAs</li> </ol>
<b>Personal Development, Behaviour and Welfare (PDBW):</b>	<b>Effectiveness of Leadership &amp; Management:</b>
<ol style="list-style-type: none"> <li>Review the Dyslexia offer to include: strategies to cope with everyday tasks, improve diagnostic assessment, reporting of results to learners to be more age appropriate, i.e. without reading 'age band'.</li> <li>Improve communication with tutors on how to access the Dyslexia support team and courses.</li> <li>Improve promotion of E-safety and ICT policies and procedures amongst tutors and learners</li> <li>Improve identification and timely offer of effective support for learners.</li> <li>Further promote e-safety across the service to be fully embedded in every area.</li> </ol>	<ol style="list-style-type: none"> <li>Complete and further implement the ICT and online safety policies and procedures.</li> <li>Improve recording of Safeguarding incidents outcomes</li> <li>Increase staff participation in the Self-Assessment process to make it more inclusive.</li> <li>Develop a more critical writing style of the SAR to make it more critical and evaluative supported by timely and accurate data.</li> <li>Increase participation of Governance to include broader representation and improve consistency of attendance.</li> <li>Fully implement ungraded OTLAs in the sub-contracted provision.</li> <li>Develop a robust Apprenticeship provision for Reading Borough Council staff.</li> <li>Research and develop a robust Access to HE provision focusing in two most deprived wards in Reading (Whitley and Church).</li> <li>Fully implement the new C&amp;G ESOL offer with enough flexibility to make it suitable to different communities in Reading.</li> </ol>

## Outcomes for learners

- ND has good provision and outcomes for learners are good. Most of the provision under the different qualification types is maintained above the Minimum Standards Threshold (MST), with GCSE (English and Maths) achievement raising to 88.9%, a 13.9% above MST and a 10% increase compared to ND own results in 2014-15. Two qualification types are below MST, Award (73.8%) and Diploma (40%); however in both cases the concerns have been identified and intervention put in place to make sure processes are robust, learners' registrations timely and data reporting accurate. (See *appendix 1, Charts 1 and 2*)
- Historically, learners in the Fashion Diploma, were allowed to continue the course after their expected completion date, which adversely affected the success rates for this qualification type. The newly appointed manager identified the issue and offered the tutor opportunity to undertake an assessor qualification. This support offered led to a better identification of learners' gaps and the consequent implementation of effective measures to help learners complete their course, which in some cases wasn't in a timely manner leading to the lower success rate of 40%. However, as a result of these changes, the diploma in fashion gained Direct Claim Status (DCS) after a very successful visit from the External Verifier (EV) from City and Guild who commented on the good teaching and assessing and the high standard of the learners' work. Following the EV's recommendation, the Curriculum Lead has reviewed the fashion offer and the Diploma qualification will be replaced with smaller Award qualifications in 2016-17.
- The overall achievement for the Award category shows as 73.8%, although this is an accurate overall percentage, the data is made up of some very successful and some unsuccessful programmes, the average of which presents an overall percentage which is below the MST. For example, the Employability award with a total of 127 learners shows a good overall achievement of 80%. Managers prompt response to Ofsted recommendations of changing the offer from Level 1 (with a 74.35% success) to Entry 3 (84% success) brought an improvement in the delivery model and made the provision better suited to the needs of the learners attending this mandated course. This improvement in provision has also been acknowledged by City and Guilds in their last External Quality Assessor (EQA) visit.
- However, the success rate of a pilot in Customer Service Level 1 Award, is 58%, bringing down the overall percentage of achievement within the Award programme. This course was introduced to support the Council-wide Employability Pathways Strategy, and although the majority of learners successfully moved into work placements and/or employment showing good progression, the success rates of the qualification suffered as those learners left the course before being able to complete it.
- ND encourages learners to progress from English, Maths and ESOL onto other accredited courses such as Childcare; this enables learners to extend their learning into areas they might not have considered, increasing their life chances. Learners in Community Learning courses are encouraged to progress onto further accredited courses and are offered IAG sessions to support them to find the relevant course for their needs.
- There has been an improvement in the participation of learners completing the ND' End of Learning evaluation feedback form, with 658 respondents (589 in 2014-15). 67.16 % of learners stated that their learning had helped in their work, 25.49% moved into employment, and 88.71% planned on continuing their learning. (*Appendix 4, Charts 1-5*)
- The FE Choices Community Learning Satisfaction Survey shows that 37% of learners feel they are more likely to progress onto further learning as a result of attending their course than originally intended at the beginning which showed only an 18%. And 18% of learners feel they are more likely to get a job or progress at work.
- The recording of Learner destinations has improved following outsourcing to an external company to allow for a more effective following and recording of learners' journey and destinations. 72% of all learners enrolled across the whole of ND' provision during 2015-16 were contacted with 60% (1168 learners) completing a telephone survey; 40% (764 learners) could not be contacted due to unrecognised numbers, wrong number or because the numbers constantly rang out.
- A total of 655 learners enrolled in Adult skill courses, 396 learners (56%) were contacted, of those contacted, 74% completed the survey (273 learners) showing that 31.1% progressed into paid employment of over 16 hours per week or more; 16.1% were in education and 0.4% went onto an Apprenticeship. (see *Appendix 6, Chart 1*)
- In the Community Learning area out of 2028 taking a course, 1563 were contacted (77%) and 57% (895 learners) completed the telephone survey. The survey shows that from those who completed the survey, 34.7% progressed into employment. (see *Appendix 6, Chart 2*)